THE CONCEPTS OF WAR AND PEACE WITHIN THE CONTENT OF SOCIAL SCIENCES COURSE WITH PICTURES

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Abstract

In the world of globalization it has become very important to have students acquire the peace concept, and other concepts, skills, and values that are related to it to reach the contemporary human model, starting from the family, and in the content of social sciences course. The propose of the study is to evaluate the peace and war concepts, which are to be internalized by the students in the Social Sciences course, and to investigate these according to gender and section variables, and also to examine students' pictures to see how students perceive these concepts.

According to findings, usually, girls tend to organise their behaviours according to the behaviours of the opposite side. Additionally, when the answers of boys and girls were compared, it was observed that they were conformable since they tried to look for a solution. Boys, in a way, punish the opposite side passively and aggressively. Fourth grade students usually tend to punish the opposite side, and the problems are perceived as the problems of the opposite side. They tend to accuse the opposite side whenever a problem arises. Fifth grade students are usually sensible. They tend to be more rational, looking for solutions and embrace tolerance mutually.

When the Primary education program of our country was investigated, when it is considered that nowadays primary education plays an important role in the education period of individuals, it is important that the education provided at that period of time should be sufficient to train children in a way that they will be fully equipped, knowing how to access information, able to solve problems and giving good decisions in this age of globalization. Today, in the contemporary educational systems, schools are institutions that encourage socialization, and aim at improving democratic and cooperative values.

Key Words: Social Sciences Course, War And Peace Concepts, Picture

INTRODUCTION

Nowadays the world is experiencing a reconstruction in every aspect. The name of this reconstruction is "Information Society". These reconstructions cause some difficulties for many values of the society to be integrated in the modern world (Kazan & Uygun, 2002). In this sense, globalization is brought to the agenda. Globalization can be defined also as the physical and moral values of countries expanding beyond the borders of a nation, and spreading all over the world, so that differences disappear in a unity and harmony (Mutioğlu, 2002). Robertson, who is one of the first to conduct research on globalization, has defined globalization as "a process that considers the positions of cultures to one another" (Es, 2002). Globalization is a phenomenon that contains the issues such as developing economic, juridical, political, social, and cultural matters among countries, better identifying the structures of different societies and cultures, getting international relations busier, which are matters connected closely. In this age of ours, which is described as the age of globalization, stunning changes are observed almost in every area, and the necessity to live in a complex environment, gets individuals to be in relation more often than ever (Öğüt & Sevinç, 2002).

While the importance of knowledge increases rapidly, the concept of knowledge and understanding of science also changes rapidly. Democracy and management concepts differentiate; technology constantly improves, parallely to all of these difficulties are felt related to transforming to

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information society from globalization and industrial society. The process of globalization, which is getting dominant along with the rapid alternation and development, is determinative not only in economy but also in sociocultural areas. Primary school is a very important phase in the education process of individuals. In that scope not only first basic knowledge is acquired. Children's concentration power, study skills, attention abilities, analytic memorisation and critical thinking also develop in this phase. It is expected that children who graduate from primary school possess the ability of listening an explanation, a story as a member of a group. Knowledge has been important in every phase of humanity. The reason why the twentyfirst century leads is that those who produce and use knowledge improve, and so training equipped individuals gains significance, the necessity to learn how to reach knowledge, solve problems, make decision, and such improve such skills rises (The Program of Primary Education, 2004). Since children at the age of primary education are the human resource that a country is based on, development realized for them gives significant clues for what a society expects from its future (Pollard & Triggs, 2000). Contemporary education should be understood as a process of helping individuals acquire the original necessities that may rise inside them after noticing the knowledge, skill, manner and behaviours they need, and to establish the environments that will be appropriate to their learning profiles in the frame of accumulated virtue, wisdom, and belief values of today's level (Halpern, 1997).

When social fundamentals of educational program are considered; since education is responsible for developing modesty, dignity, honesty, tolerance, confidence, and duty responsibility which are among the indispensable values of the society, especially course programs developed for primary education should try to improve that awareness. Primary education establishes pacifism, abnegation, benevolence, affection of freedom, patriotism, and bravery which are among the national, also spiritual and moral values of Turkish society in order to make the necessary arrangements to develop social delicacy. When social sciences course program of the primary education is examined; it is observed that individual differences of students, personal joys, achievement pleasure are important to grow physically and psychologically healthy individuals (Yetkin& Daşcan, 2006).

