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The Ottoman perception in process: Turkey social studies textbook analysis[1]

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In the study, it is aimed to determine whether there has been a change in the image of the Ottoman in the social sciences textbooks in the last ten years (2006-2017) in Turkey. The study was structured through document analysis technique based on qualitative research model. In the research, samples were determined in accordance with purposeful sampling technique. In compliance with that, the book of the authorized publishing house which was published in 2017 was selected. Data were collected in accordance with the document analysis technique. Content analysis method was applied in the study. Findings of the book published in 2017 were previously discussed and compared with results of a research on social sciences textbooks published in 2006 and 2008 with the same method and in the same subject by the same researcher. While interpreting quantitative data in the conclusion part, a symmetric, quantitative to qualitative data evaluation key was used. In the research, it was concluded that most of the coding in the textbook of 2017 are neutral, they are partly positive and rarely negative. This negative coding is related to the Ottoman Empire's period of regression; an Ottoman image which is weakening and losing power in the military field, industrial field, country borders and generally in every field is drawn Compared to the period between 2006 and 2008, negative statements have increased almost by fifty percent. New positive themes were added in 2017. Tlace reserved for the Ottomans has increased compared to the previous period but positive coding has decreased and neutral statements have become more common.

Key words: Social Sciences, textbook, content analysis, Ottoman, Turkey.

INTRODUCTION

Tools and materials in teaching are the basic elements that constitute the quality of teaching work. Textbooks have an important place among these elements. A textbook is the basic resource written for the teaching of a specific course and intended for students at a certain level; the content of it is appropriate to the programs, and

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it has been examined and approved (Oğuzkan, 1974; cited in: Ceyhan and Yiğit, 2005:16). The textbook is a printed instruction material prepared in accordance with the objectives, content, teaching-learning process and measurement and evaluation dimensions demanded in a curriculum; it is used in order to teach (Çebi, 2006:2). The aim of preparing textbooks is to present the information related to the course topics in an orderly and correct manner and to help teachers and students (Duman and Çakmak, 2004:18). The use of the textbook as the main resource for teaching a course is valid in many countries. In addition to this, considering the elements it contains, it is stated that textbooks which are a special curriculum are the most commonly used teaching tools in many countries of the world (Fischer, 1997; cited in: Bağcı, 2007:5). One of the reasons for this is that textbooks, which are one of the most important inputs of education, are the main carriers of the social and political discourses of the nation-state system. They establish the basic points of reference in the creation of reference points related to time and place, in the creation of public memory, and in the production of the "new human" being foreseen by social change (Kancı, 2007; cited in: Arslan, 2008:34). Since the textbooks are written for students/children as a special audience, it makes these tools important. Textbooks have an important function in creating individual and social awareness and perceptions (Kabapınar, 2009:368-369). It is of great importance to fulfill the social, political, economic and individual development functions undertaken by the school programs (Tertemiz and Kayabaşı, 2001: 1, 2). It is one of the materials with the highest contribution to the development of children's cognitive, affective and psycho-motor skills (Kılıç, 2005:38). In this sense, textbooks constitute the content of the curriculum (Küçükahmet, 2001:11-13).

Textbooks are prepared by state institutions in modern nation-states, or they are controlled after being prepared by private organizations. Such control of the states ensures that textbooks are mirrors reflecting the ideologies, perceptions, approaches, and policies of the states. Especially history, citizenship and social studies textbooks reveal whether a state considers its citizens to be more rightful or more obliged individuals, the policies adopted by the state on religion and secularism, the way of interpreting the history, the perception of nationalism, the way of administration, and approaches to other states and nations; in brief, they reveal the way a nation has been constructed.

