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Analysis of the 5th Grade Students' Perceptions Regarding April 23 Celebrations from their Drawings*

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Abstract

The purpose of this study is to determine the perceptions of the 5th grade students regarding April 23 National Sovereignty and Children's Day celebrations through their drawings. The study was prepared by using a phenomenology design within the qualitative research model. The study group of the research consists of 77 fifth grade students studying in village schools. The drawing technique was used to collect the data, and the content analysis was used in the analysis process. In this context, the drawings of the 5th grade students were analyzed under 5 conceptual categories in total. These categories are as follow; "April 23 demonstrations, April 23 competitions, April 23 slogans/decorations, World Children's Day and Independence War". The result of the study reveals that the 5th grade students associate April 23 National Sovereignty and Children's Day with demonstrations, activities and competitions and perceive April 23 as a holiday gift to all children around the world. This research can also be prepared for other national holidays such as October 29 Republic Day and May 19 Commemoration of Atatürk, Youth and Sports Day with different participant groups.

Keywords: April 23, qualitative research, phenomenology, content analysis, drawing technique

Introduction

Holidays are ceremonies that nourish and maintain the cultural values of a society (Şahin & Dönmez, 2014). They are based on the historical and national events, common lives, traditions and beliefs of societies and they are special days called by various names such as ceremonies, festivities and celebrations (Uzun, 2010). On these special days, people who are part of a culture not only support the continuity of the culture with the ceremonies they perform, but also use these ceremonies as a tool to provide validity to their activities. While ceremonies allow the past to be remembered with their repetitions, they also contribute to the shaping of the future. In other words, they give an identity to the geography and society lived in by combining the past and the present (Çelepi, 2020), and they also make important contributions to the future of societies. Holidays celebrated in all societies are shaped around the cultural characteristics of the nation, administrative structure and religious beliefs of the state (Doğaner, 2007).

Today, we have various holidays and special days that we celebrate in unity and solidarity as a nation, which have cultural significance depending on their religious and national characteristics. Among these, Ramadan and Sacrifice Feast are religious holidays that we celebrate with the principle of cooperation, solidarity and gratitude. On the other hand, April 23 National Sovereignty and Children's Day, May 19 the Commemoration of Atatürk, Youth and Sports Day, August 30 Victory Day and October 29 Republic Day are our national and official holidays that we celebrate to remember and keep alive the most important events of our National Struggle years and our Republic history. Besides, as stated in the Law No. 2449 on National Holidays and General Holidays, January 1 New Year's Day, May 1 Labor and Solidarity Day and July 15 Democracy and National Unity Day are our general holidays.

Undoubtedly, national holidays and commemoration days are the days when the feeling of unity and solidarity is most intense in a society (Tanfer, 1997). On such days, when the national consciousness in the society is strengthened, the desire to live together increases (Akbulut, 1995). In other words, national holidays and commemorations are special days that increase enthusiasm in students and the public, distract people from their daily problems, and make them feel the pride of being together (Şahin, 2013). In parallel with this, Çetinkaya & Duman (2019) stated that ceremonial signs and symbols are widely used all over the world in order to create and develop national consciousness in society from school-age children to adults. Avcı (2007) defines schools as a show stage for ceremonial events with

their social structure and as a small model of human life. He also states that the ceremonies organized on the basis of national and universal values in school life contribute to the students' discovery of their individual talents, their social and cultural development, their adoption of school culture, and recognition of the environment, country and nation in which they live. For these reasons, national holidays, religious and special days have very important features that make nations a nation.

In this context, ceremonies are held at schools on national holidays in our country to contribute to the shaping of students' national identities. It is ensured that many students participate in these ceremonies, which are held in order to create a national consciousness by developing the national feelings of the students (Yalçın, 1995). One of these holidays is April 23 National Sovereignty and Children's Day, which children look forward to celebrating and taking part in primary and secondary schools every year. From this point of view, it is very important to determine how the children, who are the subjects of the April 23 National Sovereignty and Children's Day, experience the April 23 celebrations, what feelings and thoughts they have on April 23, as well as what April 23 means to them and how they perceive April 23.

As stated on the first page of Milliyet dated April 23, 1930; April 23 is the first foundation day of the Republic of Turkey. In those dark days when the four corners of the country were under enemy occupation, the Great Leader Gazi Mustafa Kemal gathered the deputies of the nation in Ankara and opened the Grand National Assembly of Turkey on April 23, 1920. In the assembly, it was decided to fight with determination and effort until the independence of the Turkish nation is saved. At the meeting held on April 23, 1921, due to the second anniversary of the opening of the Grand National Assembly of Turkey, Saruhan Deputy Refik Şevket Bey and his friends proposed a law for April 23 to be a national holiday. The bill of law, which was discussed in the assembly on the same day, was put to the vote and as a result of the voting, April 23 was accepted as a "national holiday" (23 Nisan'ın Milli Bayram Addine Dair Kanun). From April 23, 1922, official ceremonies began to be performed. In these ceremonies, the work of the Grand National Assembly throughout the year and the process of achieving national sovereignty were revealed in all details (Mezkit Saban, 2019). Accepting the establishment of the Grand National Assembly of Turkey as a holiday not only worried about the validity of the new regime and the national will, but also gave a duty to transfer the social remembrance to future generations. The Turkish nation, which won the war with its own internal dynamics and started to build a nation-state, accepted April 23 as a holiday and aimed to remind future generations of the struggle to overcome the difficulties experienced (Çelepi, 2020).

The use of the expression "Children's Day" for April 23 and the first celebrations are based on the fundraising efforts of the Child Protection Agency of the time, the Himaye-i Etfal Society. April 23, which was started to be celebrated as "Himaye-i Etfal Day" or "Children's Day" for the first time in 1925 by the Himaye-i Etfal Society, has been celebrated as "Children's Day" since 1927 (Alkan, 2011). Through Children's Day, it is aimed to ensure that the society deals with children's problems rather than entertaining children for a few days (Özçelik, 2011). In addition, the children who were protected should be reminded of the new story of the Turkish nation, which started from the National Struggle period and continued with the nation-building process. The leading role of this new story was the children and youth who would keep it alive and raise it, as Atatürk stated (Çelepi, 2020). April 23, which has been known as "National Holiday" and "Children's Day" since the 1920s and continues to be celebrated with different programs on the same day, took its current name "April 23 National Sovereignty and Children's

Day” with the amendment made in the Law on National Holidays and General Holidays in 1981 during the National Security Council period (Akın, 1997).

When the relevant literature is reviewed, it has been determined that very few studies have been made on the April 23 National Sovereignty and Children's Day, and these are mostly studies on the history and emergence of April 23 in a historical context (Akın, 1997; Özçelik, 2011; Alkan, 2011; Temizgüney, 2019; Akoğlan Kozak & Mutlu, 2020). However, some studies have been found in which Mezkit Saban (2019) examines the effect and role of April 23 National Sovereignty and Children's Day in terms of forming the national identity of children; while Çelepi (2020) deals with the importance and functions of April 23 National Sovereignty and Children's Day in the realization of social remembrance, and Mutlu Bayın and Akoğlan Kozak (2021) examines the contributions of April 23 National Sovereignty and Children's Day to Ankara tourism.