According to Dean (2000), children face many instances that they need to cope with socially in organisational processes such as communicating with unknown people, standing in a queue, forming a queue, and waiting, being addressed as a member of a group, obeying the limitative regulations related to noise and action. All these improve the social communication of the child. In this sense, the contribution of taken classes cannot be denied. When the definition of especially Social Sciences course, which is among the courses of primary education, is considered: "It is observed that Social Sciences course is a course that is formed from the cumulative education understanding in order to help individuals realise their social existence; courses that reflect social sciences and citizenship consciousness such as history, geography, economy, sociology, anthropology, psychology, philosophy, politics, and law; containing the combination of learning areas in one unit or theme; where the human's past, current, and future comunication of social and physical environment is examined (Primary education program, 2004). In primary education Social Sciences Curriculum is applied in the 4th, 5th, 6th, and 7th grades. In the training of this course, in order to grow efficient and responsible Turkish citizen, it has been considered from multiple aspects such as social sciences like geography, economy, sociology, anthropology, psychology, philosophy, politics, and law, and citizenship awareness. During recent years with the "expansion of environment" some educators are postulating fair criticisms. For this reason, while the arrangement of the units is done according to "from near to far" principle, "Global Links", learning areas, and interests and needs of students have been taken into consideration (Yetkin& Daşcan, 2006).

It is necessary to reflect the alterations and developments in individual, social, and economic areas seen all over the world in the educational systems and their programs. In this sense, the vision of the 2004 Program of Social Sciences course has been determined;

Growing the contemporary individuals of the 21st century of Turkish Republic, who have internalized the principles and innovations of Atatürk, comprehended Turkish history and culture, equipped with the basic demographic values and considerate to human rights, sensible towards the environment they live in, interpreting the knowledge in concordance with experiences and forming it within social and cultural frame, using and arranging it (thinking critically, creative, making right decisions) having developed social inheritance skills, have acquired the methods that social scientists use when producing scientific knowledge, efficient in social life, productive, knowing their rights and responsibilities. (p.234)

In line with this understanding the Social Sciences Program attach importance to rising students having comprehended universal values, being sensitive to social problems and knowing individual rights, using them, realizing their responsibilities by putting National identity in the centre (Yetkin&Daşcan, 2006).

The new educational program, which has gone into effect in 2005-2006, was formed in concordance with constructivist learning strategy. According to that learning strategy people do not receive education just to discover a world that has been constructed formerly. Students construct knowledge mentally by efficiently participating learning with their previous experiences. So, students develop their own thoughts and interpretations. Because, learning enables effectively thinking, evaluation, problem solving and acquiring learning skills rather than obtaining a certain bank of information that is delivered (Whirter & Acar, 2000). In social sciences course, which is proposed by a national curriculum, if contents and methods do not suit the teacher, or do not meet the needs of the children, teachers may experience conflicts. In these cases teachers, children, and society's view of childhood face three basic problems which are enforcements of any curriculum and educational system on them, beliefs and values of teachers, and classroom application traditions (Moyles&Horgreaves, 1998). When concepts of Social Sciences course are examined, it is seen that concepts such as constitution, peace, independence, republic, democracy, state, ascendancy, efficient citizen, identity, culture, cultural factor, national hegemony, nation, national culture, freedom, war, responsibility, fundamental rights and liberties, homeland, jurisdiction, law, citizenship, respect, love, patriotism, honesty, sensibility, also take place.

When the contents of learning areas of Social Sciences course related to the concepts mentioned above are examined, related titles and students' educational attainment is as follows:

Individual and Society: In the end of this learning field it is aimed at growing individuals who recognise personal and social capabilities, open to innovation, useful for the society, and are self-confident.

Culture and Inheritance: Within this learning area, students generally get accustomed to and internalise the basic features of Turkish culture, and accept that protection and development of culture is necessary for it assures the composition of national awareness. Students get aware of the importance of cultural features that compose the national identity of a society. Thereby, they get aware of the fact that the world's cultural inheritance is enlivened and enriched beginning from local to national and from national to universal.

People, Places, and Environments: With this learning area it is aimed at getting students know the interaction of human with the environment, comprehend the reasons and results of this in teraction by using various skills and values, and gain an individual or communal view considering the future.

