Values and Values Education As Perceived By Primary School Teacher Candidates

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Abstract

In this study which is carried out in the phenomenology pattern, the aim of this course is to determine the opinions of the pre-service teachers about the value concept and values education. In this study, twelve prospective teachers in 4th grade in the department of primary education in a faculty of education were interviewed. The opinions of prospective teachers on values and values education were grouped under two categories as "My Values" and "Values Education". In the category of "My Values", prospective teachers included the concept of values and the values that guided their lives within personal and social values. The category of Values Education was examined under the purpose of values education and the path I will follow. While some prospective teachers emphasized that the primary goal in values education should be to raise good citizens, other teacher candidates highlighted the importance of having a good character by focusing on personal values. Prospective teachers thought that active learning methods, modelling, and cooperating with family would be effective in values education.

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INTRODUCTION

The concept of value has different definitions in the literature. For example; Rokeach defines values as enduring beliefs that indicate whether behaviours are personally or socially acceptable (cited in Lyons, 2003). Another definition suggests that values are systematic and to some extent precise ideas that ensure the interaction of an individual with the environment (Veugelers & Vedder, 2003). According to Yeşil and Aydın (2007), people who use the features obtained through the sense organs in defining the beings can benefit from the impressions they emotionally have in attributing importance to that being and appraising it. These emotion-based impressions are generally called "values". In another definition, values are described as a tendency to prefer certain states in human relations (Hofstede, 1991). In the most general sense, we can define values as a reflection of the wishes, preferences and desired and undesired situations by defining what individuals consider important (Erdem, 2003, p. 56).

However, Ministry of National Education (2005) defines values by determining the features of values. Accordingly, a value consists of criteria which are adopted by society and individuals and believed to be in the interests of society and individuals, judgements involving qualifications, consciousness, emotions and excitement and management and integration of an individual's behaviour. The acquisition of these qualities can be achieved by values education. This is because the common point of the definitions is that values combine the common wishes, preferences and beliefs that are effective in the psychological and sociological well-being of the individual and the society. Therefore, values education becomes even more important for the continuity of societies.

Values education starts in family, the first social institution, with the birth of the child. (Fidan, 2009; Yazıcı, 2006; Bal, 2004; Cotton, 1996). However, when it comes to the continuity of societies and social peace, it is possible that values education is addressed in a more formal way and at this point schools have come into play. Taylor has emphasized the formal part of values education by using it as an inclusive concept that consists of terms such as moral education, civic education and citizenship education (Thornberg, 2008, cited in Taylor, 1994).

An individual's realizing certain values, creating new values, adopting them and displaying them through his behaviours by attributing them to his personality is associated with education (Genc & Eryaman, 2008; Yeşil & Aydın, 2007). Implicit or planned values education in schools plays an active role in transferring values from society to society (Kasa, 2015). Kale (2007) has listed the characteristics of values education in four items as follows:

1. To raise individuals' awareness of universal (ethical), cultural values, and their importance,

2. To relate democratic attitudes and tolerance to multiculturalism,

3. To evaluate all values with the criteria of improving people's living conditions and facilities,

4. To turn life into knowledge and/or knowledge into life considering concrete problems related to ethical values.

When these qualities are taken into consideration, the main purpose of values education is to make values permanent behaviours in students. Considering that the role of experiences in values education is also essential, if teachers support their students by giving them the opportunity to practice about values in daily life, values can be internalized by students (Eryaman, 2007; Aydın, 2010). In our country, the function of adding values to individuals in education programs used to be carried out through education programs such as life sciences, social studies and citizenship and human rights education (Akengin, Sağlam, & Dilek, 2002). However, upon the need revealed, the principle of offering values education to students directly is adopted. For this purpose, it is aimed to give certain

values to students directly with unit gains in primary education programs in our country. In this context, the following decisions regarding Values Education were taken in the 18th National Education Council (National Education Council Decisions-www.meb.gov.tr):

a) Programs and materials for values education that can be shared by field teachers in all levels of education should be developed in cooperation with the Non-Governmental Organizations.

b) Values education should be included in all courses and school culture at all levels of education, including non-formal education, starting from pre-school and cooperation should be made with teachers, administrators, students, family and environment in this regard and necessary arrangements should be made to use mass media in order to raise awareness.

c) Arrangements should be made in reward criteria for students who exhibit exemplary behaviours in terms of values education.

d) Importance should be given to research and training activities to raise awareness on the relationship between media and values education, and necessary legal arrangements should be made in this regard.