On the other hand, it has been determined that other studies have been mostly carried out on the phenomenon of the national holidays and October 29 Republic Day, May 19 Commemoration of Atatürk, Youth and Sports Day and August 30 Victory Day. For example, it has been determined that Bolat (2007) works on Republic Day, Aslan (2011) and Ulukaya Öteleş (2020) work on the phenomenon of national holiday, Tur (2013) works on May 19 Commemoration of Atatürk, Youth and Sports Day, and Sayılır (2014) works on August 30 Victory Day. In addition, other researches about these holidays, especially with the participation of teachers or on the basis of a lesson and curriculum, were also found (Açikel, 2010; Bozok, 2010; Sofi, 2008). Therefore, no study was found in the relevant literature in which students' perceptions of April 23 National Sovereignty and Children's Day were investigated, the drawing technique was used as a measurement tool, and especially the students were determined as the participant group. Accordingly, it is thought that the results of this research will provide remarkable and valuable information to the literature. It is considered that it is very important to collect the data in the research with the participation of children, who are the subjects of the April 23 National Sovereignty and Children's Day, and the preparation of this study will bring very qualified data to the relevant literature. This research is important in terms of revealing valuable results about how April 23 National Sovereignty and Children's Day is perceived by the 5th grade students, what it means to them and how they feel on April 23. It is hoped that the research can guide teachers by presenting suggestions for the April 23 celebrations to be held at schools in the future and contribute to the researchers doing research on the subject by presenting a data source.

The purpose of this study is to determine the perceptions of the 5th grade students regarding April 23 National Sovereignty and Children's Day Celebrations through their drawings. For this purpose, answers to the following questions were sought in the study:

1. What are the drawings of the 5th grade students regarding the April 23 National Sovereignty and Children's Day celebrations?
2. Under which conceptual categories are the pictures drawn by the 5th grade students classified according to their common characteristics?
3. What are the examples of pictures for the conceptual categories created according to the perceptions of the 5th grade students regarding the April 23 National Sovereignty and Children's Day celebrations?
4. What are the perceptions of the 5th grade students regarding the April 23 National Sovereignty and Children's Day celebrations in the pictures they draw?

Method

In this section, the model and design of the study, the source of the data (study group), data collection tools, validity and reliability studies followed in the study and the analysis of the data are given.

Model and Design of the Study

A qualitative research model, in which a process was followed to reveal perceptions and events in a realistic and holistic way in their natural environment, was used in this research (Yıldırım & Şimşek, 2016). Qualitative research allows us to identify problems from the participants' point of view and to understand the meanings and interpretations that participants attribute to behaviors, events or objects (Hennink et al., 2020). The research was prepared by using the phenomenology design, one of the qualitative research designs. The main purpose of the phenomenological design is to reveal the experiences, perceptions and meanings that individuals attribute to a phenomenon (Yıldırım & Şimşek, 2016). This research, it was tried to determine the perceptions of the 5th grade students regarding the April 23 National Sovereignty and Children's Day celebrations by using the phenomenology design.

Study Group

The study group of the research consists of 5th grade students studying in village schools in Giresun Province Central district in the first semester of the 2019-2020 academic year. 77 students participated in the research; however, a student's drawing was not included in the evaluation because it was out of scope. In phenomenological studies, the data sources of the research consist of individuals or groups who have experiences related to the phenomenon and can reflect this phenomenon (Yıldırım & Şimşek, 2016). While forming the study group of the research, it was taken into account that the students from kindergarten to the 8th grade in the village schools regularly participate and perform in the April 23 celebrations every year. On the other hand, the reason why the research was carried out at the 5th grade level is that the acquisitions related to certain days, weeks and holidays, and our national and cultural values are mostly concentrated in the 5th grade curriculum.

Data Collection Tools

In this research, an opinion-drawing form was used as a data collection tool in order to reveal the perceptions, feelings and thoughts of the 5th grade students regarding April 23 National Sovereignty and Children's Day celebrations through the pictures they draw. In the data collection form prepared by the researcher in accordance with the purpose of the research, the following instruction was given to the students: "Describe your feelings and thoughts about the celebrations of April 23 National Sovereignty and Children's Day by drawing a picture". As Batı (2012) states, painting is a common product of the child's feelings, thoughts and perceptions and is very important. Because children convey their experiences in the pictures they draw, and it is possible to find clues about their inner world in these pictures. In addition to this, Arıcı Tüzün (2006) states that children feel themselves in a playing field while they are painting, so they convey their natural and real feelings. She also states that children painting provides an opportunity to evaluate social and cultural determinants as it reflects the child's feelings, thoughts, life and conditions. In this context, it was decided that it was the most appropriate data collection tool, considering that the students could express their feelings and thoughts about April 23 celebrations more comfortably and without hesitation with this technique. The purpose here is not to evaluate the drawing abilities of the participants; it is only to determine their perceptions that they

emphasize with drawings. The paper of participant P25 is given in Figure 1 as an example of the pictures drawn by the students.



Figure 1. The picture drawn by participant P25

As seen in Figure 1, it is understood that the students made very realistic, meaningful, emotionally happy and aesthetic drawings in order to explain their feelings and thoughts about April 23 celebrations. It was seen that the students clearly reflect the enthusiasm of April 23 with the dances/performances and colorful outfits in their drawings. In addition, especially the environmental decorations, the emphasis on the Turkish flag, the harmonious clothes and diversity of the students participating in the celebrations draw a lot of attention.

Data Analysis

Content analysis method, which is one of the qualitative data analysis methods, was used in the analysis of the data. With the content analysis method, it is tried to define the data and to reveal the facts that may be hidden in the data. The basic process in content analysis is to gather similar data under certain concepts and themes and to interpret them by arranging them in an understandable way (Yıldırım & Şimşek, 2016). In phenomenological research, which is the design of this research, data analysis is aimed at revealing experiences and meanings. For this purpose, data is tried to be conceptualized and descriptive themes related to the phenomenon are tried to be created in the content analysis process. The findings are explained and interpreted within the frame of emerging themes and patterns. The results are presented with a descriptive narration and direct quotations (Yıldırım & Şimşek, 2016). In this research, the analysis and interpretation of the pictures drawn by the students in the data collection form was carried out in ten stages. These stages are as following:

1. Examining the papers,
2. Elimination of unsuitable papers,
3. Rearrangement of the papers,
4. Sorting and numbering the papers,
5. Examining the pictures,
6. Creation of categories,
7. Distribution of pictures into categories,
8. Validity and reliability,
9. Calculation of frequencies of the pictures and,
10. Interpretation of data (Ekici, 2016a; Ekici, 2016b)

By following these steps, the categories were created according to the similar and different features determined in the pictures drawn by the students. For each of these categories, the pictures that are assumed to represent them best are included in the findings section. The examples for the pictures were presented by coding as “P1, P2, P3, ...” with the number of the participant.

