

## Root Values in Works Published on Emigration and Immigration

### Göç ve Mültecilik Üzerine Yayınlanmış Eserlerde Kök Değerler

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ABSTRACT	ÖZ
<p>Values that shape the behavior of individuals and determine their appropriateness, morality, effectiveness and beauty add meaning to life and are closely related to human life. In this study, it is aimed to examine ten root values determined in 2019 Turkish Teaching Program published by the Ministry of National Education in works published on migration and immigration. Document analysis method was used in the study and three literary works were examined. As a result, eight messages related to the value of helpfulness, seven messages related to the value of patriotism and three messages related to the value of love were identified in JuJu Beni Unutma. In Halepli Zeynep, only four messages were found regarding the value of "helpfulness" and it was seen that Umud Sokağı Çocukları contains six messages, three about the value of benevolence and three about the value of love.</p> <p>When the findings obtained from this study are compared with other studies it is seen that Çiğdem Sezer's novel JuJu Beni Unutma and Mevlana İdris Zengin's Halepli Zeynep can be useful in conveying the root values. However, it is understood that all three works can be useful in raising an awareness of the readers about immigration and refugees.</p>	<p>Bireylerin davranışlarını şekillendiren ve onların yerindeliğini, ahlaklılığını, etkililiğini ve güzelliğini belirleyen değerler, hayata anlam katar ve insan yaşamıyla yakından ilişkilidir. Bu çalışmada göç ve mültecilik üzerine yayınlanmış eserlerde Millî Eğitim Bakanlığı tarafından yayımlanan 2019 Türkçe Öğretim Programında yer alan on kök değer incelenmesi amaçlanmıştır. Nitel araştırma yöntemlerinden doküman analizi yönteminin kullanıldığı çalışmada Mevlâna İdris Zengin tarafından yazılan Halepli Zeynep, Gülsevin Kral'ın kaleme aldığı Umud Sokağı Çocukları ve Çiğdem Sezer'in JuJu beni unutma eseri incelenmiştir. Yapılan incelemeler sonucu JuJu beni unutma eserinde yardımseverlik değerine ilişkin sekiz, vatanseverlik değerine ilişkin yedi, sevgi değerine ilişkin üç ileti tespit edilmiştir. Halepli Zeynep eserinde sadece "yardımseverlik" değerine ilişkin dört iletiye rastlanmış ve Umud Sokağı Çocukları romanının yardımseverlik değerine ilişkin üç ve sevgi değerine ilişkin üç olmak üzere altı ileti içerdiği görülmüştür.</p> <p>Bu çalışmadan elde edilen bulgular konu ile ilgili yapılan diğer çalışmalarla karşılaştırıldığında Çiğdem Sezer'in JuJu Beni Unutma adlı romanı ve Mevlana İdris Zengin'in Halepli Zeynep eserinin kök değerlerin aktarılmasında faydalı olabileceği sonucunu ortaya koymaktadır. Ancak her üç eserin de artık ülkemizin bir gerçeği olan göç ve mültecilik ile ilgili okurların bir farkındalık geliştirmesi ve göçmen ve mültecilere karşı empati duymasını sağlamada faydalı olabileceği anlaşılmaktadır.</p>
<b>Anahtar Kelimeler</b>	<b>Keywords</b>
Göç ve mültecilik, kök değerler, Halepli Zeynep, Umud Sokağı Çocukları, JuJu Beni Unutma	Emigration and immigration, root values, Halepli Zeynep, Umud Sokağı Çocukları, JuJu Beni Unutma

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## 1. Introduction

Values can be evaluated as all of the attitudes, behaviors, beliefs and emotions that make human life socially and individually meaningful. According to Halstead (1996), values are individual and social preferences that are considered good in their own such as beauty, truthfulness, love, honesty, and loyalty. Values are the criteria that shape the individuals' behaviors and determine their appropriateness, morality, effectiveness and beauty (Hökelekli, 2010). As values play an important role in determining, shaping and directing individuals' attitudes and behaviors (Kulaksızoğlu & Dilmaç, 2000), they indicate what is valuable and should be preferred for individuals (Akbaş, 2008). In this context, it can be said that values add meaning to life and are closely related to human life.