As stated in the National Education Council, Ministry of Education has been creating values education programs since 2010. These programs are created by the provincial directorates of national education. Each month, a value is determined and in-class and extracurricular activities regarding that value are organized throughout the school in accordance with the decision of the council.

The provision of values education depends on teachers' effective implementation of the programs because there are many research findings in the literature about the fact that teachers' values affect student behaviour (Babayiğit and Kılıç, 2017, cited in Brophy and Good; Yılmaz, 2009; Oğuz, 2012). Due to their position, teachers have an important role in the process of adding values to their students (Yilmaz, 2009, cited in Suh and Traiger,). That is why students are absolutely influenced by their teachers' value judgments (Yiğittir and Öcal, 2011, cited in Halstead and Taylor).

At this point; it is important that teacher candidates know the values added to the education program and awareness is created. In particular, values education in preschool and primary school teaching gains great importance. Studies show that foundations of personality are laid and values are formed in pre-school and primary school (Çengelci & Hancı, (2013); Kolaç (2010), Ogelman, Sarıkaya (2015); Yeşil and Aydın, 2007). The subject of values education is included in the social studies teaching program which is a third year class in the department of primary education in education faculties. Today, with the inclusion of values education in primary school programs, values education has been added as a separate course under the name of "Character and Value Education" in fourth grade in the new primary education programs in education faculties in 2018-2019 academic year.

For this reason, the opinions of primary school teacher candidates who will teach in primary school, where the foundations of values are laid, about the concept of values and values education and how values education should be given have gained importance. For this purpose, this study was conducted with 4th grade teacher candidates who took social studies in the department of primary education in a faculty of education.

METHOD

This section gives information about the research model, study group, data collection tools, and data collection and analysis.

Research Model

This study had a qualitative research design. The reason for choosing qualitative research design was to investigate by focusing on the meaning of the concept of values and values education and making sense of it. According to Merriam (2013), the primary purpose of qualitative research is to reveal and interpret these meanings. From this perspective, phenomenological (phenomenon) pattern, a qualitative research design was used to explain the concepts of values and values education based on the opinions of the primary school teacher candidates in this study. In the phenomenological pattern, which takes its origin from philosophy and psychology, phenomena of which we are aware but do not have an in-depth and detailed understanding are described in terms of the experiences of individuals or a group. (Yıldırım, Şimşek, 2013; Merriam, 2013, Creswell, 2013; Christensen, Johnson, Turner, 2015).

Study group

According to Yıldırım and Şimşek (2016), phenomenology studies can be carried out with 5-6 people. In this study, twelve teacher candidates in 4th grade in the department of primary education in a faculty of education were interviewed. Volunteer teacher candidates who took social studies in 3rd grade were selected. Table 1 shows the genders, hometowns and occupations of the mother and father of the participants. A total of eight participants (names in the table are pseudonyms) are from the Aegean region. One participant (Merve) is originally from Konya, but she was born and raised in Germany. She came to Turkey for high school and university education. Her parents live in Germany. Participants are the children of workers and officers. The family of one participant (Ferhat) is farmer.

Table 1: Characteristics of the Participants

Participant	Gender	Hometown	Mother's occupation	Father's occupation
Burçin	Female	Denizli	Worker	Retired worker
Damla	Female	İzmir	Retired worker	Retired worker
Banu	Female	Denizli	Housewife	Tradesman
Merve	Female	Konya (Germany)	Works abroad	Works abroad
Rabia	Female	Bilecik	Housewife	Accountant
Bilge	Female	Denizli	Teacher	Architect
Nur	Female	Aydın	Nurse	Police officer
Beste	Female	Denizli	Private sector	Officer
Ferhat	Male	Manisa	Housewife	Farmer
Hasan	Male	Bursa	Officer	Officer
Serhat	Male	Muğla	Housewife	Civil engineer
Kemal	Male	Tunceli	Nurse	Health officer

Data Collection and Analysis

Research data were obtained from semi-structured interviews conducted with the participants. A total of five questions were asked in the interview. The interviews lasted for 28-37 minutes. Content analysis, a qualitative data analysis was used in the analysis of the data. In content analysis, frequency of the statements about the subject is determined and their categorization is done (Balcı, 2001; Yıldırım and Şimşek 2016). The interviews were recorded within the knowledge of the participants. The recorded interviews were transferred to computer environment by the researcher. The interviews transcribed were grouped under codes, themes, and sub-themes (Creswell, 2007: 243).