Validity and Reliability

Validity and reliability stage is very important in scientific studies. Some methods were used to ensure the validity and reliability of this research. First of all, the problems encountered during the pilot implementation were determined and the necessary arrangements were made by taking additional precautions in the actual implementation. Because the flexibility of the researcher is one of the important principles of validity in qualitative research. If deemed necessary during the research process, the researcher can apply different strategies. In this context, they can make additions to the interview questions and make new interviews that were not planned before or may use different data collection methods to confirm the data obtained (Yıldırım & Şimşek, 2016). Another important criterion of validity is to report the obtained data in detail and to explain how the researcher reached the results (Yıldırım & Şimşek, 2016). In this context, data coding and data analysis process are explained in detail. During the analysis of the data, examples are given from the pictures drawn by the students that are assumed to represent each of the categories best. On the other hand, the reliability of the data analysis was calculated using the formula of Miles and Huberman (1994) which is $[\text{Agreement} / (\text{Agreement} + \text{Disagreement}) \times 100]$ in order to ensure the reliability of the research. The reliability value among the coders was found to be 98%. Two experts, who are experts in qualitative research and April 23 National Sovereignty and Children's Day, worked in the study.

Ethical Permits of Research

All rules stated to be complied with within the scope of “Higher Education Institutions Scientific Research and Publication Ethics Directive” were followed in this study. None of the actions mentioned under the heading of “Actions Against Scientific Research and Publication Ethics”, which is the second part of the directive, have been carried out. The related study is a master's thesis, and its data were collected before 2020, as stated in the method section.

Findings

In this section, the findings regarding the perceptions of the 5th grade students about the April 23 National Sovereignty and Children's Day celebrations are given. The data were analyzed in accordance with sub-purposes.

Findings Regarding April 23 National Sovereignty and Children's Day Celebrations in the 5th Grade Students' Drawings

It has been seen that the pictures drawn by the students mainly include the demonstrations and activities (dance performances, folk dances, speeches, etc.) held during the April 23 celebrations and various slogans written for April 23. In addition, the competitions held on April 23 (sack race, egg-and-spoon race, balloon pop, etc.) and the celebrations of the children of the world are among the pictures drawn by the students. The distribution of the findings of the codes obtained from the pictures drawn by the 5th grade students regarding April 23 National Sovereignty and Children's Day celebrations is presented in Table 1.

Table 1. The distribution of the findings of the codes obtained from the pictures drawn by the 5th grade students regarding April 23 celebrations

Number	Most common drawings in the pictures	f
1	Balloon	169
2	Turkish flag	153
3	Audiences	151
4	Children of the world	131
5	Children	124
6	Competitors	115
7	Children performing	86
8	Heart	39
9	School	30
10	Star	29
11	Competiton	22
12	Speech stand	18
13	Stage	17
14	Presenter	13
15	World	6
16	Weapon	5
17	Soldier	5

As seen in Table 1, it was determined that the students made mostly drawings of concepts such as “balloon (f=169), Turkish flag (f=153), audience (f=151), children of the world (f=131), children (f=124), competitors (f=115), children performing (f=86), heart (f=39), school (f=30)” in the pictures they drew in the data collection form according to the instructions given. On the other hand, it was determined that the least specified concepts were listed as “world (f=6), weapon (f=5), soldier (f=5)”. The visual word cloud related to the subject is as seen in Figure 2. Here, it can be seen that codes with high frequency are written in large font size, while codes with lower frequencies are written in smaller size.



Figure 2. Word cloud emphasizing the codes obtained from students' drawings regarding April 23 Celebrations

Findings of the Conceptual Categories in which the Drawings of the 5th Grade Students Were Collected in Terms of Their Common Characteristics

While analyzing the answers given by the participants to the research question, first of all, similar concepts used in the pictures were determined and categories were created considering the common characteristics of these concepts. In this context, the categories developed from the pictures drawn by the students are shown in Figure 3 according to their percentage distribution.

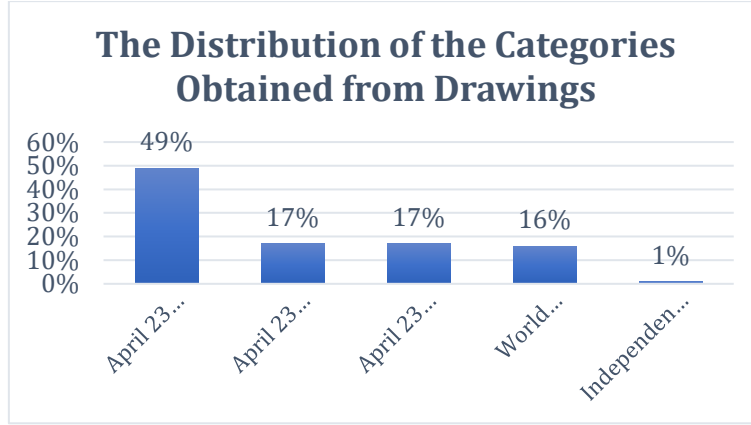


Figure 2. The distribution of the categories obtained from the drawings of the 5th grade students regarding April 23 Celebrations

As seen in Figure 3, a total of 76 pictures drawn by the students were gathered under 5 conceptual categories according to their common characteristics. Accordingly, the category of “April 23 demonstrations (49%)” emerged as the dominant category in which the students drew the most pictures. Other categories continue as “April 23 slogans/decorations (17%), April 23 competitions (17%), World Children's Day (16%) and the Independence War (1%)”. Therefore, the category in which the students drew the least was determined as the category of “Independence War (1%)”.

Category 1: April 23 demonstrations

“April 23 demonstrations” is the category in which students draw the most. In this category, there are pictures of 37 students in total. The rate of the pictures in this category among all pictures was determined as 49%. In this category, it was determined that the students drew different activities such as poetry reading, April 23 speeches on the stage, as well as dance performances, folk dances, parades and flag shows for the April 23 celebrations. In addition, it was seen that the concepts such as “audience, balloon, Turkish flag, children, school, stage, speech stand, and presenter” were depicted in the drawings included in this category. On the other hand, the fact that a substantial part of the students who participated in the research depicted the performances only in the garden of the school without any stage shows that the physical facilities of some schools are not sufficient to carry out ceremonial activities. The most drawn picture in this category is “audiences (f=151)”. Examples of the pictures drawn by the participants in this category are given in Figure 4 and Figure 5.



Figure 4. P2's drawing



Figure 5. P46's drawing

As seen in Figure 4 and Figure 5, the participants P2 and P46 drew April 23 demonstrations on the stages decorated with flags and slogans appropriate to the meaning and importance of the day. In

these drawings, especially the happiness of children and smiling faces draw attention. As seen in most drawings, the text “23 Nisan Kutlu Olsun” (Happy April 23) is also seen in the picture drawn by P2. It is also important that these celebrations are held in an environment where the Turkish flag is in most of the drawings. It shows that students can match the emphasis of the national flag with these celebrations.

Category 2: April 23 slogans/decorations

Another category created from the pictures drawn by the 5th grade students is the category of “April 23 slogans/decorations”. In this category, there are pictures of 13 students in total. The rate of the pictures in this category among all pictures was determined as 17%. In this category, it was determined that the students drew various slogans, banners and decorations hung around the school or on the stage for the April 23 celebrations, indicating the meaning and importance of the day. In addition, it was seen that the students decorated their schools in their drawings in this category with balloons, Turkish flags, a picture of Atatürk and slogans such as “23 Nisan Kutlu Olsun” (Happy April 23), “23 Nisan” (April 23), “Hoş geldin 23 Nisan” (Welcome April 23), “Atam İzindeyiz” (We Follow Your Footsteps). The most drawn picture in this category is “balloons (f=56)”. Examples of the pictures drawn by the participants in this category are given in Figure 6 and Figure 7.



