



## Sosyal Bilgiler Öğretiminde Değişim ve Süreklilik Bağlamında Vatan Kavramına Yüklenen Anlamların İncelenmesi

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Makale Bilgisi	ÖZET
<i>Geliş Tarihi:</i> 19.03.2019	<p>Sosyal bilgiler, bireyin toplumsal var oluşunu gerçekleştirmeye katkı sunmak amacıyla, sosyal bilim disiplinleri ile vatandaşlık, demokrasi ve insan hakları konularını bütünleştiren ve toplu öğretimden hız alan bir ders olarak tanımlanmaktadır. Bu anlamda Tarih, milli ve manevi değerlerin aktarılmasında sosyal bilgiler öğretimi açısından kritik bir disiplindir. Milli ve manevi değerler, geçmişten günümüze değişim ve süreklilik güçlerinin etkisiyle oluşmaktadır. Bu çerçevede araştırmanın amacı, değişim ve süreklilik bağlamında vatan kavramına yüklenen anlamları betimlemektir. Bunun için önce öğrencilerin vatan kavramına yönelik mevcut anlayışları ortaya çıkarılmış, ardından müfredat gerekliliklerini yerine getirmek için Kök Türk Kitabeleri işlenmiş ve Kitabelerin dikildiği dönemdeki vatan kavramının nasıl olabileceğine yönelik öğrenci görüşleri alınmıştır. Araştırma, genel nitel araştırma yöntemine uygun olarak desenlenmiştir. Çalışma grubunu, kırsal bir ortaokulun 6. sınıfındaki 20 öğrenci oluşturmuştur. Bu öğrenciler ölçüt durum örnekleme yöntemiyle seçilmişlerdir. Veri toplama araçları, açık uçlu anket formu ve yapılandırılmamış görüşmedir. Veriler, tümevarımsal ve betimsel yoldan analiz edilmiştir. Öğrencilerin günümüz perspektifi bağlamında vatan kavramına yükledikleri anlamlar daha çok: "Sınırlar, iç güvenlik, ulusal bütünleşme" olurken; Kitabelerin dikildiği dönemde vatan kavramına yükledikleri anlamlar: "Dünya ve sınırları belirsiz bir coğrafya" olmuştur. Sonuç olarak, öğrencilerin tarihsel bağlamı göz önünde bulundurduğu ve Kök Türk Kitabelerinin, vatan kavramı bağlamında, tarihsel bir dönemin perspektifini almaya katkı sağladığı söylenebilir.</p> <p><b>Anahtar Sözcükler:</b> Sosyal bilgiler öğretimi, vatan kavramı, değişim ve süreklilik, yüklenen anlam</p>
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## Investigation of Meanings Attached to the Concept of Motherland in the Context of Change and Continuity in Social Studies Teaching

Article Information	ABSTRACT
<i>Received:</i> 19.03.2019	<p>Social studies is defined as a lesson that integrates social science disciplines with citizenship, democracy and human rights issues and gains speed from collective education in order to contribute to the realization of the social existence of the individual. In this sense, history is a critical discipline in social studies teaching in the transfer of national and moral values. National and spiritual values are formed with the impact of change and continuity powers from the past till today. Within this frame the purpose of research is to define the meanings attached to the concept of motherland with respect to change continuity. For this purpose first of all current approaches of students in relating to the concept of motherland has been revealed and then, in order to fulfill curriculum requirements, Gokturk Inscriptions have been processed and student opinions have been obtained regarding how the concept of motherland could be at the period when the inscriptions were established. The research was designed in accordance with the general qualitative research method. Study group was composed of 20 students attending 6th class of a rural junior school. Students have been selected with criterion case sampling. Data collection tools are open ended questionnaire form and unstructured discussion. Data have been analyzed as inductive and descriptive. While meanings attached to the concept of motherland by students with respect to today's perspective were mainly Borders, internal security, and national integration, meanings attached to the concept of motherland for the period when the inscriptions have been established were World and a geography with unspecified borders. As a result, it can be said that students take the historical context into account and Kök Turkish Inscriptions contribute to taking the perspective of a historical period in the context of the motherland concept.</p> <p><b>Keywords:</b> Social studies teaching, concept of motherland, change and continuity, meanings attached</p>
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## 1. INTRODUCTION