Validity and Reliability Studies

In order to ensure credibility (internal validity) in the study, interview data were transcribed and submitted to the approval of the participants in order to obtain participant confirmation. For the reliability of the study, the examination, explanation, and interpretation of the study by different

researchers increase the consistency and comprehensibility of the study (Yıldırım, 2010). Therefore, in the process of data analysis; researcher variation was achieved by consulting researchers, field experts in education programs, and experts in qualitative research methods (The codes which reached a consensus were used as they were after unity of the codes was examined).

For the reliability of the analysis of the interview data, the reliability formula developed by Miles and Huberman (2015: 64) [(reliability=number of consensus / (total number of agreements + disagreements)] was used, and accordingly the coefficients that are above .90 are considered highly reliable for the research. According to this formula, the reliability coefficient of the study was .92, which indicates that the coding was reliable.

RESULTS

Based on the findings obtained from the interviews with the teacher candidates, two categories were formed. Also, themes were created under the categories of my values and values education.

My values

As seen in Figure 1, two main themes were created under the category of my values: the concept of values and values that guide my life. The themes, the concept of values and values that guide my life, were examined under two separate themes.
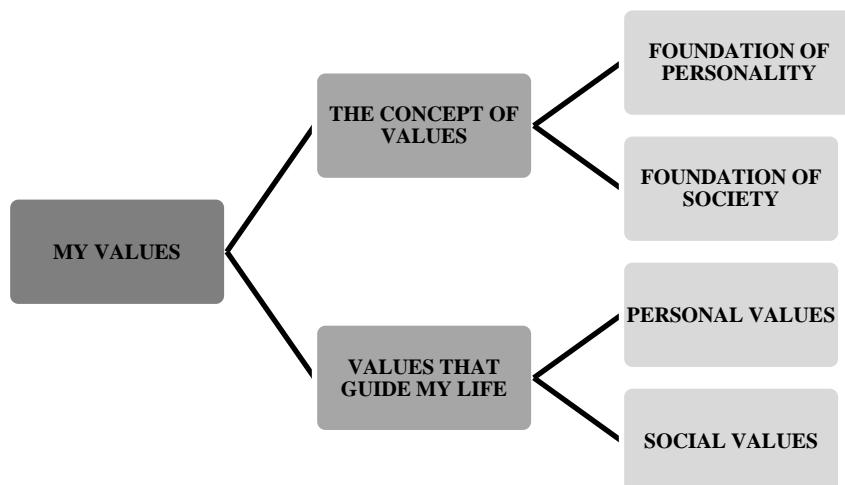

Figure 1: Themes and sub-themes related to my values category

The responses of the teacher candidates about the concept of values and values that guided their lives were examined under the category of "My Values". The themes called foundations of personality and foundations of society were created in accordance with the meanings ascribed to the concept of values by the teacher candidates. Under the theme of the foundation of personality, the teacher candidates defined values as basic elements and characteristics that made a person an individual. Examples of the opinions of the teacher candidates on the theme of the foundation of personality are as follows:

Values are the characteristics that shape the individual. They are certain qualities that a person needs to gain in order to get to know himself/herself and become a better person (Ferhat).

I can say that values are a person's entire thoughts or thought prototypes through which he shapes his red lines, behaviours, and what he is going to do or not going to do (Bilge).

Values, in fact, comprise the qualities that make us who we are. In other words, we can say that they create our identity (Rabia).

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Values are the things that are important for people. People have different priorities. Values are the effective in this (Merve).

Some teacher candidates defined values as the cornerstone of society. They emphasized that the common beliefs, customs and traditions of societies constituted values. These definitions of the teacher candidates were discussed under the theme of the foundations of society. The teacher candidates stated the following opinions:

Values are the commonly-held things in the eyes of the society from past to present (Nur).

They are important things envisaged for a community. These may be behaviours, expressions, desired gains, and cultural transmission (Beste).

They are the power that creates societies. Values are common ideas and beliefs that constitute the society (Hasan).

It is everything that is commonly created by the society. Values are the things that society gives importance to (Serhat).