Figure 6. P24's drawing

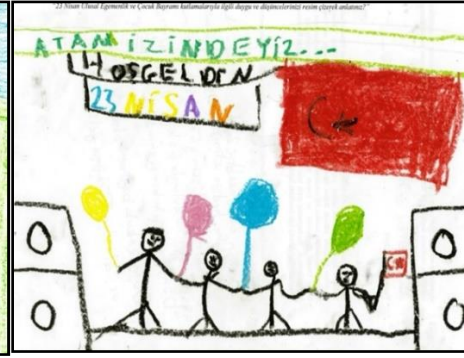


Figure 7. P53's drawing

As seen in Figure 6 and Figure 7, the participants P24 and P53 reflect the enthusiasm of the holiday in their drawings both by drawing and writing, with the flags and balloons they hung around and the slogans they wrote.

Category 3: April 23 competitions

Another category created from the pictures drawn by the 5th grade students is the category of “April 23 competitions”. In this category, there are pictures of 13 students in total. The rate of the pictures in this category among all pictures was determined as 17%. In this category, it was determined that the students drew attention to the various competitions held during the April 23 celebrations and the award ceremonies held at the end of these competitions. In addition, it was seen that various concepts such as “competitor, sack race, balloon pop, egg-and-spoon race, tug of war, footrace, and award ceremony” were depicted in the drawings included in this category. The most drawn picture in this category is “competitors (f=115)”. Examples of the pictures drawn by the participants in this category are given in Figure 8 and Figure 9.

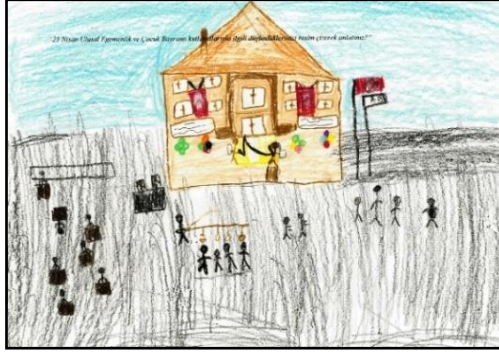


Figure 8. P4's drawing

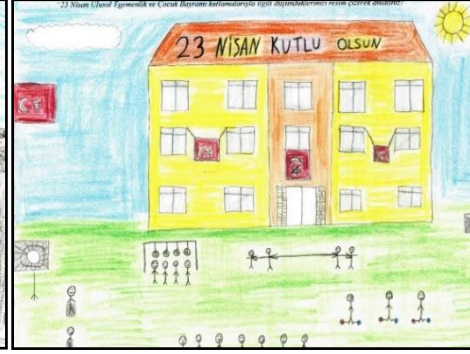


Figure 9. P9's drawing

As seen in Figure 8 and Figure 9, it is understood that the participants P4 and P9 reflected the enthusiasm and excitement of the holiday in their drawings by addressing various competitions such as balloon pop, tug of war, and sack race. However, in these drawings, the fact that the competitions are depicted in an empty area in the school garden without any stage reveals the physical inadequacy of the schools for the ceremonial activities.

Category 4: World Children's Day

Another category created from the pictures drawn by the 5th grade students is the category of "World Children's Day". In this category, there are pictures of 12 students in total. The rate of the pictures in this category among all pictures was determined as 16%. In this category, it was determined that the students drew pictures showing that they celebrated April 23 National Sovereignty and Children's Day with all the children of the world. In addition, it was seen that various concepts such as "children of the world, Turkish flag, world and different country flags" were depicted in the drawings included in this category. The most drawn picture in this category is "children of the world (f=131)". Examples of the pictures drawn by the participants in this category are given in Figure 10 and Figure 11.



Figure 10. P23's drawing



Figure 11. P42's drawing

As seen in Figure 10 and Figure 11, the participants P23 and P42 drew attention to the international dimension of April 23 and that it is a holiday gifted to the children of the world, by emphasizing the world and different country flags in their drawings. In terms of perceiving the meaning and importance of the flag, it is very important for children to be aware of the international dimension of April 23 and to draw their perceptions in this direction together with the Turkish flag and the flags of other countries.

Category 5: Independence War

Another category created from the pictures drawn by the 5th grade students is the category of "Independence War". There is only 1 student's picture in this category. The rate of the pictures in this category among all pictures was determined as 1%. It was determined that the picture drawn in this category depicts a war scene between Turkish and Greek soldiers. In addition, it was seen that the concepts of Turkish and Greek soldiers, weapons, Turkish flag and helicopter were depicted in the drawing included in this category. The most drawn picture in this category is "weapon (f=5)". The picture drawn by participant P21 belonging to this category is given in Figure 12.



Figure 12. P21's drawing

As seen in Figure 12, the participant P21 associates April 23 National Sovereignty and Children's Day with the Independence War with a war scene s/he portrayed in the picture s/he drew. In this drawing, some emphasis such as the strength of the Turkish soldier and his victory in this war draw attention. It can be evaluated that the drawings in the form of Turkish flag hanging on the helicopter, the Greek soldier laying his gun on the ground, etc. emphasize the perceptions in this direction.

Discussion and Conclusion

The purpose of this study is to analyze the perceptions of 5th grade students regarding April 23 National Sovereignty and Children's Day celebrations through their drawings. In this context, the students expressed their feelings and thoughts about the celebrations of April 23 with the pictures they drew in the data collection form. The pictures drawn by the students were examined and the answer sheets of 76 out of 77 students participating in the research were evaluated.

49% of the students participating in the research answered the instruction in the data collection form by drawing activities and performances such as dances and podium speeches holding during the April 23 celebrations. While 17% of students drew competitions held on April 23, the other 17% drew the decorations and write slogans. It was seen that 16% of the students drew pictures describing the celebrations of the children of the world. Besides, it was determined that 1% of the students painted the Independence War. In addition, most of the pictures draw attention to the concepts such as balloon, Turkish flag, audience, children of the world, school, competition and stage.

The pictures drawn by the 5th grade students regarding April 23 National Sovereignty and Children's Day celebrations are gathered under 5 conceptual categories according to their similar and common characteristics. These categories are listed as "April 23 demonstrations, April 23 competitions, April 23 slogans/decorations, World Children's Day and Independence War".

“April 23 demonstrations” is the category in which students draw the most. In this category, there are pictures of 37 students and it was determined that the students depicted different activities such as parades, podium speeches as well as folk dances, dance and flag shows they performed in their schools during the April 23 celebrations. It is understood that the 5th grade students who made these drawings associated April 23 with various shows and activities.

Another category created from the pictures drawn by the 5th grade students is the category of “April 23 slogans/decorations”. In this category, there are pictures of 13 students and it was determined that the students drew various slogans, banners and decorations hung around the school or on the stage for the April 23 celebrations to indicate the meaning and importance of the day. It is noteworthy that the slogans “23 Nisan Kutlu Olsun” (Happy April 23), “23 Nisan” (April 23), “Atam İzindeyiz” (We Follow Your Footsteps) are frequently repeated in these drawings. On the other hand, it was determined that students mostly decorate their schools with balloons and Turkish flags in their drawings. The students expressed their enthusiastic perceptions both with their decorations in their drawings and their writings.