Motherland can be defined as house, country or owned land where individuals are born on a specific piece of soil and where they continue their living (Sütçü, 2004: 15). But in this definition motherland is evaluated as actual living on a land. However, even a piece of land where individuals are not born or even where they have never seen could be motherland for these individuals. Therefore, it can be stated that the motherland has a structure that is composed of tangible and spiritual factors. While tangible factors are composed of geographical factors such as a specific land or piece of soil, spiritual factors are related with a person's adopting a specific land or piece of soil even if he does not live there and his fulfillment of his communal belongings mainly on that land or piece of soil.

It is seen that the concept of motherland is defined with certain criteria. In this respect Elban (2013: 1302) defines motherland as geography where language of a nation is spoken and where political hegemony prevails and a place where that is characterized with the political system of the country, its political institutions and country symbols. Meaning that in order for a place to be accepted as the motherland, it is required for it to have a nation, language of that nation, political hegemony, geography, political system and institutions of the country and it is required for it to have certain criteria such as being identified with country symbols. However it is known that the languages of many African countries are German, English or French. Despite this, these soils are seen as motherland by Africans. On the other hand, Arik (1983: 20) who makes reference to the emotional ties coming from the past defines motherland as soils for which people can die due to historical ties even if there are no relevant interests. In this definition, historicalness and criteria relating to living together come to the forefront.

In the western languages motherland is mainly defined with certain concepts such as "home", "homeland", "country", "fatherland", "motherland" (Keskin, 1991: 443). In this respect defending the motherland does not only mean struggling for the country's soil but it can also mean protecting national and spiritual values at the same time (Başgil, 1947: 1265). These values are formed within the historical period with the influence of change and continuity powers. In this context, in a study conducted on western university students as it entered the 21st century, it was found that the concept of motherland was mostly perceived within the national borders with the idea of a closed and blind nationalism (Schatz, Staub and Lavine, 1999). On the other hand, in recent studies, it was found that the concept of motherland is generally understood as a dependence on the country (Kahne and Middaugh, 2006). Similar research findings on the meanings attributed to the concept of motherland have been reported in Asian countries. For example, in a study conducted on Southeast Asian teachers, it was found that the meanings attributed to the concept of motherland experienced a change from national to cosmopolitan over time (Chua and Sim, 2017). In contrast, it can be said that the meanings placed by the Middle Eastern countries on the concept of motherland are based on the tribal system and this has not changed much today. For example, in a study conducted on Syrians, it was determined that the concept of the motherland of Syrians was based on spatial and racial belongings (Demirbaş, Dikmenli and Gafa, 2018). On the other hand in the research conducted by Culcasi (2011), it is determined that a supranational entity referred to as the Arab motherland (home) is ubiquitous and the Arab motherland is considered to be a powerfully asserted as being a uniquely Arab territory.

Part of values showing continuity can be defined as root values. Root values have been formed from similar lives as being fundamental building stones making nations become nations and furthermore, they have been disseminated throughout the community, they have been protected by community and they have been transferred from generation to generation (Çetin, 2015: 452). Besides these root values have become bearer of belief factors relating with the motherland. These beliefs have enabled for any piece of soil to be adopted as motherland. Hence, Gümüş (2013: 1560), has stated that transformation of a soil into a motherland was a matter of belief and he has stated that dynamics revealed by this belief added holiness to the concept of motherland.

It is asserted that in Turks the motherland approach has reached our time within the historical process without being subject to many changes and that it constitutes the basis of today's motherland approach (Gömleksiz and Öner, 2016: 1412). But it can be stated that this explanation is at least not a statement that is sensitive to historical context. Although independence is a value which cannot be easily given up by Turkish people (Gömleksiz and Öner, 2016: 1412), the relationship of independence with the motherland approach within historical periods should be revealed. In this respect each historical period should be evaluated with its own conditions (Herder, 1959: 212-220). Furthermore, it does not seem possible to reveal all the approaches relating to the motherland only with the value of independence.