Time, Consistency, and Alteration: This learning area meets the students' need of comprehending their origin and their place in time, and helping them establish the link of past-today-future. Students comprehend who they are, the events that occurred in the past, learn to establish a connection with the past, understand the alteration of the world and its condition in the future.

Global Connections: With the global connections learning area students will learn to follow the agenda of the improving world, produce solutions to the problems they face, get the quality of being a conscious individual.

Groups, Institutions, and Social Organisations: With this learning area students in the 4th and 5th grades will find the opportunity to investigate how the environment or a group, institution, and social organisations that they know affect their lives. As a result of this, individuals will notice the interaction between groups and institutions.

Power, Management, and Society: In this learning area students at the 4th and 5th grades research the ways of joining the society totally as a conscious citizen, and get aware of their duties and responsibilities, which is among the basic objective of Social Sciences course. They notice how individual rights and the order of society is maintained by understanding how social problems are solved, and the order is assured in the governance where the hegemony is in the hands of the public. They comprehend which democratic paths exist to affect the authority by learning the ways of participating in social services and various formal activities (Yetkin & Daşcan, 2006).

Nowadays, the ability of using knowledge appears to be more important rather than just memorizing events, concepts, principles, and processes. In this sense, ability and value concepts gain significance. Ability is a function which requires knowledge, and contains performance. Value, on the

other hand, is the mutual thought, goal, basic moral principles and beliefs which are admitted to be right and necessary by the majority of the members, in order to provide the unity, operation, and continuance of a social group or the existence of society itself. Values are the basic meaning patterns which a human uses while describing oneself. By means of values a child is taught to gain a view that will make him/her precious (Whirter & Acar, 2000). In the values education forming lifestyles related to perception, creating a chance to be successful, being a good model, and to consolidate and praise are very important. Skill appears when ability and knowledge are combined. Abilities are the capabilities of the students required in the learning process. When Turkish society is observed, it becomes obvious that solidarity, honesty, tolerance, hospitality, and respect are among the most widely internalized values. When it is analysed from this point of view, the concepts that can be used related to peace education, which takes place in social sciences program, are as follows: Emotion, tradition, tolerance, communication, identity, culture, war, responsibility, social interaction, social organization, agreement, citizenship (Whirter & Acar, 2000).

One of the most significant and recent improvements is that human power has been noticed to be the most important tool for development. A shift has been realized from natural human model towards a human model where the human has the capacity of establishing communication in society, and develops vision. With these improvements of human qualities, human rights, his problems and responsibilities also have begun to differentiate (Yılmaz, 2004). The physical, mental, emotional, and social development of an individual is affected primarily by the family after birth, and again mainly by the school and other social institutions, and mass media. Among these factors only schools are social institutions that are directly responsible for multifaceted development of individuals, and provision of training and education service. Therefore, it is important to evaluate and analyze the role of the school in the multifaceted development of the individual. The fact that in the twenty first century the individual has had only certain cognitive capabilities, in other words, that s/he has been only smart has decreased his/her value. The concept of smart person has left its place to versatile person. In order to contribute to the multifaceted development of students and help them be creative, it is necessary to provide them with learning experiences of various levels, to create the friendly and lovely classroom environment to meet their emotional needs, and and it is important to hold positive and high expectations related to them. That's why, in the current century there is much more need than anytime else for teachers who have been educated very well, equipped with teaching knowledge and skills, who posses positive character features (Gürkan, 2004). One of the significant social values is peace that can be taught during primary education while forming contemporary individual model (Kamaraj & Aktan 2004). Turkish Language Society defines peace as the environment which is formed by harmony, mutual understanding and tolerance (TDK, 2006). Nowadays, schools are institutions that encourage socialization, and contribute to the development of democratic and cooperative values in the contemporary educational systems (Moyles, 1998). The concept of education in the society of knowledge is a phenomenon which prefers practice to teory, questioning and research to acquiescence, shaping universally rather than locally (Yakut, 2002). Children also internalize some social concepts within the family environment prior to coming to school. And, one of these concepts is peace.