The teacher candidates were asked about the values that guided their lives and were effective in their decisions. Values that guided their lives were examined under two themes: personal and social values. Teacher candidates who defined values as the basic elements of personality highlighted the values of respect for them, responsibility, and love by describing values that guided their lives as "values that made me the person I am". These opinions formed the sub-theme of personal values. For instance;

Love is always in the foreground. This is followed by responsibility, which makes me who I am. In the first place, I need to love the job I have to do, the people who will be with me all my life, the place where I live, my home and everything. I can fulfil my responsibilities if there is love ... I have responsibilities for myself in this life. When I love myself, I fulfil my responsibilities. My self-esteem increases when I fulfil my responsibilities (Rabia).

Responsibility is important in my life. It's my responsibility to be honest with myself. In fact, everything is about how people see themselves... I mean, if I have respect for myself, I can look at my environment positively. The values that constitute my personality are the responsibility and respect I have for myself (Kemal).

The most important things for me are love and respect. If I'm full of love, everything is shaped around it. Then, honesty is also an important value (Banu).

Teacher candidates who defined values as the cornerstone of the society described the values that guided their lives as values that enabled them to exist in society. They highlighted values such as respect, tolerance, patriotism, equality and justice. These views of the teacher candidates created the sub-theme of social values. The statements of the teacher candidates on this subject are presented below.

I can say that respect comes first for me... Respect for ideas. Social order is achieved through the respect of individuals in society for each other. That's why it's my priority. As a teacher candidate, of course, patriotism is an important value. This is ultimately the element that constitutes the society as well. It is one of our essentials (Beste).

Patriotism, respect, tolerance... However, I think it is patriotism that has priority. These values should be accepted in our lives, and I think these values are universal. These are the commonly-held values in the society we live in as well. Love; we can be a humanist society that protects its country and respects its environment if we can instil love into people in general (Nur).

Social order is important to me. Certain common values that will maintain order guide my life too. For example, one's love for the place he lives in and patriotism are values that hold us together. Tolerance, for instance, is an important value for our society because it brings along respect for differences (Hasan).

The values that guide the lives of teacher candidates through the meanings they attribute to the concept of values and the values that affect the decision making processes in their lives are similar. There is consistency. Teacher candidates, who define values as the element that constitutes the society, shape their own behaviours according to the social norms. The teacher candidates who view values that guide their life in terms of their own identity define values as the element that constitutes their personality.

Values education

According to the findings obtained from the interviews with the teacher candidates, two main themes were determined under the category of Values Education. The main themes in this category are "Purpose of values education" and "The path I will follow".

The teacher candidates explained how they made sense of values education by explaining the objectives in values education offered in schools under the main theme of my objectives in values education. While determining the purpose of values education, they also stated what values should primarily be given in schools. Under the theme of the path I will follow in values education, they explained how they could help their students gain values when they became teachers. Themes and codes are given in Figure 2.
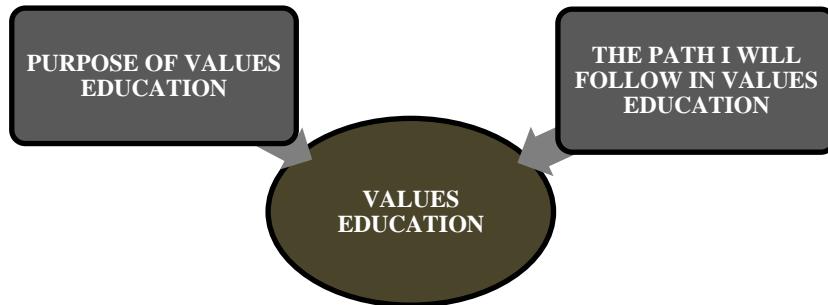

Figure 2: Values Education as Perceived by Teacher Candidates

The Purpose of Values Education: Good Citizen, Good Character

In this main theme, the teacher candidates stated the purpose of values education as raising good citizens or having good character. These expressions formed the sub-themes of the main theme of my objectives in values education. Themes and codes are given in Figure 3.