Various researches have been made in relation to the motherland concept. As a result of study of Türküresin (2018), named as "Determining Perceptions of Junior High School Students in relation to the Motherland Concept by means of metaphors" ' 2 themes and 9 categories have been determined as relating with the motherland concept. These are "Tangible factors specifying needs: Sheltering place, piece of soil, community" and factors specifying spiritual values: Independence, migration, hero, protector, valuable, richness". Three categories have been determined as relating with the motherland concept of students in the study of Gömleksiz and Öner (2016) named as: "Metaphorical Perceptions of Junior High School Students relating with Motherland Concept". These are "confidence and collaboration", "being important" and "care". In the study of Akyol (2016) named as "Metaphorical Perceptions of 6th Class Students at Junior High School relating with Values of Patriotism", categories that were mentioned mostly by students have been: "Family particulars, concrete objects, heroic particulars". Categories that were least mentioned have been "actions, army factors, Atatürk and particulars relating with ancestors". Besides relating with the motherland concept, mostly the metaphors of "home" and "family" were developed.

### **1.1. Statement of the Problem**

It has not been determined that researchers were aiming to reveal perceptions relating to the motherland concept with respect to our time. In this respect, meanings attached to the concept of motherland by students have not been examined with respect to yesterday and today. It is known that with respect to the motherland concept, there is time, perspective, and conceptual difference between historical periods and today (Nation Center for History in the School, 1996). In this respect, it should be investigated how meanings attached to the motherland approach in Gokturk Inscriptions being a historical object are reflected on student perceptions.

With the research, meanings attached to the motherland approach with respect to a historical object (Gokturk Inscriptions) will be revealed. In this way, it will be possible to determine how competency areas such as taking perspective as being unique to the period and revealing priority in the teaching of historical topics and conceptualization are included in student interpretations. Furthermore, it is hoped that as students correlate today and the past, they will be able to both evaluate motherland concept with respect to change and continuity and that they will gain certain competencies in relation to historical literacy skills (such as perception of chronology, being able to find relationship of reasons and outcomes, historical empathy skills). Therefore it can be stated that the research bears benefits relating with social studies and historical teaching within its context.

### **1.2. Purpose of the Research**

Meanings attached to the motherland concept can show variation from yesterday to today. Within this frame the purpose of research is to reveal meanings attached to motherland approach by 6th class students in a rural junior high school. Therefore, with today's perspective of students with respect to Gokturk Inscriptions meaning they have attached to the motherland approach has been described.

### **1.3. Research Questions**

Research questions have been formed as stated below:

What kind of a meaning do 6th class students attach to the motherland concept with respect to;

1. Today's perspective?
2. Gokturk Inscriptions?

### **1.4. Limitations**

Research was limited with 20 students continuing to attend 6th class of a rural junior high school. No queries were made relating with reasons of meanings they attached to the motherland concept. Besides as a historical object only Gokturk Inscriptions have been used.

## **2. METHODOLOGY**

This research was carried out in accordance with the general qualitative research method (Creswell, 2002; Merriam, 1998). In this context, qualitative research problems have been determined, theoretical framework has been established, qualitative research questions have been prepared, study groups have been determined, data collection tools have been created, data has been collected and analyzed. Finally, the findings were obtained and the whole process was reported. The cyclical process of the research is presented in Figure 1.