Another category created from the pictures drawn by the 5th grade students is the category of “April 23 competitions”. In this category, there are pictures of 13 students and it was determined that the students depicted various competitions held during the April 23 celebrations and the award ceremonies held at the end of these competitions. It shows that the 5th grade students who made these drawings associate April 23 with various competitions.

Another category created from the pictures drawn by the 5th grade students is the category of “World Children's Day”. In this category, there are pictures of 12 students and it was determined that the students drew pictures showing that they celebrated April 23 National Sovereignty and Children's Day with the children from different countries in their drawings. It is understood that the 5th grade students who made these drawings perceived April 23 as the holiday of all children in the world.

Another category created from the pictures drawn by the 5th grade students is the category of “Independence War”. There is only 1 student's picture in this category. When the picture drawn by this student was examined, it was determined that a war scene was depicted between Turkish and Greek soldiers and this war was stated as the Independence War in writing. It shows that this student associates April 23 with Independence War.

When the relevant literature is examined, it has been determined that studies with similar results with the results of this research have been conducted. In this context, Mezkit Saban (2019) stated in her study that the flag is one of the important elements that contribute to the formation of children's national identities and the development of their commitment to society. In third study (2015), it was stated that the Republic of Turkey always tried to keep the love of flag alive as a nation and a state and this love began to be instilled in children in the family and was continued increasingly in schools. In this study, it was determined that the "Turkish flag" was frequently used in the pictures drawn by the students. As emphasized in the drawings, it has been revealed that the flags hung around the environment and the demonstrations with flags contributed to the development of the love of flag and the sense of devotion to the flag in the students. In this context, the results of the research are in line with the literature. On the other hand, in the study conducted by Göğüş Tan et al. (2007), it was stated that the participants identified the Republic with the Independence War, which resulted in victory and

enabled the country to get rid of the occupation. Similarly, in Kılıç and Demir's study (2017), participants associated national holidays with past wars and victories. In this research, the pictures drawn by the 5th grade students about the Independence War support the findings emphasized in the literature.

In the studies conducted by Şiringel (2006) and Karakoç Öztürk (2014), it was stated that the physical facilities of the schools are not sufficient to carry out activities for certain days and weeks. Similar to this result, in this research in some drawings, the shows and competitions held during the April 23 celebrations were depicted only in the school garden without any stage or technological equipment (computer, speaker, etc.). It can be stated as an indication that the physical facilities of some schools are not sufficient for the conduct of ceremonial activities. In the study of Selanik Ay and Güllü (2020), in which they discussed the national holiday ceremonies from the past to the present within the scope of Social Studies course, it was stated that primary school teachers carried out activities such as reading poems, folk dances, ronduels, competitions, oratorios, classroom decorations and theatrics for the national holiday ceremonies. As a matter of fact, the activities in the “April 23 demonstrations, April 23 competitions, and April 23 slogans/decorations” categories created from the findings of this research coincide with these activities emphasized in the studies in the literature.

However, on the other hand, the findings of the study do not coincide with the findings of the study conducted by Avcı (2007). Avcı (2007) stated in his study that there is no unity in the celebration of the national holidays, the distribution of tasks is made among certain students, the official ceremonies are usually held, and therefore these ceremonies are boring for the children who are in the play age, and the ceremonies do not exactly achieve their goals. However, according to the results obtained in this research, the happiness of children in the colorful drawings in the categories of “April 23 demonstrations”, “April 23 competitions” and “April 23 slogans/decorations” draws attention and indicates that the holidays are in a festive atmosphere rather than an official ceremony.

As a result, this research reveals that 5th grade students' perceptions of April 23 National Sovereignty and Children's Day focus on the shows, activities and competitions held during the celebrations, and they perceive April 23 as a holiday gifted to all children in the world. In addition, the research results reflect the originality since the research method differs from the studies in the literature with its model, design, data collection tool and data analysis dimensions.

Recommendations

In the direction of the results obtained in the research, we can give the following recommendations:

- This research can also be prepared with participant groups at different educational levels.
- This research can also be prepared by using different data collection methods such as interview and metaphor.
- This research can also be prepared for other national holidays such as October 29 Republic Day and May 19 Commemoration of Atatürk, Youth and Sports Day

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BIOGRAPHICAL NOTES

Contribution Rate of Researchers

Author 1: 50%

Author 2: 50%

Conflict Statement

There is no material or individual organic connection with the people or institutions involved in the research and there is no conflict of interest in the research

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5. Sınıf Öğrencilerinin Çizimlerinden 23 Nisan Kutlamalarına İlişkin Algılarının Analizi

Giriş

Bayramlar, bir toplumun sahip olduğu kültürel değerlerini besleyen ve devamlılığını sağlayan törenlerdir (Şahin & Dönmez, 2014:195). Toplumların inanç sistemlerinden ve uluslaşma süreçleri içinde yaşadıkları tarihi olaylardan, ortak yaşantılarından ve geleneklerinden ortaya çıkan bayramlar, tören, şenlik, kutlama gibi çeşitli şekillerde adlandırılan özel günlerdir (Uzun, 2010:109). Bu özel günlerde, bir kültürün parçası olan insanlar, yaptıkları törenlerle kültürün sürekliliğine destek verirken aynı zamanda bu törenleri faaliyetlerine geçerlilik sağlayacak bir alan olarak da kullanırlar. Törenler, icra tekrarlarıyla geçmişin anımsanmasına olanak tanırken geleceğin şekillenmesine de katkı sağlarlar. Başka bir deyişle, dünü ve bugünü birleştirerek yaşanan coğrafyayı ve toplumu kimlikli kılarlar (Çelepi, 2020) ve toplumların geleceklerinde de önemli katkılar sağlarlar. Bütün toplumlarda kutlanan bayramlar, milletin kültürel özellikleri, devletin idari yapısı ve dini inanışı etrafında biçimlenmiştir. Türklerde de İslamiyet öncesi dönemde başlayan bayram olgusu Fransız ihtilali sonrası yayılan milliyetçilik düşüncesi etrafında yeniden şekillenmiştir (Doğaner, 2007:119).

Günümüzde, niteliğine göre dini ve milli olmak üzere kültürel öneme sahip, millet olarak birlik ve beraberlik içinde kutladığımız çeşitli bayramlarımız ve özel günlerimiz vardır. Bunlardan Ramazan ve Kurban Bayramı, yardımlaşma, dayanışma ve şükretme ilkesi doğrultusunda kutladığımız dini bayramlarımızdır. 23 Nisan Ulusal Egemenlik ve Çocuk Bayramı, 19 Mayıs Atatürk'ü Anma, Gençlik ve Spor Bayramı, 30 Ağustos Zafer Bayramı ve 29 Ekim Cumhuriyet Bayramı ise Milli Mücadele yıllarımızın ve Cumhuriyet tarihimizin en önemli olaylarını hatırlamak ve yaşatmak için kutladığımız ulusal ve resmî bayramlarımızdır. Milli bayramlar ve anma törenleri, öğrencilerde ve halkta coşkuyu arttıran insanları günlük problemlerinden uzaklaştırıp ulus bilinci ve birlikte olmanın kıvancının duyulduğu özel günlerdir (Şahin, 2013). Okul çağındaki çocuklardan başlayarak yetişkin bireylere kadar toplumda

ulusal bilinci oluşturmak ve geliştirmek amacıyla bu törensel simge ve semboller tüm dünyada yaygın olarak kullanılmaktadır (Çetinkaya & Duman, 2019).