When the literature is examined, it is seen that many studies have been conducted on the concept of value and researchers have examined this concept from different angles. Examination of literary texts in the context of values is one of the ways followed. For example, Şahin (2015) examined the texts in the primary school fourth grade Turkish textbook, and Er (2017) examined the books of Suha Mermerci in terms of cultural values, Aydın and Çiftçi (2020) tried to determine the values in Muhammed İkbâl's children's poems, Sarıkaya and Aydeniz (2021) analyzed folk tales of Van province in terms of value transfer, and Tunagür and Kardaş (2017) examined Mustafa Kutlu's stories to determine the values and how these values can be used in Turkish language teaching. While Dirican and Dağlıoğlu (2014) dealt with some picture story books in terms of various basic values, Ünlüer (2013) examined the Tales of Billur Köşk in terms of the religious and moral values.

One of the subjects that researchers focus on in their studies and the most common one is values education. Values education is the process of acquiring and gaining values that shape the personality of the individual and need to be transformed into behavior (Yaman, 2012). Many researchers have examined various works in the context of values education. Foremost among these is the examination of Turkish textbooks in terms of values education. Studies by Coşkun and Derse (2021), Gül (2017), Kaygana, et al. (2013), Deniz and Karagöl (2018), İkinci Çelikpazu and Aktaş (2011), Şakiroğlu (2020) are some of them. Evaluating the works of various authors in the context of values education is another method adopted by researchers. For example, children's stories by Yavuz Bahadıroğlu (Kati, 2015), children's novels by Ayşe Yamaç (Kuru & Keklik, 2016), works by Cengiz Aytmatov (Şahin, 2017), children's books by Behiç Ak (Abacı, 2018), and Cahit Zarifoğlu's tales (Kaçmaz, 2018) have been analyzed in terms of values education.

When the studies on the concept of value are taken into consideration, one of the remarkable issues is that values are classified by many researchers. One of the most prominent of these is the classification made by Spranger (1928). Spranger classified values as *theoretical value, economic value, aesthetic value, social value, political value and religious value*. Unlike Spranger, Rokeach (1973) divided values into two different groups as goal values and instrumental values. According to Rokeach's classification; *a comfortable life, an exciting life, a world in peace, equality, freedom, happiness, national security, pleasure, guidance, social acceptance, true friendship, wisdom, a world of beauty, family security, mature love, self-respect, sense of accomplishment, inner harmony*, were determined as purpose values and *being ambitious, being open-minded, being capable, being cheerful, being clean, being courageous, being forgiving, being helpful, being honest, being imaginative, being*

*independent, being intellectual, being rational being caring, being obedient, being kind, being responsible, being self-controlled* were determined as instrumental values (Bordeaux-Rego, et al. 2011). While goal values constitute the basic goals of life, instrumental values show the accepted behavior patterns in reaching these goals (Çalışkur & Aslan, 2013). Apart from Spranger and Rokeach, many scientists such as Schwartz (2012), Ülken (2001), Mengüşoğlu (2013), Güngör (1998) have made value classifications.

There is a similar value classification in the 2019 Turkish Teaching Program published by the Ministry of National Education. In this program, *justice, friendship, honesty, self-control, patience, respect, love, responsibility, patriotism, and helpfulness* are determined as the root values. According to the program, “*These values will come to life both on their own, with the associated sub-values and with other root values in the learning-teaching process.*” (MEB, 2019, p. 4). These mentioned statements show that one of the aims of the program is to make students gain these ten root values. In this context, the examination of literary texts in terms of acquiring and gaining these ten root values is a research topic.