Studies on the contents of Turkish textbooks are common. İpek (2011) evaluated the appropriateness of the citizenship education presented in the 6th and 7th grade social studies textbooks with respect to the objectives in the social studies curriculum. He has examined textbooks based on topics such as national identity, universal identity, democracy, human rights, multiculturalism, economic relations and environmental awareness. In his study, he concluded that the

understanding of the nation-state is given in line with the needs of today's world and the European Union criteria; that textbooks are written considering the universal identity and national values; that the subjects in textbooks are given more theoretically in the dimension of democracy, human rights and economic relations; that the Ministry's goal of creating "active citizen" conflicts with the examples in textbooks; that they actually show an approach which aims to create "passive citizen" instead of "active citizen"; that the citizenship values in the textbooks differ from the targets of the Ministry of National Education and do not include the citizenship understanding of today's world.

In his study, İnal (2004) aimed to identify democratic and nationalist values in the middle-school textbooks used in the period of military coups occurred on 27th May and 12th September in Turkey. In the research, it was concluded that the impacts of the coup processes affected the textbooks; that the values represented by the coups were reflected in the textbooks; that these values were reproduced through the textbooks; that despite some differences in the views on democracy and nationalism during both military coups, the basic points of the official ideology did not change; and that in national textbooks, nationalism precedes democratic values.

In his research in which he compares the perception of the Ottoman in Egyptian and Turkish social sciences textbooks, Osmanoğlu (2014) concluded that the concept of Ottoman in Turkish textbooks is given more neutral while the dominant discourse is entirely negative in Egyptian textbooks. Yılmaz (2009) analyzed the ways in which the concepts in the textbooks were given according to the 1998 and 2004 social studies programs, and concluded that the last program was more advanced in terms of the delivery of the concepts. In these studies, what kind of changes are experienced about the Ottoman perception in the process is not given. The study is a preliminary step to address this lack. The aim of the study is to describe the Ottoman image in the 7th grade social studies textbook used in secondary schools in 2017.

Main problem of the research

In which direction did the image of the Ottoman change in the social studies textbooks in this period of 10 years? In this context, the sub-questions of the research are as follows:

(i) What are the rates of positive, negative and neutral usage of the expressions used in the 2017 textbook about the Ottoman Empire?
(ii) What categories can the statements about the Ottoman Empire be collected in the 2017 textbook?
(iii) What is the difference between the Ottoman image in the textbooks of 2006 and 2008 and the Ottoman image in the textbooks of 2017 in accordance with the 1st and 2nd problems?

Table 1. Data evaluation key from quantitative to qualitative.

1-15%: Rarely	51-65%: Partial majority
16-40%: Partly	66-90%: Majority
41-49%: Almost half	91-99%: Almost all
50%: Half	100%: All

METHODOLOGY

Research design

This study is structured with document analysis technique based on qualitative research model. Document analysis involves the analysis of written materials containing information about the cases or subjects that are intended to be researched. It can be a single data collection method in qualitative research (Yıldırım and Şimşek, 2008:187). Document analysis is a method used in the collection, systematic analysis and evaluation of official or private records. This method provides a wealth of data collection (Ekiz, 2003).

Sample

In this research, sampling was determined according to purposeful sampling technique. Accordingly, as a basis for comparison, social sciences textbook of Ünal et al. (2017) was chosen to compare with the books of Kolukısa et al. (2006) and Polat et al. (2008) which were analysed by the researcher in his previous study. These books are 6th and 7th grade textbooks. They were published by private and official publishers. Since the books are officially approved, it is assumed that whether publishing houses are private or official will not negatively affect the validity of the research. The books were printed to be used in schools for five years. Starting from the first unit of the textbooks, all the texts in the book were designated as the study area with the exceptions mentioned. National anthem, contents, textbook organization chart, dictionaries, bibliography and chronology were excluded.

Data collection

Data were collected in accordance with the document analysis technique. Texts were read thoroughly. In the pre-reading of the textbook, it was decided that the recording unit should be a word and the context unit should be a sentence. The sentences related to the Ottomans encountered during the main reading were marked and the code list was created by recording them under the code system. Quantitative coding was not considered sufficient while recording; qualitative coding was also carried out by making sure that each code is positive, negative or neutral according to the sentence context, and they were recorded together with the corresponding codes. After the coding was completed, the codes were classified by their relationship with each other and it was decided how to create the category clusters. As a matter of fact, the creation of a category system is the most important step in transforming research questions into a systematic analysis method. Berelson (1952:147) stated that the keystone of the content analysis is categories (cited in Gökçe, 2006:57). The categories used in the study were designed to answer the research questions first. Thus, the following category definition has emerged.