Bu araştırmada, 23 Nisan Ulusal Egemenlik ve Çocuk Bayramının öznelere olan çocukların 23 Nisan kutlamalarını ne şekilde deneyimlediklerinin, 23 Nisan'da hangi duygu ve düşünceler içinde olduklarının; aynı zamanda 23 Nisan'ın onlar için ne anlama geldiğinin ve 23 Nisan'ı nasıl algıladıklarının çizdikleri resimler yoluyla belirlenmesi amaçlanmıştır. İlgili literatür incelendiğinde, milli bayram olgusunun incelendiği ve 29 Ekim Cumhuriyet Bayramı, 19 Mayıs Atatürk'ü Anma, Gençlik ve Spor Bayramı ve 30 Ağustos Zafer Bayramı ile ilgili çalışmaların yapıldığı tespit edilmiştir. 23 Nisan Ulusal Egemenlik ve Çocuk Bayramı'na ilişkin ise çok az sayıda çalışmanın yapıldığı; bunların da çoğunlukla 23 Nisan'ın tarihçesi ve ortaya çıkışı gibi konularda tarihsel bir bağlamda ele alındığı çalışmalar olduğu belirlenmiştir. 23 Nisan Ulusal Egemenlik ve Çocuk Bayramı ile ilgili öğrenci algılarının araştırıldığı, çizim tekniğinin ölçme aracı olarak kullanıldığı ve özellikle öğrencilerin katılımcı grubu olarak belirlendiği bir çalışmaya rastlanmamıştır. Bu nedenle, bu araştırma sonuçlarının literatüre dikkat çekici ve değerli bilgiler kazandıracığı düşünülmektedir. 23 Nisan Ulusal Egemenlik ve Çocuk Bayramının öznelere olan çocukların katılımıyla verilerin toplanmasının ve bu yönde verilerin literatüre kazandırılmasının oldukça önemli olduğu kabul edilerek bu çalışmanın hazırlanmasının ilgili literatüre çok nitelikli veriler kazandıracığı düşünülmektedir. Bu araştırma, 23 Nisan Ulusal Egemenlik ve Çocuk Bayramı'nın 5. sınıf öğrencileri tarafından nasıl algılandığına, 23 Nisan'ın onlar için ne ifade ettiğine ve öğrencilerin 23 Nisan'da hangi duygular içinde olduklarına ilişkin değerli sonuçlar ortaya koyması bakımından önemlidir. Araştırmanın, gelecekte okullarda yapılacak 23 Nisan kutlamalarına yönelik öneriler sunarak öğretmenlere rehberlik edebileceği ve konuya ilişkin araştırma yapan araştırmacılara veri kaynağı sunarak katkı sağlayabileceği umulmaktadır.

Yöntem

Bu araştırmada, nitel araştırma modeli kullanılmıştır. Nitel araştırmalar, katılımcıların bakış açısından sorunların tanımlanmasına ve katılımcıların davranışlara, olaylara veya nesnelere yükledikleri anlamların ve yorumların anlaşılmasına olanak tanır (Hennink vd., 2020:10). Nitel araştırma kapsamında bireylerin bir olguya ilişkin sahip oldukları yaşantıları, algıları ve bunlara yükledikleri anlamları doğal ortamında ortaya çıkarmaya çalışan olgubilim (fenomenoloji) deseni kullanılmıştır (Yıldırım & Şimşek, 2016). Bu kapsamda olgubilim deseni ile 5. sınıf öğrencilerinin çizdikleri resimlerden 23 Nisan Ulusal Egemenlik ve Çocuk Bayramı kutlamalarına ilişkin sahip oldukları algılar belirlenmeye çalışılmıştır. Araştırmanın çalışma grubunu, 2019-2020 eğitim öğretim yılı birinci döneminde Giresun ili Merkez ilçeye bağlı köy okullarında öğrenim gören 5. sınıf öğrencileri oluşturmaktadır. Araştırmanın çalışma grubu seçilirken amaçsal (amaçlı) örnekleme yöntemlerinden biri olan benzeşik (homojen) örnekleme yöntemi kullanılmıştır. Bu yöntem çalışmanın amacı doğrultusunda bilgi açısından zengin durumların seçilerek derinlemesine araştırma yapılmasına olanak verir (Büyüköztürk vd., 2016: 90). Araştırmaya 77 öğrenci katılmıştır ancak bir öğrencinin çizimi kapsam dışı olduğu için değerlendirmeye alınmamıştır. Araştırmanın çalışma grubu oluşturulurken köy okullarında öğrencilerin anasınıfından 8. sınıfa kadar 23 Nisan kutlamalarına her yıl düzenli olarak katılıp görev almaları ve performans göstermeleri göz önünde bulundurulmuştur.

Bu araştırmada, 5. sınıf öğrencilerinin 23 Nisan Ulusal Egemenlik ve Çocuk Bayramı kutlamalarına ilişkin algılarını, duygu ve düşüncelerini çizdikleri resimler yoluyla ortaya konulması amacıyla veri toplama aracı olarak bir görüş çizim formu kullanılmıştır. Araştırmacı tarafından,

araştırmanın amacı yönünde hazırlanmış olan veri toplama formunda, öğrencilere “23 Nisan Ulusal Egemenlik ve Çocuk Bayramı kutlamalarıyla ilgili duygu ve düşüncelerinizi resim çizerek anlatınız?” sorusu yöneltilmiştir. Araştırmada verilerin analizi aşamasında, nitel veri analizi yöntemlerinden biri olan içerik analizi yöntemi kullanılmıştır. İçerik analizinde yapılan temel işlem, birbirine benzeyen verileri belirli kavramlar ve temalar altında toplamak ve bunları anlaşılabilir bir biçimde düzenleyerek yorumlamaktır. Sonuçlar ise, betimsel bir anlatım ile doğrudan alıntılara yer verilerek sunulur (Yıldırım & Şimşek, 2016). Bu kapsamda, öğrencilerin veri toplama formunda çizdikleri resimler içinde saptanan benzer ve farklı özelliklere göre kategoriler oluşturulmuştur. Bu kategorilerin her biri için onu en iyi temsil ettiği varsayılan öğrencilerin çizdikleri resimlere bulgular bölümünde yer verilmiştir.