The aim of this study is to examine the works; Mevlana İdris Zengin's Halepli Zeynep, Gülsevin Kırıl's Umut Sokağı Çocukları and Çiğdem Sezer's Juju Beni Unutma, which deal with migration and refugee issues, in terms of the root values (justice, friendship, honesty, self-control, patience, respect, love, responsibility, patriotism, helpfulness) determined in the 2019 Turkish Teaching Program. For this purpose, answers to these questions were sought:

Which of the ten root values have been handled in Mevlana İdris Zengin's pictorial book Halepli Zeynep?

Which of the ten root values have been handled in Gülsevin Kırıl's novel Umut Sokağı Çocukları?

Which of the ten root values have been handled in Çiğdem Sezer's novel Juju Beni Unutma?

## **2. Method**

In this study, qualitative research method, one of the scientific research methods, was used. Qualitative research is a research in which data collection methods such as observation, interview and document analysis are used, and a qualitative process is followed to reveal perceptions and events in a natural environment in a realistic and holistic way (Yıldırım & Şimşek, 2016, p. 41). Also, research studies that investigate the quality of relationships, activities, situations, or materials are frequently referred to as qualitative research (Frankel, Wallen & Hyun, 2012, p.426). In the study, document analysis was used as a data collection method. Document analysis includes the analysis of written materials containing information about the case or cases that are aimed to be investigated. In document analysis, textbooks, guidelines, student exams, official documents related to education, etc. diaries, private letters, personal documents, magazines and books can also be examined (Yıldırım & Şimşek, 2019, pp. 189-190).

## **3. Data Analysis**

In this study, the data obtained as a result of document analysis were analyzed by descriptive analysis method. The data obtained according to this method are summarized and interpreted according to the previously determined themes (Yıldırım & Şimşek, 2016, p. 239). In this

context, each of the ten root values determined in the 2019 Turkish Teaching Program was considered as a theme.

## 4. Findings

### 4.1. Findings related to *Halepli Zeynep* by *Mevlâna İdris Zengin*

*Halepli Zeynep*, written by Mevlana İdris Zengin, was published by Şenyıldız Matbaacılık in October 2017 in İstanbul. It is a pictorial book consisting of 30 pages. The lives of Zeynep and her family, who had to leave the city of Aleppo after the Syrian civil war and migrate to the city of Gaziantep in Turkey, were narrated in the book. When the book is examined in terms of root values, only four messages related to the value of "helpfulness" were found. These messages are as follows:

When the mole was leaving, Zeynep gave him some bread to give to the hungry children in Aleppo. (p. 19)

The next day, mole Drill came with five mole friends to the small garden in Antep. The hungry children in Aleppo were very happy for the bread. They wanted to bring more bread so that more children would be happy. Zeynep brought an armful of bread and gave it to the moles. (p.19)

The moles were traveling like the wind from Antep to Aleppo, from Aleppo to Antep with these skates. They carried food between the two cities, they carried hope, they carried joy, and they carried medicine. (p.21)

Now everything could go faster and more. Some good people who learned about the situation also started to bring and leave something in the small garden every day. The number of moles was constantly increased according to the situation. The mole Drill was looking after the works underground, and Zeynep was looking after the works above the ground. (p.25)

### 4.2. Findings related to *JuJu Beni Unutma* by *Çiğdem Sezer*

The book, written by Çiğdem Sezer, was published in Ankara by Bilgi Publishing House in 2015. The 71-page book is a novel. The novel narrates the lives of JuJu and her family, who had to immigrate to Turkey after the civil war in Syria. When the novel is examined in the context of root values, eight messages related to the value of helpfulness, seven messages related to the value of patriotism and three messages related to the value of love have been identified. These messages are as follows:

#### **Helpfulness**

Irmak had called me to give the cardigan and notebook she bought. (p.16)