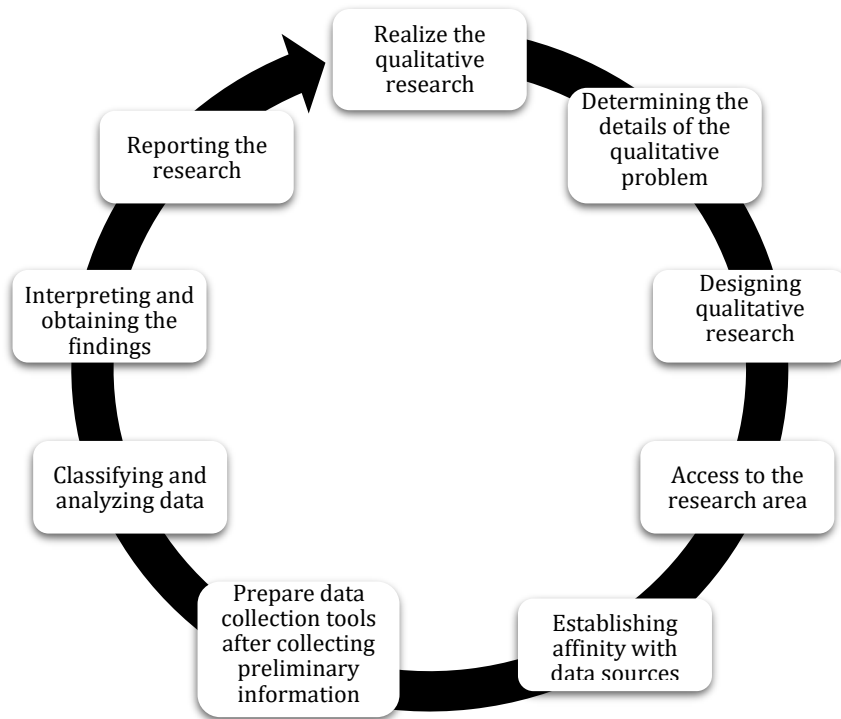


Figure 1. Cyclical process of the research

The process observed in figure 1 required a series of operations to be performed in itself. In this context, after the research process started, there were three important factors that the researcher should consider. First of all, a detailed theoretical framework was created that provides the foundation of the research and defines the subject of the research. The researcher then applied a systematic, feasible, flexible research strategy in terms of time and other possibilities. Finally, it is not forgotten that the research is aimed at a certain audience; the research has been tried to be reported consistently in a clear and understandable language that the reader can understand.

In order to avoid ethical violations, code names have been given to participants. Besides, they have been informed about the research within lesson context. Since the research was directly related with the acquisitions of the Cultural and Heritage unit, "SB.6.2.1. makes inferences relating with geographical, political, economical and cultural features of first Turkish states which were established in the Middle East".

Research was conducted in the months of November and December within the academic period of 2018-2019. First of all the meaning attached to the current concept of motherland by students was tried to be revealed with open ended questionnaire form and structured discussion and then, for a period of 3 weeks Gokturk Inscriptions were evaluated with students in accordance with curriculum. Gokturk Inscriptions were evaluated as per the 48th page of the social studies lesson book. It was enabled for students to examine Gokturk Inscriptions in a natural process. In accordance with this, the lesson was studied with a traditional method. Students have read Gokturk Inscriptions, and they have answered the questions in lesson books relating to inscriptions and they have asked questions to their teacher. After this experiment, the meaning attached by students to the motherland concept with respect to Gokturk Inscriptions, were tried to be determined again with the same data collection tools.

## 2.1. Participants

Participants of research have been selected with criterion case sampling as being among purposeful sampling methods. In research using criterion sampling, observation units can be selected from people, events or situations with certain characteristics. In this context, the units that meet the criteria determined for the study group constitute the sample (Patton, 2002). In the selection of the students involved in this study, the main criteria were that the students study in a rural secondary school and that their families are Bulgarian immigrants. In accordance with these basic criteria, in the 2018-2019 academic year, in a rural area of Sakarya, whose families are Bulgarian immigrants, 20 students who were selected from 6th class have participated in the research.

## 2.2. Data Collection Method and Tools

As a data collection method and tools of research, structured discussion and open ended questionnaire form have been used. Opinions of 3 specialists were obtained as relating to the open ended questionnaire. In order to make the replies given to questionnaire questions become apparent, structured discussion was used. In this respect, structured discussion has become a method which was used when required.