The Turkish state which was founded in Anatolia, and ruled from the end of the 13th century to the first quarter of the 20th century of which broadest borders are today's Albania, Greece, Bulgaria, Yugoslavia, Romania and the islands in the eastern Mediterranean, some parts of Hungary and Russia, Caucasus, Iraq, Syria, Palestine, and the whole North Africa and Arabia up to Egypt and Algeria. In this context, words and themes related to the Ottoman Empire, Ottoman State, Ottoman administrators, Ottoman people, Ottoman army, Ottoman works, Ottoman customs, Ottoman behaviors, Ottoman wars, Ottoman politics and so on.

Analysis of data

Content analysis method was applied in the study. Accordingly, the weightless scores obtained by the code lists or categories generated during the data collection process are shown as frequency (f) and percentage (%). The questions were answered according to the intensity score and qualitative characteristics each one got, and the analysis was carried out in this way. The following symmetric data evaluation key was used to interpret the quantitative data in the conclusion. This key was developed by the researcher to facilitate the reader in interpreting qualitative data in the results part of the research (Table 1).

Reliability of the research

After creating the categories and recording the data, it was time for the reliability test. Reliability in content analysis depends on whether or not coders understand texts in the same way. As the number of people participating in the coding increases and the unity of understanding between them decreases, reliability decreases. Creating, defining and coding by one person increases reliability. In this case, the rate of the relationship between the same person's coding at different times should be high (İnal, 2004:163). This study was conducted by a single researcher. In every inconsistent coding realized during the coding or change in the decision related to the coding, the coding process was canceled and returned to the beginning. One week after the consistency of the coding style was achieved, the coding was repeated. Full agreement between the two codes was achieved.

Validation of the research

Gökçe (2006:83) states that there is no validity measurement tool apart from the definitions of the categories in the content analysis in the textbooks. The validity of the research is assured if the definitions of the categories are considered to be shared by everyone and thus the research scale measures what it actually wants to measure. Alkan (1989, 207, 208; cited in: İnal, 2004:163, 164) states that content analysis has two main measures of content validity: The first one is the appropriateness of scales (categories) in terms of measurement. In the study, this validity was evaluated by the validity and consistency of the results. The second measure is related to the fact that the texts included in the sampling contain sufficient scope and dimensions for the processing of the subject. In this study, the entire text of the textbook was analyzed. It shows that validity is achieved.

Table 2. Distribution of the Ottoman category codes by their being positive, negative and neutral.

Category	Neutral		Positive		Negative		Total	
	f	(%)	F	(%)	F	(%)	f	(%)
Ottoman	566	71.55	193	24.39	32	4.04	791	100

RESULTS

Amount of positive, negative and neutral expressions about the Ottoman Empire

The first sub-question of the research was answered under this title. In the analysed textbook, 791 codes related to the Ottoman category were made. Distribution of coding by their being positive, neutral and negative is shown in Table 2. According to Table 2, 561 (71.55%) of the codes are neutral, 193 (24.39%) of them are positive, and 32 (4.04%) of them are negative.

Categories created by expressions about the ottoman

The second sub-question of the study was answered under this title. Negative codes are grouped under one main category: category of the Declining Ottoman. There are the Weakened Ottoman, Non-industrialized Ottoman, Fleeing Ottoman Soldiers and Other Ottoman categories under this category. The most common of the subcategories of this category is the Weakening Ottoman category. The themes of this category are unsuccessful, regressing, deteriorating and defeated Ottoman. Selected sample sentences related to coding are presented below.