There was an old grandmother in that house. Like my grandma. She wrapped and warmed Teslime, and gave us hot tea, bread and cheese. (p.19)

Irmak was going to give me her own books. She spread out books on the dinner table. "Take whichever you like," she said. "I've read them all." (p.38)

The aunt who wanted the cooker flushed. She turned her back and walked. At that time, Ms. Melehat Aunt at number five came. She asked my father what happened. My father told. "Run," said Ms. Melahat Aunt to my father, "Run call that woman." My father ran and brought the woman. Ms. Melahat Aunt took the woman to her home. She told my father to wrap the cooker. My father wrapped the cooker in big papers and tied it with rope. He also

wrapped a cloth over the knot. It was easier to carry that way, it didn't hurt her hand. Ms. Melahat Aunt called my father. She gave a lot more packages, bags. "Can you carry these to my car?" Then they got in the car with that woman and drove away. In the evening my father told. Ms. Melahat Aunt had gone to the woman's house and left the belongings. Tomorrow she will bring them the sofas in the warehouse. (p.47)

I had Cengiz Brother, I had Aunt Nazli. They helped us, found a job, a house, and enrolled me in school. (p.56)

I will be like Nazli Aunt when I grow up. I will work and earn money. I will help children without families. But I have to find jobs for those with families. Too bad if their fathers don't have money! (p.56)

Those who have a lot of money give it to those who do not, so that they can study. It's called a scholarship. When I grow up and work, I will earn a lot of money and give scholarships to those who have no money. (p.59)

At first I didn't want to grow up, but now I want to grow up fast. Working, making money and helping others. Then both my parents get old. I also look after them. (p.60)

After I appeared on television, many people searched me and said, "We will help". (p.66)

### ***Patriotism***

I didn't want to come to Turkey either. My friends, my school, my relatives all stayed in Syria. (p.5)

"Okay," said my mother. "Maybe one day the war will be over. We will return to our country" (p.7)

There was also Bewar; It means stateless. Will my brother be Bewar? Stateless... Who wants to be named Bewar? Who wants to be stateless? (p.26)

I want to go to our school with Fatma in Syria. (p.29)

I do not want to go to school. If I go to school, I can't go back to Syria! (p.34)

Maybe one day we will look at the sky together in Syria, at the white doves. (p.68)

We will never forget Syria, but we will also decorate our lives here. (p.71)

### ***Love***

There are two sisters here, Evin and Evrim. They live at number ten. They do not love me. (p.21)

I was not upset because that boy, Buğra, beat me. One day I might beat him too. But when he hit my bike and said, "Go get another one in the trash!" it hurt a lot. It hurt more than he pulled my hair, more than when he hit me with wand. (p.24-25)

"I'm sure Fatma wouldn't want you to be upset either," said Cengiz Brother. "If a person loves someone, he always wants them to be happy." He was right. I also want my loved ones to be happy always. (p.35)

### **4.3. Findings related to Umut Sokağı Çocukları by Gülsevin Kıral**

This novel, written by Gülsevin Kıral, consists of 132 pages and published by Günışığı Kitaplığı in 2014. The story of Hasan and his family, who had to immigrate to Turkey after the civil war in Syria, staying in the hotel in Istanbul and with the people around is narrated. When the novel

is examined in terms of root values, it is seen that it contains only six messages, three about the value of helpfulness and three about the value of love. These messages are as follows:

### **Helpfulness**

"Mrs. Berivan, does the restaurateur need a dishwasher? Can you ask?" "Sure," she says, and we all go back to the restaurant. (p.68)

Aunt Eje looks pretty tired. I take the bundle on her back; pretty heavy. I am amazed at how she carried this burden all the way from Syria. Then I am angry with myself for why I did not think of getting the bundle before, and why I made the woman with the baby carry it. (p.96)