### 2.3. Data Analysis

Data were made subject to inductive (thematic) and descriptive analysis. For inductive analysis, first of all the replies given by students were read from the beginning till the end and then, it was passed on to arranging the data. After data were seen as a whole, by making coding row by row, data were sorted out. Following this stage, by textual description, it was tried to reveal what the participants have experienced relating with the motherland concept and with structural description it was tried to determine how the concept of motherland was experimented (Moustakas, 1994). Finally by revealing category and themes, comparison was made as relating with meanings attached to both of the concepts of motherland and a central identification was made relating with motherland concept (phenomenon, invariable, and a core structure). In descriptive analysis, data were shown in the form of frequency and tables with upper headings. Same process was followed up for both of the research questions.

### 2.4. Trustworthiness

Trustworthiness shows that the findings are obtained in valid and reliable ways (Lincoln and Guba, 1985). In this context, various strategies have been applied to ensure trustworthiness in the research. With strategies such as spending a long time in the area, making long term observations, assessments of colleagues, participant (student) approval relating with data and findings, and ensuring variability in data collection tools persuasiveness studies (validity and reliance) have been realized. At the same time three specialists from the area of social studies have evaluated open ended questionnaire form as being independent from one another. For conformity among independent observers, concordance with a ratio of %80 was required (Miles and Huberman, 1994). In addition to these peer supervision (Glesne, 2015) is another way to ensure trustworthiness. Peer supervision requires constant communication with colleagues and / or experts during the conduct of the research and consideration of their opinions and evaluations. In this context, during the research, information about the process was shared with 2 social studies areas of expertise and their opinions, suggestions and evaluations were reflected in the research process. As a result, the researcher discovered additional perspectives on the data, and this helped in the emergence of the findings.

## 3. FINDINGS

In this section inductive and descriptive analysis outcomes of research questions have been presented. In order to reply to research questions, an open ended questionnaire has been developed and to clarify the answers given to the questionnaire, structured discussion has been used. But a sufficient amount of data could not be obtained from the discussions.

### 3.1. The Meanings that 6<sup>th</sup> Grade Students Attribute to the Concept of Motherland from Today's Perspective

In order to determine the meanings attached to the concept by students, an open ended questionnaire being composed of 3 questions has been developed. Context validity relating with this form has been realized with literature support. Afterwards questions were evaluated by three field experts. It was reached to the conclusion that questions were independent from one another and that they could reveal the meanings being attached to the motherland concept. Open ended questionnaire form was composed of these questions:

1. What does motherland mean to you?
2. What are your opinions about whether the motherland should have borders or not?
3. Draw a picture relating to the concept in your dreams.

Inductive (thematic) analysis results of student answers relating with 1th question on the open ended questionnaire form are shown in Table 1:

Table 1.

*Opinions of Students Relating with the Concept of Motherland*

Theme	Category	Code	Total References
National Integration	Communal cohesion	Language	1
		Nation-unity-togetherness-connectedness	13
		Place where it is lived, born, and grown up	9
	Unity in political existence	Country	2
		Citizenship	1
		Democracy	1
	Emotional tie	Collaboration-Cooperation	2
		Love-affection	1
	Resource dependence	Trust of ancestors	1
		Belief	1
		Place enabling for agreement	1

<b>Sovereignty</b>	Armed forces	War	1
		Place that is protected by soldiers	3
		Desire to live independently	4
	Free living	Not being slave of other countries	2
		Flag	2

As it is understood from table 1, opinions of students relating with the motherland concept have been oriented more towards the theme of national integration. This is followed by the theme of sovereignty. Descriptive analysis results of student answers given to 2nd question on open ended questionnaire are shown in Table 2:

Table 2.