Bulgular

Araştırmaya katılan öğrencilere veri toplama formunda “23 Nisan Ulusal Egemenlik ve Çocuk Bayramı kutlamalarıyla ilgili duygu ve düşüncelerinizi resim çizerek anlatınız” sorusu yöneltilmiştir. Katılımcıların %49’u bu soruya, 23 Nisan kutlamaları sırasında yapılan danslar, halk oyunları ve kürsü konuşmaları gibi etkinlik ve gösterileri çizerek cevap vermişlerdir. Öğrencilerin %17’si 23 Nisan’da düzenlenen çuval yarışı, yumurta taşıma, halat çekme, balon patlatma vb. yarışmaları çizerken; diğer %17’si ise bayram için yapılan süslemeler ile okula asılan slogan ve pankartları çizmişlerdir. Öğrencilerin %16’sının dünya çocuklarının yaptığı kutlamaları anlatan resimler çizdiği görülmüştür. Bunların yanında, öğrencilerin %1’inin ise Kurtuluş Savaşını resmettiği belirlenmiştir. Ayrıca, resimlerin çoğunda *balon, Türk bayrağı, seyirci, dünya çocukları, çocuk, okul, yarışma, kürsü ve sahne* gibi kavramlara ait çizimler dikkat çekmektedir. Veri toplama formunda 5.sınıf öğrencilerinin çizdikleri resimlerde kullanılan benzer kavramlar belirlenmiş ve bu kavramların ortak özellikleri dikkate alınarak kategoriler oluşturulmuştur. Bu kategoriler, “23 Nisan gösterileri, 23 Nisan yarışmaları, 23 Nisan sloganları/süslemeleri, Dünya çocuk bayramı ve Kurtuluş Savaşı” şeklinde sıralanmaktadır. Öğrencilerin en çok resim çizdiği “23 Nisan gösterileri (%49)” kategorisi baskın kategori olarak ortaya çıkmıştır. Diğer bir yandan, öğrencilerin en az resim çizdiği kategori ise “Kurtuluş Savaşı (%1)” kategorisi olarak belirlenmiştir.

Tartışma ve Sonuç

Bu çalışmanın amacı, 5.sınıf öğrencilerinin çizdikleri resimlerden hareketle 23 Nisan Ulusal Egemenlik ve Çocuk Bayramı kutlamalarına ilişkin algılarını analiz etmektir. Bu kapsamda öğrenciler, 23 Nisan Ulusal Egemenlik ve Çocuk Bayramı kutlamalarıyla ilgili duygu ve düşüncelerini veri toplama formunda çizdikleri resimlerle belirtmişlerdir. Öğrencilerin çizdikleri resimler incelenmiş ve araştırmaya katılan 77 öğrenciden 76’sının cevap kağıdı değerlendirmeye alınmıştır.

Araştırmaya katılan öğrencilerin %49’u “23 Nisan Ulusal Egemenlik ve Çocuk Bayramı kutlamalarıyla ilgili duygu ve düşüncelerinizi resim çizerek anlatınız.” sorusuna, 23 Nisan kutlamaları kapsamında yapılan gösterileri ve etkinlikleri (dans gösterileri, halk oyunları, kürsü konuşmaları, vs.) çizerek cevap vermişlerdir. Öğrencilerin %17’si 23 Nisan’da düzenlenen yarışmaları (çuval yarışı, kaşıktay yumurta taşıma, balon patlatma, halat çekme, vs.) çizerken; diğer %17’si ise bayram için yapılan süslemeler ile okula asılan slogan ve pankartları çizmişlerdir. Öğrencilerin %16’sının dünya çocuklarının yaptığı kutlamaları anlatan resimler çizdiği görülmüştür. Bunların yanında, öğrencilerin %1’inin ise Türk ve Yunan askerleri arasında geçen bir savaş sahnesini resmettiği belirlenmiştir. Ayrıca,

resimlerin çoğunda *balon, Türk bayrağı, seyirci, dünya çocukları, çocuk, okul, yarışma, kürsü ve sahne* gibi kavramlara ait çizimler dikkat çekmektedir.

5.sınıf öğrencilerinin 23 Nisan Ulusal Egemenlik ve Çocuk Bayramı kutlamalarına ilişkin çizdikleri resimler benzer ve ortak özelliklerine göre toplam 5 kavramsal kategori altında toplanmıştır. Bu kategoriler şu şekilde sıralanmaktadır; “23 Nisan gösterileri, 23 Nisan yarışmaları, 23 Nisan sloganları/süslemeleri, Dünya çocuk bayramı ve Kurtuluş Savaşı”dır.

“23 Nisan gösterileri” kategorisi, 5.sınıf öğrencilerinin en çok çizim yaptığı kategoridir. Bu kategoride toplam 37 öğrencinin resmi bulunmaktadır. Bu kategoride öğrencilerin resimlerinde okullarında 23 Nisan kutlamaları için yaptıkları dans gösterileri, halk oyunları, geçit töreni ve bayrak gösterilerinin yanında kürsüde yapılan 23 Nisan konuşmaları gibi farklı gösterileri resmettikleri belirlenmiştir. Bu resimleri çizen 5.sınıf öğrencilerinin 23 Nisan Ulusal Egemenlik ve Çocuk Bayramını yapılan çeşitli gösterilerle ilişkilendirdikleri anlaşılmaktadır.

5. sınıf öğrencilerinin çizdikleri resimler doğrultusunda geliştirilen diğer bir kategori “Dünya Çocuk Bayramı” kategorisidir. Bu kategoride toplam 12 öğrencinin resmi bulunmaktadır. Bu kapsamda öğrencilerin 23 Nisan Ulusal Egemenlik ve Çocuk Bayramını bütün dünya çocukları ile birlikte kutladıkları resimler yaptıkları görülmüştür. Bu resimleri çizen 5.sınıf öğrencilerinin 23 Nisan Ulusal Egemenlik ve Çocuk Bayramını dünyadaki bütün çocukların bayramı olarak algıladıkları anlaşılmaktadır.

5. sınıf öğrencilerinin çizdikleri resimler doğrultusunda geliştirilen diğer bir kategori “23 Nisan yarışmaları” kategorisidir. Bu kategoride toplam 13 öğrencinin resmi bulunmaktadır. Bu kapsamda öğrencilerin resimlerinde 23 Nisan kutlamaları sırasında düzenlenen çeşitli yarışmaları ve bu yarışmalar sonucunda yapılan ödül törenlerini resmettikleri belirlenmiştir. Bu resimleri çizen 5.sınıf öğrencilerinin 23 Nisan Ulusal Egemenlik ve Çocuk Bayramını yapılan çeşitli yarışmalarla ilişkilendirdikleri anlaşılmaktadır.

5. sınıf öğrencilerinin çizdikleri resimler doğrultusunda geliştirilen diğer bir kategori “23 Nisan sloganları/süslemeleri” kategorisidir. Bu kategoride toplam 13 öğrencinin resmi bulunmaktadır. Bu kapsamda öğrencilerin resimlerinde 23 Nisan kutlamaları için okul çevresi ya da sahneye asılan günün anlam ve önemini belirten çeşitli ifadelerden oluşan slogan ve pankartlar ile süslemelere yer verdiği tespit edilmiştir. Bununla birlikte, öğrencilerin resimlerinde okullarını en çok balonlar ve Türk bayrakları ile süsledikleri belirlenmiştir. Bu çizimlerde slogan olarak *23 Nisan Kutlu Olsun, 23 Nisan, Atam İzindeyiz* yazılarının sık sık tekrar edildiği dikkat çekmektedir. Öğrenciler hem çizimlerindeki süslemeleriyle hem de yazılarıyla coşkulu algılarını dile getirmişlerdir.

5. sınıf öğrencilerinin çizdikleri resimler doğrultusunda geliştirilen diğer bir kategori ise “Kurtuluş Savaşı” kategorisidir. Bu kategoride yalnızca 1 öğrencinin resmi bulunmaktadır. Bu öğrencinin çizdiği resim incelendiğinde; Türk ve Yunan askerleri arasında geçen bir savaş sahnesini resmettiği belirlenmiştir. Bu durum, bu öğrencinin 23 Nisan Ulusal Egemenlik ve Çocuk Bayramını Kurtuluş Savaşı ile ilişkilendirdiğini göstermektedir.