Failure to follow advances in ship technology and insufficient attention to training of seafarers caused the Navy to lose its former strength. As a result, the Ottoman Empire, which lost its dominance in the Mediterranean, ceased to be a powerful naval force... The Ottoman navy could not continue its successful conquests of the XVI. century in the following centuries. (p.75) ... As the Ottoman Empire's power started to decline against Europe from the XVII. century, statesmen sought remedies for this situation... As the Ottoman Empire's power started to decline against Europe from the XVII. century, statesmen sought remedies for this situation. (p.90) ... Starting from the XVII. century, the Ottoman Empire's power began to decline against the European states and took some reforms in the direction of Europe. (p.93) ... Land management began to deteriorate in the XVII. century. The fact that feoffees did not fulfill their duties adequately, that the land was empty, and that the deterioration of the military order caused the disruption of land management... This deterioration affected the military and economic power of the state. (p.120) ... At the beginning of the XX. century, the old Ottoman economic and political power was no longer available.

Moreover, since these products were passed through our borders without paying customs duties, the domestic industry was getting weaker and the amount of foreign borrowing was increasing. (p.168) ... In the XIX. century, the Ottoman Sultan Mahmud II abolished the divan organization and established ministries instead. (p.147) ... It lost all of its lands in Europe except Eastern Thrace and lost its power... Lastly, it was repeatedly defeated in Tripoli and Balkan Wars... To which state did the Ottoman Empire suffer the most land loss?... In which century did the Ottoman Empire begin to lose land? (p.168) ... The Ottoman army was defeated and forced to retreat due to climatic conditions and inadequate transportation (p.171).

As can be seen in the above examples, this category is related to the process of the Ottoman Empire, which is defined as the period of regression. In general, there is an Ottoman image that is weakening and losing power in land management, army and navy, industrial areas, country borders and in general in all areas. The second most common subcategory in negative coding is the Non-industrialized Ottoman category. The sentences related to the codes are presented below. While many factories were opened in European countries, the number of factories opened in the Ottoman Empire was negligible... The Ottoman Empire became a country where the raw materials needed by European countries were met and the cheaper products produced by the Europeans were marketed. This situation decreased the competitiveness of the Ottoman industry and also prevented its development (p.129).

As in the examples above, this category is related to the Ottoman Empire which could not realize the surplus production against the modern period Europe which became industrialized and acquired capitalist mode of production. There is an Ottoman image that cannot keep up with the modern era economy. The third most common subcategory in negative coding is the Fleeing Ottoman Soldiers category. The sentences related to the codes are presented below. Our battalion at the observation area fought until all the vehicles in its possession were exhausted and then could not find a solution but fleeing... Why are you fleeing? On one side there were enemies under their noses, on the other side, there was a believing voice which roars as "One must not run away from the enemy" (p.174).

In the above mentioned sentences, the mentioned soldiers were the ones who finished their bullets in the Battle of Gallipoli. It was stated that the escape of the soldiers was normal under the given circumstances.

Table 3. Frequency and percentage distribution by sub-categories

Ottoman category	Sub-categories	F	(%)
Power category	Growing, conquering, powerful, dominant, admired, imitated, triumphant, superior, long lived	88	
Social values	Moral, charitable, brave, determined, humble, compassionate, honest, generous, respectful to children, friendly, welcoming, animal lover, respectful to science, fair, religious	59	
Ottoman administration	Fair, peaceful, tolerant, respectful to differences, serving the public, providing security, integrating with the public, pleasing the public, open to innovation, caring for scientific development, respecting rights, being united, believing in the goal	46	
Total		193	100

Later, the soldiers were told to fight to death and there is no negative image. The image of Mustafa Kemal's fearlessness was given over the fleeing soldiers. Another group of the negative coding is the other category. This category includes non-group encoding. According to this, there are codes regarding the absence of the rule of law in the Ottoman Empire and the lack of printing. The sentences related to the codes are presented below:

In the Ottoman Empire, while works in Greek, Armenian, Hebrew and other languages were printed in printing houses, there was no printing house where Turkish works could be printed. (p.84)… For the first time, the rule of law was accepted in the Ottoman Empire with this royal decree. (p.147). When all of the above given negative codes are considered, it is understood that the sentences encoded as negative are associated with weakness, failure to industrialize, defeat, deterioration, military-economic-bureaucratic-technological regression, failure, avoiding the enemy, lack of rule of law and borrowing.