*Student Predictions Relating with Borders of Motherland*

<b>Student predictions</b>	<b>n</b>	<b>%</b>
Motherland has borders	10	50
Motherland does not have	4	20
No reply is given	6	30

Half of students have answered “yes” to the question of whether the motherland would have borders or not (n:10; %50). Sentences of those answering “yes” to the question, reflect patterns being different from one another. In this respect a participant with the code of Mahmut has stated in the discussion as: “Motherland has borders. If it is went outside borders of a motherland it is passed to the borders of another country.” Regarding the borders of the motherland, the participant with the code name of Kehribar has approached the issue from a different perspective: “Motherland has borders. We are having war with certain countries. Meaning with terrorists and I hope we don’t have war with anyone. I hope we will always be friends and brothers.” Again from the answers given from the same category, participant with code name of Memnune has stated these: “Just like everything has a border, barrier and difficulty, motherland also has borders.” From this statement of Memnune it can be indirectly seen that if the motherland does not have borders, there can be dissemination without limits and that colonialism is an activity aiming to expand the borders of the motherland. Therefore, it is understood that the reasoning of those giving the answer of “yes” to this question are different.

Among the participants saying that there are no borders of the country, the participant with the code name of Harun has stated as: “Motherland does not have borders. The place where you are born and you have grown does not have any borders. No matter where you go in this world, there will be no borders to the motherland.” This opinion shows that the factual reality that the place where it is born shall not change and the concept of motherland are being mixed with one another. As the country is protected it has been stated that there will be no borders of the motherland. These expressions also reflect a different form of reasoning from private to private particulars.

When the students' opinions are evaluated in an integral way, when certain opinions relating with borders of the motherland concept of students are left aside, it can be stated that they have a clear and accurate approach and that the number of those having misconceptions is few. At the same time the reasoning of those stating that there will be borders of the motherland or not, bear certain differences within themselves.

Descriptive analysis results of students given to 3rd question on the open ended questionnaire form are presented in Figure 2:



Figure 2. Student depictions relating with concept of motherland

In Figure 2 student depictions relating with motherland concept have been shown from the one with highest frequency to the one with lowest frequency without touching the original content of student pictures. Besides a distribution relating with all the student depictions about motherland concept have been presented in Table 3:

Table 3.

*Distribution of Student Depictions Relating with Motherland Concept*

<b>Student depictions</b>	<b>n</b>	<b>%</b>
Turkish flag	6	30
Turkish map	4	20
Turkey on the world map	2	10
Human figures with the theme of cooperation	2	10
World map	2	10
Army forces	2	10
Turkish map with flag	1	5
There are no depictions	1	5

Open ended questionnaire form has been developed to reveal an integral understanding of students relating to the motherland concept. In this respect when the answers given to open ended questionnaire form are evaluated in general, it has been determined that the motherland concept of students was related with Turkish flag, Turkish soldier and Turkish map and that it included factors reflecting communal integration. Furthermore, when it is looked from today's perspective, it is understood that the opinions relating with the motherland form a pattern around phenomena such as national security and sovereignty.

### 3.2. The Meanings that 6<sup>th</sup> Grade Students Attribute to the Concept of Motherland in the Context of Gokturk Inscriptions

Students have examined Gokturk Inscriptions as per the curriculum. Afterwards in order to specify the meanings attached by students to the motherland approach in relation to the period when Gokturk Inscriptions have been established, an open ended questionnaire has been developed as being composed of 3 questions. Regarding this form, context validity has been performed and the harmonization ratio of opinions of three field experts was found to be %90. Open ended questionnaire form is composed of these questions:

1. What did motherland mean in the historical period when Gokturk Inscriptions were established?
2. When the messages intended to be given in Gokturk Inscriptions are considered, would the motherland have borders in that period?
3. Imagine that there is a child living in the historical period when Gokturk Inscriptions were established. Draw a picture relating with the motherland in your dreams.

Descriptive analysis results of student replies given to 1th question on open ended questionnaire form are shown in Table 4:

Table 4.