İlgili literatür incelendiğinde; bu araştırma sonuçlarıyla benzer sonuçlar tespit edilen çalışmaların yapıldığı belirlenmiştir. Bu kapsamda; Mezkit Saban (2019:223) çalışmasında, çocukların millî kimliğini şekillendiren ve ait olduğu topluma bağlılık hissini geliştirmesini sağlayan araçlardan birinin *bayrak* olduğunu ifade etmiştir. Üçüncü (2015:528) tarafından yapılan çalışmada ise, Türkiye

Cumhuriyeti'nin millet ve devlet olarak bayrak sevgisini daima canlı tutmaya çalıştığı; bu sevginin de çocuklara ailede aşılınmaya başladığı ve okullarda artırılarak devam ettirildiği belirtilmiştir. Bu araştırmada da öğrenciler tarafından çizilen resimlerde sıklıkla "Türk bayrağı"nın çizilmesi, 23 Nisan kutlamaları sırasında çevreye asılan bayrakların ve bayrak gösterilerinin milli kimlik unsurlarından biri olan bayrağa bağlılık duygusunun ve bayrak sevgisinin gelişmesine katkı sağladığını göstermektedir. Diğer bir yandan, Göğüş Tan vd. (2007:89) tarafından yapılan çalışmada katılımcıların Kurtuluş Savaşı'nın başarıyla sonuçlanıp ülkenin işgalden kurtulmuş olmasıyla Cumhuriyet'i özdeşleştirdikleri belirtilmiştir. Bununla benzer şekilde Kılıç ve Demir (2017:173)'in çalışmasında ise, katılımcılar Milli Bayramları geçmişte yapılan savaş ve kazanılan zaferlerle ilişkilendirmişlerdir. Bu araştırmada elde edilen 5. sınıf öğrencilerinin Kurtuluş Savaşı ile ilgili çizdiği resimler literatürde vurgulanan bulguları destekler niteliktedir. Şiringel (2006:80) ve Karakoç Öztürk (2014:18) tarafından yapılan araştırmalarda belirli gün ve haftalara yönelik faaliyetlerin yürütülmesi için okulların fiziki olanaklarının yeterli olmadığı ifade edilmiştir. Bu araştırmada da bu sonuca benzer nitelikte, bazı çizimlerde 23 Nisan kutlamaları kapsamında yapılan gösteri ve yarışmaların herhangi bir sahne, teknolojik araç-gereç (bilgisayar, hoparlör vb.) olmadan yalnızca okul bahçesinde resmedilmesi bazı okulların fiziki olanaklarının tören faaliyetlerinin yürütülmesi açısından yeterli olmadığını bir göstergesi olarak belirtilebilir. Bu çizimler öğrencilerin 23 Nisan kutlamalarının okullardaki hangi ortamlarda yapıldığını detaylarıyla ve açıklıkla resmedebildiklerini vurgulamaktadır. Selanik Ay ve Güllü (2020:160)'nün geçmişten bugüne milli bayram törenlerini Sosyal Bilgiler dersi kapsamında ele aldıkları çalışmada sınıf öğretmenlerinin günümüzde milli bayram törenlerine yönelik şiir okuma, halk oyunları, ront çalışmaları, yarışmalar, oratoryolar, tören komisyonlarında görev alma, sınıf süsleme ve piyes sergileme gibi etkinlikler gerçekleştirdikleri belirtilmiştir. Nitekim bu araştırmanın bulgularından oluşturulan "23 Nisan gösterileri, 23 Nisan yarışmaları ve 23 Nisan sloganları/süslemeleri" kategorilerinde yer alan etkinlikler literatürde yer alan çalışmalarda vurgulanan bu etkinliklerle örtüşmektedir. Selanik Ay ve Güllü (2020:157)'nün çalışmasında, bir diğer bulgu olarak milli bayramların kültür aktarımındaki rolü hakkında sınıf öğretmenlerinin görüşleri arasında Atatürk'ün kültürel bir değer olarak görülmesi, halk oyunları, marşlar ve türküler, geleneksel oyunlar, yöresel kıyafetler, ülkemizin tarihi ve geçmişte yaşanan zorlukların anlaşılması, kazanılan zaferlerden duyulan gurur ve geleneklerin aktarılması yer almaktadır. Bu noktada, araştırma sonuçlarının birbiri ile uyumlu olduğunu söylemek mümkündür.

Fakat öte yandan, araştırmada elde edilen bulgular Avcı (2007) tarafından yapılan çalışmanın bulgularıyla örtüşmemektedir. Avcı (2007:85), çalışmasında ulusal bayram günlerinin kutlanmasında birliğin olmadığını, görev dağılımının belli başlı öğrenciler arasında yapıldığını, genellikle resmi törenlerle yetinildiğini ve bu sebeple oyun çağında olan çocuklara bu törenlerin sıkıcı geldiğini, ayrıca düzenlenen törenlerin amaçlarına tam olarak ulaşamadığını ifade etmiştir. Ancak bu araştırmada elde edilen sonuçlara göre ise, "23 Nisan gösterileri", "23 Nisan yarışmaları" ve "23 Nisan sloganları/süslemeleri" kategorilerinde yer alan renkli çizimlerde çocukların mutlulukları oldukça dikkat çekmektedir ve bayramların resmi bir törenden çok festival havasında geçtiğine işaret etmektedir. Bu araştırma kapsamında çizimlerden 23 Nisan Ulusal Egemenlik ve Çocuk Bayramı kutlamalarının öğrenciler tarafında mutluluk, düzen, keyifli faaliyetler vb. olarak algılandığını göstermektedir.

Sonuç olarak bu araştırma, 5.sınıf öğrencilerinin 23 Nisan Ulusal Egemenlik ve Çocuk Bayramı'na ilişkin algılarının bayramda yapılan gösteri, etkinlik ve yarışmalar üzerine yoğunlaştığını ve

23 Nisan'ı dünyadaki bütün çocuklara armağan edilmiş bir bayram olarak algıladıklarını ortaya koymaktadır. Ayrıca, araştırmanın yöntemi literatürde yer alan çalışmalardan modeli-deseni, veri toplama aracı ve veri analizi boyutlarıyla farklılık göstermesi sebebiyle araştırma sonuçları orijinalliğini yansıtmaktadır.

Öneriler

Araştırmada elde edilen sonuçlar yönünde aşağıdaki önerileri verebiliriz:

- Bu araştırma farklı eğitim kademelerindeki katılımcı gruplarıyla da hazırlanabilir.
- Bu araştırma görüşme ve metafor gibi farklı veri toplama yöntemleri kullanılarak da hazırlanabilir.
- Bu araştırma karma model kullanılarak hazırlanabilir.
- Bu araştırma farklı yıllarda basında yer alan 23 Nisan Ulusal Egemenlik ve Çocuk Bayramı'nın kutlamalarına ilişkin haberlerin analizi şeklinde hazırlanabilir.
- Bu araştırma 29 Ekim Cumhuriyet Bayramı ve 19 Mayıs Atatürk'ü Anma, Gençlik ve Spor Bayramı gibi diğer milli bayramlarımıza ilişkin olarak da hazırlanabilir.