What lie behind peace is equality, justice, and liberty that are the focus of peace education. The main goal in peace education is helping individuals acquire the methods and strategies of reaching peace. Some of these strategies are strengthening peace, enhancement of peace through communication, building peace, realizing peace without any violence. It is expected that individuals who have taken peace education develop behaviours towards conflict solving and maintainance of peace. It is necessary that peace is presented as a concrete and valuable thing that deserves learning and struggling for. Peace develops in a society where collaboration, communication take place and differences are valued. Conducted researches have shown that most of the children have concrete opinions about war, and that their opinions about peace are usually ambiguous and that they perceive peace simply as the opposite of war. What is more, peace is perceived mostly weak, passive, boring, and dull. In fact, as stated in the UNESCO conference, it is necessary to establish peace on liberty, justice, democracy, tolerance and solidarity principles, and to create sharing culture in order to pass to peace culture from war culture (http://www.iksev.org). Unesco and United Nations have declared that the first ten years of the twentyfirst century be a period "free of violence for children" and a "culture of peace" (Kamaraj & Aktan 2004).

The permanence and maintenance of peace depends on peace environment that will be established by peace education. Education is the main factor of violence rising from various reasons, and effective in decreasing the effect of violence, or increase of violence and establishment of peace culture. Matthews (2002) has stated that it is necessary to present peace to children as a concrete and valuable

thing that deserves learning and struggling for. According to Kamaraj and Kerem (2004), as stated in "Educational Drama Applications in the Early Childhood Related to the Social Value of Peace", the social value of "peace" should be reinforced in the various phases of education; primary, secondary, and higher education.

The Importance of Peace Education

Nowadays, the increase of violence events, especially physical violence events has necessisated peace education. In our society where individual conflicts and violence is experienced it is certainly very important to establish a peaceful environment and conflict solving skills in schools. Students should acquire comunication and empathy skills, anger management skills, problem solving skills, and intermediacy skills in the peace education program. These skills should be internalized by students. Generally, peace education is the process of solving the current problems by following the concepts rerlated to peace education; respect, love, tolerance, responsibility, cooperation, empathy, conflict, anger management, and problem solving. The steps of this operation can be sequenced as the following; determining the demands and feelings of each individual and others, creation of solution options that include mutal benefit, wise and rational agreement, and intermediacy, violence, despotic, victim.

The acquisition that is gained through the program of Social Sciences in the Social Sciences course related to peace education focus on accepting individual differences, respecting others, solving problems by benefiting from pre-information and experiences, comparing the mutual and different features of communities and individuals, comprehending the importance of democracy and its principles, and similar topics (Whirter & Acar, 2000).

The main skills related to peace education in Social Sciences course are communication and empathy, problem solving, decision making and social participation. And, the values related to peace education are being fair, independence, peace, solidarity, sensitivity, honesty, aesthetic, tolerance, hospitality, respect, responsibility, and charitableness. Despite differences the value of all people is equal, and differences should be respected (Erdoğan, 2003). In relation with history subjects, the new model, takes into consideration the improvement of the potential of cooperation within the community with the help of its contemporary content, which is respectful to human rights, sensitive to environmental values, supports peace as the fundamental value, and is against racism, religion, culture, gender discrimination (www.tarihvakfi.org.tr; Safran & Ata, 1996).

Interactive cultural pluralism means that people in the urbanization process get in mutual interaction with those who are different in every aspect, and recreate a mutual life. So, while social life gets enriched, participation is consolidated, differences are perceived with respect, life quality, economic, social, and cultural life conditions improve. This process of alteration, at the same time, provides a suitable environment to develop citizenship and urban awareness, and so contributes to the creation of democratic and peaceful society (Uluğtekin & Cılga & İl, 2002).

Consequently, the aim of peace education, especially in primary school period, is helping students acquire a peace concept related to others, nature, animals, and things (Kamaraj & Aktan 2008). Beside schools, family, which is the basic element of community, takes a majour role in the regulations and administrative programs as well as in community life. Families are primarily responsible for the development of children. And, the role of community is helping families in growing their children, and providing a good beginning for children by enabling education and experience chance (Karancı, 1997). Perspective for social matters and substructure related to tendencies is formed within the family even prior to training at school.