My mom is catching me up while I am putting on my shoes. "Don't stop by anywhere after school, come straight home," she says. "Let me prepare a meal and take it to the Berivan. Suddenly, they became very crowded, and the poor woman does not have any preparations." Then she hums. "It would have been better if I could send it yesterday, but when suddenly a guest came..." (p.108-109)

### **Love**

His hands are on my back, he's telling me something. Like the kid in the restaurant. He strokes my hair longer and longer. But this is different... more loving. (p.29)

"I cooked beans and rice, just in case you like it," my mom says. Ever since I started working, she has always been cooking my favorite food. (p.36)

Moreover, it is as if Karabaş loves him more. I have been feeding him for a month, he has never been in a restaurant like this. He obviously loves this boy and little girl very much. (p.38)

## **5. Discussion and Conclusion**

The data obtained in this study, in which three works on migration and refugee were examined in terms of root values; show that Gülsevin Kırıl's novel *Umut Sokağı Çocukları* is weak in terms of containing messages related to root values. In the related work, there are only six messages, three about the value of helpfulness and three about the value of love. This situation shows that this work is insufficient in terms of gaining root values.

In the pictorial book *Halepli Zeynep* by Mevlana İdris Zengin, which was examined in terms of root values in the study, only four messages related to the value of helpfulness were identified. Although four messages may seem few, this work is a pictorial book and is very short in text. When evaluated in this context, it can be considered as a useful work for gaining the value of helpfulness.

Çiğdem Sezer's novel *JuJu Beni Unutma* is the third work analyzed in terms of root values in this study and this work is richer in terms of containing messages related to root values compared to other examined works. In this work, there are eight messages about the value of helpfulness, seven messages about the value of patriotism, and three messages about the value of love. For this reason, it is seen that the work is a work that can be used to gain the root values it contains.

When the literature is examined, it is seen that various works have been examined by researchers in terms of containing messages related to root values. In her study, Bulut (2020) examined Ayla Kutlu's "Merhaba Sevgi" children's novel in terms of values education and ten root values. As a result of her examination, the researcher determined that there are messages related to all ten root values in the relevant work and concluded that the work is rich in values and is important in terms of values education (Bulut, 2020). Kurtoğlu (2019), on the other hand, examined the works of Hacı Bektaş Veli in terms of root values. The results of the study show that these works contain many elements that can be useful in values education.

In another study on ten root values, Gürgil et al. (2019) examined Hünkar Hacı Bektaş Veli's Velayetname. As a result of the examination, it is seen that the related work contains messages about all ten root values, but the most common ones are respect, helpfulness, love, responsibility and patience (Gürgil et al., 2019). The frequency of the values handled in the work shows that this work is useful in transferring the root values. Abdullatif and Kırkkılıç (2021), on the other hand, examined Yeşim Saygın Armutak's children's novel, Bataklığın Kıyısındaki Ev, in terms of root values. As a result of the examination made by the researchers, it was determined that except for the value of patriotism there are messages related to the ten root values in the related work. It is seen that the values most handled in the work are patience, helpfulness and love (Abdullatif & Kırkkılıç, 2021).

In another study conducted in terms of handling root values, Kıymaz and Altay (2021) examined Behiç Ak's children's novel, Tavşan Dişli Bir Gözlemcinin Notları. The results of this study are similar to the results of the study conducted by Abdullatif and Kırkkılıç (2021). Researchers have determined that except for the value of patriotism other values are handled in this work. There are also studies by Korkutan and Kaplan (2022), Tozlu and Yüce (2020), Oktay (2019) and Akay (2018) in the context of examining a work in terms of root values.

When the findings obtained from this study are compared with other studies on the subject, it reveals that Çiğdem Sezer's novel JuJu Beni Unutma and Mevlana İdris Zengin's Halepli Zeynep can be useful in conveying the root values. However, it is understood that all three works can be useful in raising an awareness of the readers about immigration and refugees, which is now a reality of our country, and in making them feel empathy towards immigrants and refugees.

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