*Opinions of Students Relating with Motherland Concept in the Context of Gokturk Inscriptions*

<b>Student opinions</b>	<b>Total references</b>	<b>%</b>
Everywhere where Turks go	4	20
A place where even one Turk lives	4	20
Places settled at as a result of migration	3	15
The whole world	2	10
Places obtained as a result of war	2	10
Everywhere where there is blue sky	1	5
Unity and collaboration	1	5
No opinions are state	8	40

According to Table 4 the meanings attached to the motherland concept have been: "Everywhere Turkish people go, a place where even only one Turk lives, places where settlement is made as a result of migration, all the world, places obtained as a result of war, everywhere where there is blue sky, unity-collaboration." Nearly half of the students (f:8; %40), have not stated their opinion relating to the motherland concept with respect to Gokturk Inscriptions. When student opinions are evaluated collectively, it has been determined that certain expressions passing in Gokturk Inscriptions were used to understand the motherland concept and that understanding of a motherland not having specific borders was expressed, and that there was opinion of a motherland being identical with place where Turkish people were present, and that in order for a specific place to be accepted as motherland, it was sufficient for even one Turk to be present there. Furthermore, it was tried to find out which key concepts in Gokturk Inscriptions have structured the student opinions. Therefore structured discussions were held with students. According to the results derived from analysis of discussions, it was revealed that the expression of "being nomadic, bellicist values, confidence felt that the blue sky and the state shall not be demolished" being stated in direct or indirect expressions of Gokturk Inscriptions have influenced the opinions of students relating with motherland.

Descriptive analysis results of student answers given to 2nd question on open ended questionnaire are shown in Table 5:

Table 5.

*Student Predictions Relating with Borders of Motherland in the Context of Gokturk Inscriptions*

<b>Student predictions</b>	<b>n</b>	<b>%</b>
Motherland has borders	-	-
Motherland does not have borders	12	60
No replies are given	8	40

As it can also be understood from Table 5, more than half of students (n:12; %60) have stated as "Motherland does not have any borders." with respect to Gokturk Inscriptions. Less than half of students have not replied to the question (n:8; %40) and none of the students have stated the opinion as "Motherland has borders.". Outcomes obtained from student predictions show that motherland is not considered as a continental piece the borders of which have been drawn beforehand. Besides textural description, results reflect the tendencies of students. Therefore, it is seen that students experimented with the concept of motherland from the perspective of a historical period and that there were mainly predictions regarding historical aspects.

It has been found out that the experience has come out with the influence of certain key concepts. Regarding this subject the participant with the code name of Harun has stated as: "Motherland does not have borders. They say that wherever the air (clouds) go, that place belongs to the Turks." Regarding how the motherland concept has been perceived in a specific historical period, the participant with the code name of Hale states as: "It won't be. Because as they are nomads, wherever they go becomes motherland since they are nomads." This opinion shows that 'nomad' lifestyle and motherland were considered in a parallel way. Participant with the code name of Mahmut who considers every place reached by Turks as their motherland has stated as: "It could not be for them. Because wherever a Turk goes, that place should be his motherland." According to this opinion it was necessary for Turks to be present at a specific place, for that place to be possessed and to be made motherland.

When student pictures relating to the 3rd question on the open ended questionnaire are reviewed, it has been determined that these were composed of world, sun, tent and cow figures. This shows continuity and consistency with previous replies given to open ended questions. It was found out that students described motherland in a way that forms with unspecified borders and as per nomadic cultural features with respect to Gokturk Inscriptions.

When all answers given to open-ended questionnaires were developed to answer the second research question, it has been seen that students' understanding of motherland was as not having quite specific borders and being in conformity with nomad culture of Turks as having horses with respect to Gokturk Inscriptions.

#### **4. RESULTS, DISCUSSION AND RECOMMENDATIONS**

##### **4.1. Results**

Meanings attached to the motherland concept by students in today's perspective have been related with national integration, defense and sovereignty. According to them, at the core of the motherland concept there are independence and powers that will protect independence. This shows the value attached to the integrity of the country with national unity and solidarity. Hence, from the answers of students it was seen that the army was not only a defense power and that it was the only particular protecting the borders at the same time. This connection between the army and independence can be explained with the influence of the media. During the discussion it has been seen that students have attached a central role to the soldiers protecting the motherland during the 15th of July coup attempt with respect to the protection of independence. Furthermore, it was stated that the army was the most critical power ensuring the country's integrity. Therefore, it can be reached to the conclusion that culture production and dissemination activities of media can influence meanings that are attached to the motherland concept at least in relation to army and independence.