In the study, partial positive coding was carried out. Three major categories emerged in the coding: Power, Ottoman Administration, and Social Values. Frequency and percentage values of these categories by their weights are presented in Table 3. In Table 3, 0.88% out of 193 positive coding were done in Power Category, 59% of it were done in Social Values Category, and 46 of it were done in Ottoman Administration Category. Most positive coding was done in the Power category. Some example sentences related to this category are presented below.

Osman Bey, who conquered the Byzantine lands by enlarging his principality day by day, expanded his lands consisting of Söğüt and Domaniç to the borders you see on the map. Well, what reasons made this little principality a powerful political force? (p.62) Bursa was conquered and became the center of the principality (1326). İznik and İzmit, the last two important cities of Byzantium in Anatolia, were conquered after Bursa. (p.64) The conquests of Rumelia, which began in 1353, expanded to Central Europe in the mid-15th century... During the reign of Orhan Bey, the principality became a

powerful state of the region with its conquests and settlement politics... In parallel with the conquests in Rumelia, the Anatolian Turkish principalities began to be united under Ottoman rule. (p.65)… The ruler of the land and seas, the Ottoman (p.68)… Mehmet the Conqueror continued his conquests after Istanbul and made the Ottoman Empire one of the most powerful states in the world. (p.70)… The Ottoman army led by Selim the Resolute defeated the Mamluk army in Mercidabık in 1516 and in Ridaniye Wars in 1517... Miniature showing the Caldiran Victory that Selim the Resolute won against the Safavids (p.71) What seas did the Ottoman Empire dominate with its conquests? (p.75) The Gallipoli Wars were written in gold letters on the history of the Turkish nation. This victory was gained with people's blood, life, and solidarity; every moment was an epic full of heroism. The Ottoman Empire was the longest-lived Turkish state in history and the only Turkish state to survive on three continents. It is a state that has reigned for more than 600 years on three continents. (p.76)… Suleyman Aga was the center of attention with the coffee he drank. Thus, coffee became widespread in France. Turkish coffeehouses, which became fashionable in England to drink coffee, were opened. Over time, coffeehouses became indispensable elements of social life in Europe. The fashion of consuming coffee according to the Turkish style became widespread. Europeans brought coffee mills, coffee cups and spoons when they went back to their own countries from the Ottoman Empire. This is how the "Café" culture of our day emerged. In Europe, the rich began to decorate a room of their homes with Turkish tiles, carpets and divans as a Turkish corner. Turkish rugs and carpet motifs are included in the paintings of European painters as can be seen in the table below... Apart from everyday items, aesthetic elements of Ottoman architecture started to take place in various works in Europe. Schwetzinger Mosque, which was built by the Germans in the XVIII. century within the German borders, and photographed below, reflects admiration for Ottoman architecture. (p.83) "The passage of these trade routes through the territory of the country played a major role in the economic strengthening of the Ottoman

Empire." (p.123)… The Dardanelles Front is the only front in which the Ottoman army won a decisive victory in the First World War. (p.172)… The people following the Ottoman delegation were in awe and admiration... Musicians like Beethoven and Mozart included Turkish music tunes into their works. (p.82)

In the above examples and other sentences that cannot be taken here, an Ottoman image which is conquering, seizing, dominating, becoming victorious, expanding, growing, advancing, having strong army, economy and large state, serving for jihad, superior, controlling, admiring, imitating, being hero and long-lasting is given. The second most common category in positive coding is the Social Values Category which emphasizes the values the Ottoman had. Some example sentences related to this category are presented below.