Childhood period is the most important period of a human being where basics are established so that the following developmental phases improve right. In this period children, beginning from the infantry, start to develop multifacetedly, mainly physically, and also mentally, linguistically, morally, and socially. In these developmental fields the first place of socialization which is in the beginning is family that is a role model guiding the child in his/her following communal life. That's why parent tendencies comprise an important part of the development environment. Recently conducted research has shown that parental education leads to significant results considering different developmental results. For instance, Bornstein and his colleagues have shown that there are significant intercultural differences even in infantry period regarding parents-child relationship, beside the typical intercultural similarities known as "natural parents approach" (Kağıtçıbaşı 1998).

Family is the first and natural playground of a child. The music played at home, books that are read, and conversations in the training of a child are realized by the guidance of the family. Family and educational institutions should keep in cooperation to help the child become successful. The structure of the family, its management, amity, the position of the child within the family and the attitude of the family are also important factors (Seyhan, 2004). Their relations with the family members form the basis of the child's attitude towards individuals, things, and the whole life. Family also plant in the awareness that the child is a member of the family, and forms the basis of the child's socialization.

In order that child be a balanced individual within a group, the family that plants in confidence is very important since matters such as what kind of family it is and what effects of different family members there are influence the development of the child. The studies conducted on social adaptation have proven that the first effects of the family over the child are very important.

Attitude differences of parents toward the child have significant impact on the behaviours of the child. For instance: while having the child know that they are as much important as his/her parents within the family, and embrace them with love and tenderness help them become socialized, ready to cooperate, friendly, emotionally balanced, and self confident individuals; the opposite situations might lead children to be far from benevolence, nervous, having emotional depressions, having unfriendly feelings towards others, especially for those who are smaller and weaker than him/her. Unlike preschool period, when school term is reached the social family and close environment together with the school broadens and the community becomes more important.

To sum up, especially in the world of globalization it has become very important to have students acquire the peace concept, and other concepts, skills, and values that are related to it to reach the contemporary human model, starting from the family, and in the content of social sciences course.

The research question of the study is "How are peace and war concepts perceived within the scope of Social Sciences course?" And the sub-questions of the study are;

1. How are peace and war concepts perceived among females and males?

2. How are peace and war concepts perceived among sections?

The aim of the study is to evaluate the peace and war concepts, which are to be internalized by the students in the Social Sciences course, and to investigate these according to gender and section variables, and also to examine students' pictures to see how students perceive these concepts.

METHOD

This research is a descriptive study. As known, survey models are research approaches aiming at describing a situation, which formerly existed, or still exists, in the way it is (Karasar, 1998). In this study, since the purpose was to evaluate a situation at present, the model used in the study was within survey model.

Participants

The participants of the study were primary school students in the schools of Ministry of National Education in Bursa province, who were having Social Sciences classes. The study was carried out with 66 randomly selected fourth and fifth grade students.

Research Instrument

In this study, an open ended question item that was prepared by the researchers to investigate and compare students' views about violence, anger and peace, and pictures drawn by students were used as data collection tools.

Data Analysis

Students' responses were grouped according to gender and section variables, and were presented in table, and the pictures that students drew were interpreted by a clinic psychologist.

FINDINGS AND RESULTS

Table 1. Student Views, Presented According To Class Level And Gender, Related To What They Would Do When They Meet A Friend They Can't Get Along With.

Fourth Grade Students	Fifth Grade Students
Girls	**Girls**
• *I would like to behave well and*	• *I would expect him to apologize if I the fault is not mine.*
• *compromise with him/her in every aspect*	• *I would tell him/her that we should show*
• *I would reject him/her. Because s/he would*	• *understanding to each other.*
• *do the same to me.*	• *I would expect that not only I apologize but s/he also*
• *The things I do would vary since I get too*	• *does.*
• *much angry.*	• *I would never mess with him/her, and if s/he harms*
• *I would never apologize.*	• *me I would tell to the teacher.*
• *I would beat him/her.*	• *Sharing our problems together*
• *I would do whatever s/he wants.*	• *I would ask him/her what s/he is doing*
• *I would get angry and fight with him/her.*	• *I would expect him/her to apologize*
• *I would do whatever I wish.*	• *I would express my thoughts*
• *I would like him/her apologize.*	• *I would behave antipathetically and would not be*
• *I would never speak to him/her.*	• *interested at all.*
Boys	**Boys**
• *I would treat him/her very badly.*	• *I would speak ironically to him/her at every chance.*
• *I would think.*	• *I would tell the teacher*
• *I would beat him/her.*	• *Punching etc.*
• *I would protect myself if s/he harms me.*	• *I would never mass with him again*
• *I would do something to make him/her*	• *I would beat him/her if s/he makes me angry*
• *happy.*	• *I would wait till s/he apologizes*
• *I would never play computer.*	• *I'd wish but I wouldn't think too much on it*
• *I don't like talking to him/her.*	• *Brute force when I am right, and at very low dose*
	• *I would like him/her apologize.*