THE PURPOSE OF VALUES EDUCATION
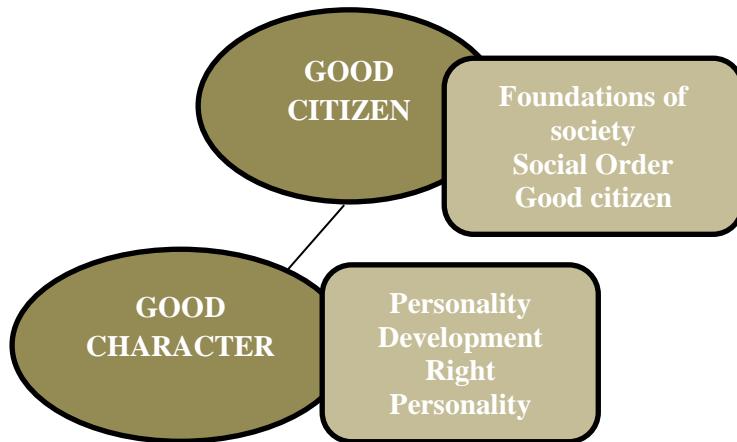
Figure 3: The main theme of the purpose of values education, sub-themes and codes

In the good citizen sub-theme, teacher candidates explained values education in terms of ensuring the continuity of society and cultural transmission. The statements of the teacher candidates are presented below.

.. You cannot teach an old dog new tricks. If we can bring these values as soon as possible, we will lay the foundations of society. The importance of being a community is to keep common values alive. For this, we will raise good citizens who will protect their culture and values, so there will be social order (Hasan).

...We always provide information in schools, but it is also important to offer values education in order to address the behavioural dimension of the issue. I think preventing corruption will help citizens to find the right thing to do (Nur).

The teacher candidates, who claimed that the purpose of values education was to raise good citizens, emphasized the importance of social values such as being scientific, respect, love, patriotism, helpfulness and sharing. For example; Damla, Serhat and Hasan explained this as follows:

...For example; love, respect, and sharing are vital. This is because we form a community together. If we cannot have these values, we cannot fulfil the conditions to be a society (Damla).

There are values that a child must have in order to live in society. Like patriotism and helpfulness. Providing these is important (Serhat).

When it comes to education, I think there must be patriotism in the first place. This is because we need to start with patriotism in values education in school so that we can create awareness of the reason for being here. One should be able to say "since I love my country, I am here to be a good citizen" (Hasan).

The teacher candidates stated that the purpose of values education is to ensure the social and psychological well-being of individuals in every aspect under the sub-theme of good character. Their statements on this issue are as follows;

...In fact, children actually come to us with some values. But all of these are not formed right... I think values education is important to help children become a right person by directing them towards right things in their mind (Burçin).

Values have a major contribution to the child's personality development. This is because we socially have many of these values. They can come with customs and traditions, and we have them all. However, the purpose in schools is to make sure that children have the right personality (Banu).

Values education helps the person to have the right character. It helps the child find himself... Values are the things that make us who we are. It is important to provide these. A healthy individual is essential to be a healthy society (Merve).

Values education is provided in order to help children form a character and guide them (Ferhat).

The teacher candidates, who stated that the purpose of values education was to raise individuals with good character, emphasized the importance of the education of personal values such as self-respect, love, tolerance and honesty. For example; Bilge, Beste and Burçin explained this issue as follows:

In values education, being honest and scientific is a must ... The important thing for a person is being scientific and honesty (Bilge).

Values education starts with love... I think the child whom we can instil the seeds of love in will be respectful, tolerant, hardworking, and responsible. Thus, we can ensure the formation of a strong personality (Beste).

Tolerance is very important in my opinion... We can ensure one's inner peace and happiness through these two values. These values should be emphasized first (Burçin).

The Path I Will Follow in Values Education: Active Learning, Modelling, Family-School

Cooperation

Three sub-themes were identified for the theme of the path I will follow in values education: active learning, modelling and family-school cooperation. Teacher candidates stated that values education could be provided through the teacher's being a good model in schools, using active learning methods, and cooperating with families. Sub-themes and codes are given in Figure 4.