These revenues consist of gifts from donations made to charity in order to provide services such as the care of mentally ill people, poor people, and the education of children... All mosques have great incomes to be used in charity work... In addition, they distribute a thousand okka rice and enough meat to the poor people in the imaret near the mosques... There were charity stones in different parts of the city for people in need in the Ottoman Empire. The money left here was received by the needy in proportion to his need. Thus, solidarity would be exhibited in society and the needs of people would be met. (p.89)…However, the ironer tradesmen here refused to accept me because I often said bad words... The masters had to obey values such as trust, righteousness, honesty, generosity, brotherhood and helpfulness. For example, various offenses would be imposed on unfair tradesmen who sold defective goods or treated unfair to their customers. Disciples (Feta) must be high in morality, righteous in his promises, and honorable; he should not leave mercy in his provisions, should not betray the goods of the forbidden goods, should not be hypocrite, and double-dealer. Three things of Disciples are closed, three things are opened: the eyes are closed to the forbidden, the mouth to sinful words, and the hand to persecution. The door is open for the guests, the sac is for the brothers in need, and the table for all hungry people... (p.136). All mosques have great incomes to be used in charity work. Do not leave charity work!. On one side there were enemies under their noses, on the other side, there was a believing voice which roars as "One must not run away from the enemy"... Weapons and technology were defeated by the faith and determination of Ottoman soldiers. On the opening day of the Imaret, the Sultan personally handed out food to the poor. There would be no deception in shopping. Always bestow on everyone. They respect the elderly and children. Turks and other nations living under Ottoman rule lived in friendship with each other. The main characteristic of the Turks, which stand out for one who lived among the Turks, is their hospitality. Storks and swallows can nest to the homes of the Turks without fear of being driven out. Seek for people who work for

knowledge. For this reason, do not do anything which may be against the order of Allah. Our job is to be on the way of Allah. In this world, my main aim has always been the victory of my religion.

In the above examples and other sentences that cannot be taken here, the image of an Ottoman who is moral, charitable, courageous, determined, humble, compassionate, honest, generous, respectful to children, friendly, welcoming, animal lover, respectful to science, helpful, fair and religious is given. The third category in positive coding is the category of Ottoman Administration. The codifications mostly show the administrative understanding of the state administrators. Some example sentences related to this category are presented below. After this event, rubbers[1] walked around bazaars and announced that nobody would torture anyone, and if there was anyone who had been tortured, that person would go and inform them…(Dear son) Continue the conquest moves and bring justice also to the Greek (Byzantine) countries... Osman Bey treated everyone living in his land with tolerance and justice (p.63)… He made tolerance and justice the basic principles of management... Despite these differences, the Ottoman Empire ruled people in harmony... It was not necessary to be a Muslim in order to know Osman Bey as a judge and to obey his rules... The Byzantine Christian people got closer enough to Turkish people to live easily in harmony with them in same neighborhoods... Today, in the Balkans and in the Middle East, if people can speak their own language and maintain their cultural values unchanged, it is thanks to tolerance... Tolerance and justice were among the most important factors facilitating the conquests of the Ottoman Empire... With its tolerant and fair policy, the Ottoman State ensured that different nations lived together... With its tolerant and fair policy, the Ottoman State ensured that different nations lived together... After the conquest of Istanbul, Mehmet the Conqueror embarked on major reconstruction movements in order to develop the city in every area... With the conquest of the city, Mehmet II got the title of "Conqueror" ("Fatih" - the one who conquers) and promised the feared Byzantines that their lives and property would never be harmed, and he made them go home safely. (p.69)… After the conquest of Istanbul, Fatih took the necessary measures for the return of those who left the city... He declared to the people gathered in Hagia Sophia that they could return to their homes and jobs freely and without any fear. He also provided security for them... No one should disturb or harm these people or their churches... no one of the sultans, nor the viziers or officers, nor my servants, nor of the citizens of my country will harm and torture them. (p.77)… They respected each other's religious beliefs and lifestyles… Thus, the Ottoman administration was adopted and became permanent. The Ottoman Empire undertook the

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[1] In the book, the word 'tellak' (rubber) was mistakenly used instead of tellal (middleman).

Table 4. Comparison of books of 2006-2008 and the book of 2017.