When student views related to what they would do when they meet a friend they don't get on well were examined according to class grade and gender, it is possible to reach some general conclusions. Usually, girls tend to organise their behaviours according to the behaviours of the opposite side. Additionally, when the answers of boys and girls were compared, it was observed that they were conformable since they tried to look for a solution. It was also observed that compared to girls, in case of a conflict between their friends boys were more prone to accuse the opposite side, and to use oral and physical violence. Boys, in a way, punish the opposite side passively and aggressively. And, the ones who were more conformable gave responses such as "I wouldn't mind", "I would think", and "I would expect him/her to apologize". Fourth grade students usually tend to punish the opposite side, and the problems are perceived as the problems of the opposite side. They tend to accuse the opposite side whenever a problem arises.

Fifth grade students are usually sensible. They tend to be more rational, looking for solutions and embrace tolerance mutually. Being understanding in their relations, come to an agreement as a result of a dialogue, and going towards the solution are the behaviours that come into prominence. While some of both girls and boys tend to behave violently when they face a negative event, it was observed that some of them tend to look for solution and are conformable. It might be postulated that this depends on the environmental factors such as family and friends' environment, television, and computer.

Interpretation of the Pictures

Whether s/he is an adult or a child, the drawn picture is both an identification of the person's mental development and a way that the person expresses his/her inner world. When paintings are considered from the psycho-pedagogical aspect, they can not be ignored as a tool that introduces the person to us. If the paintings that children draw can be analysed completely, they can serve us general information or a hint related to their spiritual world. Because it is known that drawn pictures express much more than what they seem to mean. Painting is also like a mirror of the development and skills. Additionally, they can be guides in identifying the thinking way of children, their problems with other children or adults, and how they solve the matters. Painting skill, which is affected by intelligence or personality features, can be evaluated also as a reflection of how the child interacts with the environment, and his/her daily experiences. What's more, in the early years of a child painting is much stronger self expression way than words. When the developments of paintings were investigated in accordance with different age periods, 9-12 age periods was determined as "realistic painting" period. During those years it was observed that the child actually paints the reality. Shadow or light is not seen. And, usually details are emphasised rather than the whole.

Beginning from the age of 9 children become more careful about where the things are, on the front, or at the back. There begins to appear a composition. Colours are selected in accordance with the reality. Proximity and distance lines are not seen. When children paintings are evaluated according to development phases, a child that is at the fourth class is between the schematic and reality periods. When general characteristics of the schematic period are regarded, concepts that a child perceives during that period are in form of schemes, they are more obvious, and thus, in a certain frame. The formation of these schemes become more obvious when the child establishes an emotional association of the things that s/he sees around (e.g. TV), and hears (e.g. stories or fables, what parents or teachers tell). Nevertheless, as it is kept on mind that it is the beginning of the reality period, it might be observed that there are elements in his/her paintings that belong to the reality period.

When paintings are evaluated according to the class and the gender:

4th class, Male: There are women and men in the picture. While women help the men, men combat with swords, cannons, and fighting equipments alike, and are more crowded than women. Used colours are vivid. Bleeding of dead theme is especially distinctive

4th class, Male: In the painting men are combating, and there is no any woman figure. As fighting arms they have drawn sword, and automatic riffles. These can be combating equipments that they might have seen on TV, or heard somewhere.

4th class, Male: In the painting they have drawn tanks and rifles that are from the basic war equipments. It is remarkable that in this painting as well there is no any woman figure. Blood theme is again distinctive.

4th class, Male: He has chosen the peace theme. Woman and men are altogether and happy. On the above of the picture people who are shaking hands are both men.

4th class, Male: War and peace was drawn together. The figure selected for war is a gun and blood. For peace the figure is a happy face and a flower.