**THE PATH I WILL FOLLOW IN VALUES EDUCATİON**
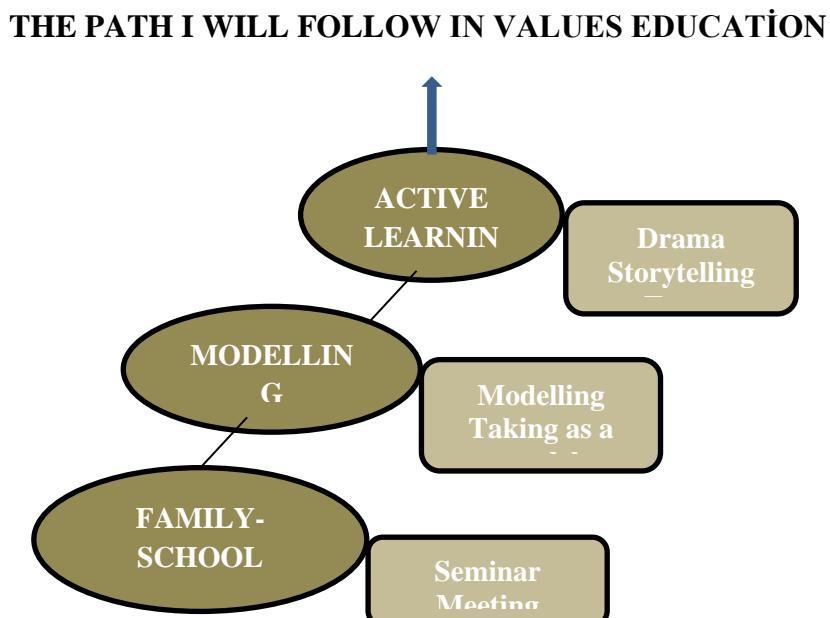
Figure 4: The main theme of the path I will follow in values education, sub-themes and codes

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In values education, teacher candidates stated that it would be effective to use active learning methods such as drama, narration and storytelling, role playing and arranging tours. For example; Burçin and Damla put forward their ideas on this issue as follows:

Drama is an effective method. I know that it is very effective especially on abstract concepts. For example, I can create classroom experiences with small plays... We can put on a play where children are distributed characters and they can be guided. In this way, I learn what the children think and their viewpoints more easily (Burcin).

Now, stories really attract the attention of children. Stories should definitely be used. Especially true stories; they can draw their attention more (Damla).

The teacher candidates stated that behaviours of teachers that primary school students consider role models were effective in values education. It has been emphasized that if their teachers become the right role model for students, they can adopt many values such as justice, love, respect, and responsibility.

I try being a role model, because when children look at me, they say my teacher does in this way, thus I'll do so. Here is, for example, responsibility; if I come to my class preparedly every day and students will willy-nilly say that our teacher comes to class preparedly, so we should do the same, as well. Thus, they will turn the value of responsibility into a habit (Rabia).

I have to demonstrate these values myself as a teacher, too. That is, I have to be a model... For example, when a student has a question or when he wants to say something, bending down to his height and listening to him by making eye contact indicate that we respect the student. I think that this would be effective in creating that value in the child (Nur).

The teacher candidates emphasized the importance of cooperation with the family under the theme of the path I will follow in values education. It was suggested that if the value to be gained in school was considered important in family too, this would help students acquire positive and permanent learning. The views of the teacher candidates on this issue are given below.

...It can go hand in hand with family education. For example, encouraging the child to behave correctly, giving applauses as a class, and praising the child help him gain self-confidence... Informing the family about this issue and arranging meetings with them help the child maintain that behaviour at home and make it part of his personality (Merve).

The family should be sensitive to make the behaviour or value that I want children to gain permanent. Therefore, I can work with them or I can encourage them to attend a seminar... This is because the people that the child cares in his life are his family and teacher. If they care about this issue, the child will say that it is important for me too (Serhat).

DISCUSSION AND CONCLUSION

The main purpose of the study was to determine how the concept of values is defined by teacher candidates and what they think about values education. In this respect, individual interviews were conducted with teacher candidates who will work in primary school where the first seeds of values education will be planted.

The opinions of teacher candidates on values and values education were grouped under two categories as "My Values" and "Values Education". In the category of "My Values", teacher candidates included the concept of values and the values that guided their lives within personal and social values. The category of Values Education was examined under the purpose of values education and the path I will follow. While some teacher candidates emphasized that the primary goal in values education should be to raise good citizens, other teacher candidates highlighted the importance of

having a good character by focusing on personal values. The teacher candidates thought that active learning methods, modelling, and cooperating with family would be effective in values education.