Books	Positive (%)	Negative (%)	Neutral (%)	Total
2006- 2008	33.33	2.70	63.96	100
2017	24.39	4.04	71.55	100

patronage of Orthodox Christians. One of the best proofs of living together in the Ottoman Empire was Darülaceze, which was opened in 1895 during the period of Abdulhamid II; you can see an introductory painting on the side. Darülaceze was established for sheltering orphans, homeless, sick, disabled and elderly people. This institution, which continues its activities today, continues to serve people without any discrimination. People of different nationalities within their borders have lived their religions and cultures, and spoken their languages without any pressure. (p.76-77)… The Tulip Age was the era of peace, cultural development and new expansions. (p.84)... Various institutions were opened to ensure the progress of the country. Apart from this map, he wrote a book called "Kitabı Bahriye" and introduced the land and ports around the Mediterranean, thus making important contributions to the geography from the social sciences. Mors sent a letter to the Sultan to thank him and said the following to the Sultan; "Abdülmecit has become the first great European man who understands the value of my invention with this medal and congratulations" The Ottoman Empire followed these technical developments closely and made efforts to spread them on its territory. The Ottoman Empire did not lag behind Europe and America in the use of telegraph. (p.91).

Although some of the above given sentences are related to the periods of Osman Bey, Mehmet the Conqueror and Sultan Abdulhamid II, in general, expressions covering the whole Ottoman history were also used. In the relevant sentences and other sentences that cannot be taken here, an Ottoman image which is just, peaceful, tolerant, respecting differences, serving the people, providing security, conducting conquest movements with the aim of bringing justice to the lands under persecution, applying the same justice and tolerance to those from different nations and religions, and in this way, providing the unity and solidarity among the people, open to innovation, caring about scientific developments, and believing in the target is given.

DISCUSSION

It is very important to discuss the results of this research with the results of Osmanoğlu (2014). This discussion will also constitute the answer to the 3rd sub-question of the research. So, this comparison will reveal the change in the Ottoman image drawn in Turkish textbooks over a period of about 10 years. The mentioned study was conducted on the Ottoman image in the social sciences textbooks of 2006 and 2008. These textbooks are 6th and 7th grade textbooks. In order to make this comparison in both periods, it is necessary to take the density of percentages of the code and category lists in the new and old books because there are two books on one side and one on the other. In addition, comparing the themes of both periods in the code lists will provide important clues about the direction of change. Comparison of the density of positive, negative and neutral expressions of the Ottomans in the textbooks of both semesters over two groups rather than 3 books are presented in Table 4.

According to Table 4, while 33.33% of the total coding in the Ottoman category in the 6th and 7th grade social sciences textbooks of 2006-2008 were positive, 24.39% of the coding in 2017 textbook were positive; respectively, while 2.7% were negative in the former, 4.04% were negative in the latter; and, 63.96% were neutral in the former, 71.55% were neutral in the latter one. The difference between the two periods is evident. First of all, neutral use in the textbooks of both periods is more than biased use. In the new period, the rate of neutral use has increased further. While neutrality increases, positive image usage decreases significantly. Negative usage has increased by half. In general, the attitude towards the Ottomans has become more neutral and less positive. In addition to this comparison, the themes that make up the code lists on which the comparisons are made should also be compared. Differences and similarities between coding themes of textbooks in 2006-2008 and 2017 are presented in Table 5. According to the table, while 19 positive themes were identified in the textbooks of 2006-2008, 33 positive themes were identified in 2017 textbooks. New positive themes were added to the 2017 textbooks. Positive codes which are common in textbooks of both periods are the themes of fair, moral, respectful to adults, loving to small, conquering, tolerant, helpful and triumphant. While there are 4 negative themes in the 2006-2008 textbooks, there are 6 negative themes in 2017. There has been an increase in negative theme rate.