If it is to be evaluated generally, in the paintings of males of that age the fighting ones are always men. Women are in a position where they help them. The subject that males selected was mostly war. And, they have drawn guns, swords, tanks, and blood, which are most probably schemes that they imagine when they think of war. Aside of these, they haven't expressed much detail. Additionally, war has been painted as an unwanted condition, in which people have sad faces. They have mostly selected more dull and pale colours while drawing war, and more vivid colours while drawing peace.

4th class, Female: *War themed picture:* While men are combating, women help the wounded, and help fighting men by carrying bullets. The fighting arms that men use are not very clear. There are figures where men are intended to hold guns but were drawn sticks in their hands. This is a picture where colours are vivid.

*Peace themed picture:*Faces of people are happy, and there are items added in the picture such as flower, a bird, and even an olive branch in the mouth of the bird, the sun, which are items that remind peace. The colours are vivid.
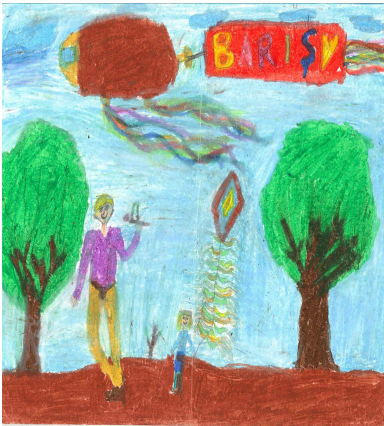

4th class, Female: *War themed picture:*There is no any woman figure in the painting. Although the arms in the hands of the fighting men are not very clear, they carry things like guns or flambeaus.

4th class, Female: *Peace themed picture:*There is a colourful world and a bird, which generally can be regarded as a symbol of peace. It is attention catching that the world was drawn very colourful.

<u>4th class, Female:</u> *War themed pictures:*Women and men are altogether. Women were drawn in duties such as carrying litters, and medicine. Again, although arms are not very clear, they are in the hands of men. The faces of all people are sad. Colours used in this picture are vivid again.

<u>4th class, Female:</u> *Peace themed picture:*Again there are symbols of peace such as trees, a kite, and a flying balloon. The used colours are vivid.

<u>4th class, Female:</u> *War themed picture:*There are three main war figures in the picture; gun, soldier, and blood. It is attention catching that there are no women in the painting. The colours are dark.

4th class, Female: War themed picture:The trees are dead. Houses are burning. There are war equipments which are not very clear, and figures of falling planes.

4th class, Female: Peace themed picture:The faces of people are happy, they are smiling. There are elements that remind peace such as olive tree, birds, flowers, and the sun.

4th class, Female: Both peace and war themes were drawn in the same picture.

War: there are soldiers, and they have guns.

Peace: there is a woman and a man, and they have happy faces, and again a tree figure has been added.

When the paintings of girls, who have selected the war theme, of that age group are evaluated, again the combating ones are men. Women have been drawn as their assistants. When they are compared with the pictures of boys, it was noticed that there is less detail of fighting equipments, but they have provided detail of what is going on around during the war rather than providing detail on one on one actions (e.g. there is fire around, women helping soldiers was drawn in more detail, and the sadness in the faces of people is more clear, etc.), and again, it was observed that while drawing pictures of war they used more vivid colours compared to the pictures of boys who draw war.

And, when their paintings of peace are to be evaluated, the colours that they used are as vivid as the colours used in the war themed paintings. However, the figures that they have drawn are mostly

related to nature (tree, bird, the sun, blue clouds, etc.). In addition, there are men and women, and children who are hand in hand.

*5th class, Male: War themed picture:*The houses are burning, and everywhere is full of smoke. It seems that the enemy has captured the village folk. Some of them are shot lying on the floor. The colours are dull and pale. The detail of soldiers' and other people's dresses is more clear.
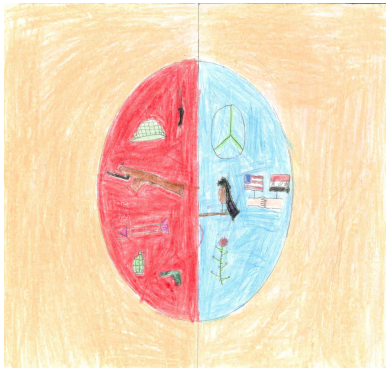
5th class, Male: War and peace was drawn in the same picture. The figures drawn for war are guns, knives, hand bombs, and red colour on the floor, which is a colour that represents aggressiveness.