The teacher candidates defined the concept of values in two different ways as the foundations of personality and society. In parallel with the results of the research, the concept of values is defined in two dimensions in the studies in the literature. While character formation forms one dimension, other dimension is made up of the unifying character of the society (Aydın, 2003; Büyükdüvenci, 2002; Özgüven, 2003; Sağnak, 2004; TDK, 2010; Turan and Aktan; 2008; Winter, Newton and Kirkpatrick (1998). Dhar & Dhar expressed this situation as follows: Values are concepts that have both micro and macro meanings. On the basis of individual behaviour, values are internalized standards that reconcile the needs of the individual and the demands of social life. In this case, values provide individuals with appropriate options for their actions. At the macro level, such as cultural life, values indicate shared meanings that allow for the integration with social life (cited in Balcı and Yelken, 2010).

In the sub-theme of "the foundations of personality" under the theme of the concept of values, teacher candidates defined value as the basic elements or features that make up personality and the element that makes a person an individual. Socrates emphasized the foundations of personality by stating that it was necessary to teach children to be a good person years ago. The definition obtained under this theme is similar to the definitions of Avcı, (2007), Bono (2007) and UNESCO (2005). According to Avcı, (2007), Bono (2007) and UNESCO (2005), value is the real factor behind the attitudes and acknowledgements of an individual. Schwartz (2001) defines values as guiding principles and purposes in people's lives although the importance of values varies, and this definition coincides with the definition made under this theme.

In the sub-theme of "the foundations of society" under the theme of the concept of values, teacher candidates stressed that common beliefs, customs and traditions of societies constituted values. They defined value as the cornerstone of society. In the literature, there are definitions that address value in social dimension: Akbaş (2007) defined values as the things considered the best, most correct, and most beneficial by the society. By addressing values in social dimension, Kolaç (2010) put forward that the future of a society would be determined by the robustness of the bridge between the past and future values. In the study conducted by Kolaç and Karadağ (2012), teacher candidates defined values as the criteria adopted by the society.

The second theme in my values category is "the values that guide my life". Based on the statements of the teacher candidates, the values that guided their lives were examined under two sub-themes as personal and social values. This finding matches the meanings that the teacher candidates attributed to the concept of values. The teacher candidates who defined the concept of values as the basic elements of personality emphasized the personal values in the values that guided their lives while those who defined values as the cornerstone of society highlighted social values in the values that guided their lives. In their study, Altunay and Yalcinkaya (2011) put forward that values, on the one hand, affect cognitive processes, individual attitudes and behaviours, but on the other hand they interact with the cultural stereotypes of society and reflect them.

In this case, we can say that values constitute the identity of the society together with the individual characteristics of people, and this situation explains why there was a similarity between the meaning attributed to the concept of values and the values that guided life at the end of the study.

Teacher candidates stated that values like love, self-esteem and tolerance are the factors that influence how one gives his decisions and shapes his life. Therefore, some teacher candidates described values as the characteristics that make a person an individual. In the classification of Schwartz, values such as self-esteem are found in the dimension of self-orientation (Schwartz, 1992). In this study, in accordance with the classification of Schwartz, this finding is discussed under the theme of the foundations of personality. The definition by Allport (1961) is similar to those of some teacher candidates in this study. According to Allport (1961), values are beliefs based on individuals'

preferred actions. In a study by Balci and Yelken (2010), teachers described values as "characteristics that make a person an individual". Similarly, Aktepe and Yel (2009) revealed that self-respect is one of the values considered most important by the teachers. In a study conducted by Yazar (2012), the teachers addressed intangibles by primarily pointing out personal attitudes in values that guided their lives.

Some of the teachers talked about social values under the theme of the values that guide their lives. They focused on values such as respect, tolerance, patriotism, equality and justice. Fichter emphasized the social aspect of values by stating "values show the ideal ways of thinking and behaving in every society" (2002, p. 157). Likewise, in the studies conducted by Aladağ and Kuzgun (2015), Güven (2015), and Kolaç and Karadağ (2012) teachers defined values as common feelings and thoughts that are conveyed from one generation to the next and hold the society together.

Values can be taught and learned. People are not born as values-aware. Different forms and evaluation of values in different societies show that they are learned later in life (Aydın, 2010). Therefore, the concept of values education was also discussed in the study. Two themes were determined under the category of Values Education as "The Purpose of Values Education" and "The Path I Will Follow".