CONCLUSIONS AND RECOMMENDATION

The results of the conducted research are presented below. Qualitative expressions were used according to

Table 5. Differences in coding themes between periods

Periods	Positive coding themes	Frequency	Negative coding themes	Frequency
2006-2008	Fair, moral, respectful to elders, growing, giving education right, conquering, safe, tolerant, hero, respect for housing right, caring for children, property right, patience, clean, patriotic, charitable, victory winner	19	Weak, defeated, rebellious, poor	4
2017	Fair, moral, ambitious, peaceful, growing, respectful to elders, brave, generous, respectful to children, religious, friendly, honest, securing safety, respectful to differences, conquering, strong, judge, serving people, pleasing people, integrating with people, charitable , admired, animal lover, tolerant, respectful to science, welcoming, compassionate, modest, longevity, superior, helpful, open to innovation, victory winner	33	Unsuccessful, deteriorated, Regressed, not industrialized, defeated, fleeing	6

the quantitative to qualitative data evaluation key given in the method section. In the 2017 textbook, the coding is mostly neutral, partly positive and rarely negative. Negative coding is related to the process of the Ottoman Empire which is defined as the period of decline. It is sufficient to create a Declining Ottoman category for negative coding. The sub-categories of this category are the Weakened Ottoman, Non-industrialized Ottoman and Fleeing Ottoman Soldiers. The Weakened Ottoman category consists of unsuccessful, regressive, deteriorated and defeated Ottoman subcategories. In all of these categories, there is an Ottoman image that is weakening and losing power in land management, military area, industrial area, country borders and generally in all areas. The non-industrialized Ottoman category is related to the Ottoman Empire which could not realize the surplus production against the modern period Europe which became industrialized and acquired capitalist mode of production. There is an Ottoman image that cannot keep up with the modern era economy. In the Fleeing Ottoman Soldiers category, there were soldiers who had to flee because they ran out of bullet in the Battle of Gallipoli. However, it was stated that the escape of the soldiers was normal under given circumstances. Later, the negativity was attempted to be turned into normal by mentioning the fight of soldiers until they died. The image of the fearlessness of an Ottoman officer Mustafa Kemal was given through the fleeing soldiers. Other category includes non-group coding. According to this, there are codes regarding the absence of the rule of law and the absence of the printing press in the Ottoman Empire. When both periods are compared, negative expressions have increased by half compared to the previous period.

Partially positive coding was made in the 2017 textbook. Three major categories emerged in positive coding: Power, Ottoman Administration, and Social Values. In the Power Category, there are subcategories of growing, conquering, powerful, dominant, admired, imitated, victorious, superior, and long-lasting Ottoman. In the Social Values Category, there are sub-categories of moral, charitable, courageous, determined, humble, compassionate, honest, generous, respectful to children, friendly, welcoming, animal-loving, and respectful to science and religious Ottoman. In the Ottoman Administration Category, there are subcategories of fair, peaceful, tolerant, respect for differences, serving the public, providing security, integrating with the public, satisfying the public, open to innovation, caring for scientific development, respecting rights, unity, and believing in the target. Positive codes which are common in both semesters are themes of fair, moral, respectful to elders, lovers to small, conquering, tolerant, helpful and victorious Ottoman. There has been no change in these themes. New additional themes are Determined, Peaceful, Brave, Generous, Religious, Friendly, Honest, Secured, Respectful to differences, Strong, Dominant, Serving the public, Pleasing the public, Integrating with the people, Charitable, Admired, Animal lover, Respectful, Hospitable, Compassionate, Modest, Long-lasting, Superior, Open to innovation themes. The number of positive coding in the textbook of 2017 is 1.36 times less than the positive coding in previous periods' textbooks. However, while the number of subcategories in positive coding was 19 in the previous period, it was 33 in 2017. The number of subcategories in 2017 is 1.73 times higher than the previous period. In other words, the affirmation aspects of the Ottomans are numerically more diverse and new affirmative themes have been added. A total of 777 codes were established in the textbooks used in 2006-2008. In the textbook of 2017, 791 codes were established. Coding carried out in two textbooks is less than coding in a single book. This means that in 2017, the place devoted to the Ottomans increased considerably. Many values are discussed in relation to the Ottoman period.

Conducting this research by dividing the period from the proclamation of the Republic to the present day into periods as one-party period, post-one-party coups period, and the periods between the coups will provide a

complete portrait of the Ottoman image reflected in the textbooks throughout the history of the Republic and essentially depicted by the dominant power.

CONFLICT OF INTERESTS

The author has not declared any conflict of interests.

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