For peace on the floor there is blue colour. And, selected figures are figures related to nature again such as bird, and flower.

*5th class, Female: War themed picture:*There are soldiers, arms, and tanks. The sky is red.

5th class, Female: War and peace was drawn in the same picture. In peace there are very vivid colours. Flower and butterfly figures were used. People are hand in hand. And, there are happy face expressions. And, in war grey and black colours were used, which represent the fear and threat. Women and children are crying.

In the paintings that were drawn in the fifth classes, when the difference between male and female students was examined, it was observed that compared to girls boys drew the combating equipments (gun, knife, hand bomb, spear, etc.) in more detail and with richer variety. Girls, on the other hand, have drawn mostly details related to peace. It was attention catching that red and black colours were used more often at this age period compared to children of 4th classes. Additionally, in accordance with age period features, when war and peace themes were forwarded, the drawn figures were drawn in more detail and more realistically.

Conclusions and Recommendations

When the Primary education program of our country was investigated, and as Pollard and Triggs (2000), and Halpern (1997) have stated, when it is considered that nowadays primary education plays an important role in the education period of individuals, it is important that the education provided at that period of time should be sufficient to train children in a way that they will be fully equipped, knowing how to access information, able to solve problems and giving good decisions in this age of globalization.

While forming the contemporary human model, one of the social values to be established in the primary education period is "peace" (Kamaraj & Aktan, 2004). Turkish Linguistic Society defines peace as an environment which is formed by harmony, mutual understanding, and tolerance (TDK, 2006). Today, in the contemporary educational systems, schools are institutions that encourage socialization, and aim at improving democratic and cooperative values (Moyles, 1998). In information societies the concept of education becomes a phenomenon where practice rather than theory, questioning and researching rather than adoption, and becoming global rather than being local are valued (Yakut, 2002). Students begin to internalize some social concepts within the family before they reach the school period. And, one of those concepts is peace. Concepts that lie behind peace such as equality, justice, and liberty concepts are in the focus of peace.

Among the things necessary to make peace prevalent are; improving peace culture by the help of education, improving respect for all human rights, ensuring democratic participation, improving understanding, tolerance, and solidarity, free spreading of information and encouraging participative communication, improving international peace and security (UNESCO,2002; Kamaraj & Aktan 2008). Contemporary education should be perceived as the process that an individual's original necessities will require, and his knowledge, skills, manners, and behaviours that s/he will notice should be taught again in a way appropriate to the person's learning profile, which is going to be determined again by the person. It should be perceived as the process that appropriate learning environments are provided and maintained to ensure that appropriate learning occurs. In this sense, it is necessary that parents know their children, consolidate feeling of confidence, show sufficient interest and love to their children, encourage their children to be autonomous, and these are important points to pay attention. Parents should know about the natural phases and challenging periods of their children's development process, and arrange their behaviours accordingly with this. They are to help their children acquire skills in empathy, communication, and problem solving even when playing games.

It is necessary to concretize peace, and to present it as a tangible, valuable, and worth learning and strive for thing. Peace improves in a society where people work together, communicates, and value variations (Matthews, 2002). In the present study, it was revealed that children have a concrete idea about what war is, and that their idea about peace is usually ambiguous, but that they perceive it simply as the opposite of war. In addition, it was observed that peace is perceived as weak, passive, boring, and dull (Matthews, 2002). In fact, as specified in the UNESCO conference, in order to pass to peace culture from fighting culture it is necessary to create a sharing culture that is going to be based on principles such as liberty, justice, democracy, tolerance, and solidarity (http://www.iksev.org).

Paintings of children are quite significant tools that provide information about children's mental development, their point of view, style of self-expression, spiritual world, and that serve as an indicator of their development and skills. Male children concentrated more on war, and female children compared to male children drew less realistic pictures related to war (combating equipments were less detailed, environmental factors were demonstrated more often). If one of the aims of the schools is encouraging children to become socially more confirmable and successful individuals, teachers should pay attention to the social structure of the classes. And, as the age of the students become older, it was observed that boys placed more importance on details related to war while girls placed more importance on details of peace.

Consequently, it was revealed that there is difference in perception of peace and war regarding gender and age differences. As age become older, in both genders, the details provided in pictures increases, and colours vary. Nevertheless, while girls provide detail for peace, boys provide detail of war.

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