Under the main theme of the purpose of values education, the teacher candidates explained how they made sense of values education by clarifying what was desired to be achieved in values education provided at school. While determining the purpose of values education, they also pointed out the values that should primarily be given in schools. Under the theme of the path I will follow in values education, they explained how they could help students gain the values when they became teachers.

Some of the teacher candidates indicated that the purpose of values education was to raise good citizens, that is to say, values education is important in terms of ensuring the continuity of society and cultural transmission. According to Patrick (2003), one of the characteristics of an effective and good citizen is that they have moral and social virtues like public interest (Patrick, 2003, p.1). At this point, it can be suggested that values education is also a tool for raising good citizens. Bono (2007) pointed out values education in providing social continuity by expressing that social values can be transferred to the next generations through the continuity of values.

Some of the teacher candidates stated that the purpose of values education was to raise individuals who had good character, that is, to ensure social and psychological well-being of individuals in every aspect. In a study, Aydın (2010) claimed that the right and wrong behaviours for a person who has newly begun the process of growth and the basic principles a person should base his life on must be directly or indirectly included in the school curricula. At this point, it has been reported that one of the objectives of values education in schools is to develop a healthy, consistent and balanced personality in students (Aydın, 2010). In the curricula of the MoNE, the purpose of values education is explained in a similar way to the research findings as follows: One of the objectives of values education is to help students develop a healthy, consistent, and balanced personality. For this, multidimensional development of the individual is essential. In addition, values that have an important role in shaping the attitudes and behaviours of people contribute to the healthy and balanced development of students (Turkish Language Teaching Program, 2017: 8).

Teachers have an important role in the process of adding values to their students due to their position (Yilmaz, 2009, cited in Suh and Traiger). At this point, the path the teacher will follow in values education gains importance. In this study, three sub-themes were identified under the theme of the path I will follow in values education: active learning, modelling, and family-school cooperation. The teacher candidates stated that values education could be provided at schools by using active learning methods, modelling and cooperating with families.

Some of the teacher candidates claimed that it would be effective to use active learning methods such as drama, storytelling and narration, role playing, and tours. Values are abstract concepts for children, especially for primary school children. It can be argued that while teaching abstract concepts, preferring methods that can easily be made concrete by students and that are embellished with examples that can be based on their daily lives can be effective in gaining the behaviour. Accordingly, in this study, teacher candidates stated that the best way to make things concrete could be using active learning methods. Likewise, in the study of Kurtdede Fidan (2009), teacher candidates suggested activities such as telling didactic stories and having students watch movies, films, and plays with a value dimension for values education. In the literature, there are similar studies on the necessity of using active learning methods such as tours and drama, in particular, in values education (Bayır, Köse and Deveci, 2016; Bhardwaj, Tyagi and Ameta, 2015; Çengelci, 2015).

Some of the teacher candidates emphasized the importance of modelling in values education. As put forward by Bayır, Köse and Deveci (2016) in their studies, in order to add values, which are abstract terms, to students, teachers should behave in accordance with these values as well since children, especially at the primary school level, learn by taking their teachers as a model in every aspect. William Ward defines teacher as follows: An average teacher tells, a good teacher explains, a qualified teacher shows, and an ideal teacher makes students think. A qualified teacher should be able to show the students the right way. The teacher's being the right model in values education is a finding obtained in many studies in the literature (Çelikkaya and Filoğlu, 2014; Çengelci 2010; Kurtdede Fidan, 2009; Sever, 2015).

In the research, the teacher candidates emphasized the importance of cooperation with the family in order to have permanent learning in values education. It can be argued that the fact that knowledge, skills and behaviours given at school for an effective values education does not clash with the family is effective in terms of permanent learning. A study by Güven (2015) concluded that a family understanding that contradicts with the values education given at school would confuse students and eventually the education process would not succeed. For this reason, school-family associations should act as bridges between schools and families and organize active and productive activities. In parallel with the results of the study, there are many studies in the literature highlighting the importance of cooperation with the family in values education (Akbaş, 2004; Sarı, 2007; Yalar and Yelken, 2011; Yılmaz, 2009).

SUGGESTIONS

Based on the findings of the research, the following suggestions can be made:

Studies can be conducted on active learning methods in values education.

Values education practices can be done with school-family cooperation.

In order to determine teacher candidates' views on the concept of values and values education, mixed research studies can be carried out with a more comprehensive and large sample.

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