Ortaokul Ders Kitaplarında Gençliğin Korunması ve Spora Yönlendirilmesi Haklarına Yer Verilme Düzeyi
The Allocation Level of the Rights to “Protection of Youths” and “Leading Youths to Sports” in Secondary School Student Textbooks
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EXTENDED SUMMARY

Protection of youths and leading youths to sports was guaranteed in articles 58 and 59 of the 1982 Turkish Constitution. The protection rights of youths can be defined as the rights to train the youths to be a good citizen, to protect them against bad habits and tending to crime. The right to leading youths to sports can be defined as the right to lead the youths to sports and games in order to improve their physical and mental health. At all levels of education, students' awareness (who are especially in the transitional period to youth) related to these rights can be accomplished by education training in that area. So, the convenience of Turkish, Science and Technology, Social Studies and Religious Culture and Moral Knowledge student textbooks for teaching the rights directly and indirectly; and especially related to the issue of “the protection of youths” and “the leading youths to sports” rights are important. This study aimed to put forward and compare the allocation level of the rights to “protection of youths” and “leading youths to sports” all Turkish, Science and Technology, Social Studies and Religious Culture and Moral Knowledge student textbooks in 5th, 6th, 7th and 8th grades.

In the study, qualitative research method was preferred and all the literary and informative texts of Turkish, Science and Technology, Social Studies and Religious Culture and Moral Knowledge student textbooks in 5th, 6th, 7th and 8th grades were examined by using the content analysis method. Rights to “protection of youths” and “leading youths to sports” were determined as the main categories in the study. Protection of youths, one of these main categories, was also divided into three sub-categories as “training of youths to be a good citizen”, “protection of youths against bad habits” and “protection of youths against tending to crime”. The analysis of the data was carried out by calculating frequencies, percentages and intensity scores.

As a result, it was observed that explanations and issues about the rights to “protection of youths and leading youths to sports” are included more in Social Studies textbooks when compared to other textbooks. It was found out that in all the textbooks; explanations and issues about “protection of youths” main category are included more than explanations and issues about “leading youths to sports” main category. In addition, it was observed that in all the textbooks the sub-categories of “protection of youths against bad habits” and “protection of youths against tending to crime” were given less places when compared with “training of youths to be a good citizen” sub-category. “Training of youths to be a good citizen” sub-category is included more in Social Studies textbooks when compared to other textbooks.

Student textbooks are prepared within the framework developed curriculum in a particular field. Therefore, an achievement don’t take part in the curriculum of the course, also won’t appear in the textbooks of the course as content or an activity. Accordingly it could be said that the curriculums of Turkish, Science and Technology, Social Studies and Religious Culture and Moral Knowledge courses in 5th, 6th, 7th and 8th grades should be enriched with achievements to raise students’ awareness about rights to “protection of youths” and “leading youths to sports”. At this point, these textbooks should be reorganized according to these achievements.