When pictures of students are analyzed, clues are seen in relation to indicators of national integration, defence and sovereignty. Themes of national integrity, defense and sovereignty forms a pattern with Turkish Flag and Turkish Map. This situation can show that symbols and borders form a central phenomenon attached to the motherland concept. Therefore, correlating spiritual relation style having organic tie with concrete and abstract thoughts with motherland concept within the frame of beliefs can be meaningful with respect to its revealing the spiritual aspects of flag and map. In the end the flag is absolutely a piece of cloth and map is a geographical term. But these should be understood as core particulars of the motherland concept rather than concrete meanings. In this respect "symbols" (Turkish Flag) and "borders" (Turkish Map) can be factors enabling the formation of the motherland concept. In another way of expressing, symbols (Turkish Flag) and borders (Turkish Map) are the causal conditions of meanings that are attached to the motherland concept. In conclusion, in today's perspective the meaning attached to the motherland concept by students can be defined as: "A place where the Turkish Flag flies, where national integrity is ensured within the borders of Turkey, and where there are defense power and rights of sovereignty". This conclusion may indicate that students have a perception of the homeland in line with today's perspectives and values (NCHS, 1996; Seixas and Morton, 2013).

Meanings attached to motherland concept by students with respect to Gokturk Inscriptions have been: "Everywhere where Turks go; a place where even one Turk lives; places settled at as a result of migration; all the world; places obtained as a result



of war; everywhere where there is blue sky; unity and collaboration". Besides, nearly half of the students (n:8; %40) have not expressed their opinions. This situation shows that Gokturk Inscriptions have caused two different ways of understanding. It was seen that some of the answers (n:12; %60), contained the terms passing in the inscriptions and that these were used as clues in understanding the motherland concept. Students in this group have directed their consciousness to the context of a historical object. Within this frame it can be stated that students experimented with a perspective that was unique for the period. Furthermore, students have lived through this experiment by establishing a motherland concept that was different from today as being related with a historical period. Therefore, students have common concepts which they have formed as per the spirit of time. This conclusion may indicate that students tried to perceive a past period in accordance with the historical context (Huijgen, Boxtel, Grift and Holthuis, 2017).

Students who have used the expressions in Gokturk Inscriptions as clues in understanding the motherland concept, have directed their consciousness to a historical object. Hence, as per historical contextuality, each period should be understood in accordance with its own given conditions. By acting as per today's perspective students have thought with a style that was similar to the motherland approach of that period. This can primarily show that they have attained historical background information and that they thought as per historical conditions. Therefore it appears that students have not traveled to the past from today's perspective and that they have analyzed motherland concepts with respect to Gokturk Inscriptions. Besides, students have given a central role to Khans in transforming a soil into a motherland. In this respect, it was reflected in student drawings about what kind of a policy Khans would follow up and what kind of a reply the community would give to Khans.

Some of the answers of students (n:8; %40), neither includes today's perspective nor the perspective of a historical period. These students have not stated any opinions. On the other hand when the student drawings were reviewed, it is thought that students shared common experience with other students with respect to meanings being attached to the motherland concept. Because in these drawings the motherland is shown with the world map.

As a result while the meaning attached to motherland concept from today's perspective was based on specific borders being tightly controlled, a piece of soil having a separate flag and map, and security concerns; with respect to Gokturk Inscriptions it has been related with the area where there was a Turk and the whole world. Therefore there are two meanings being separated from one another.

## 4.2. Discussion

As a result of analysis of data, student opinions relating with the motherland concept have been gathered under 2 themes and 6 categories. In the national integration theme there is communal integration, unity in political existence, emotional ties, resource dependence, religious reference and balancing of interests and in the theme of sovereignty there are armed powers and free living.

First theme of opinions relating to the motherland concept is national integration. In this respect it could be stated that the central meaning attached to the motherland concept is unity and solidarity. Furthermore, unity and solidarity forms a pattern with communal interests and common good particulars. In a similar way in the research of Gömleksiz and Öner's (2016) three categories were obtained with respect to the motherland concept as being "confidence and collaboration", "being important", and "care". But in this research no religious reference particulars were observed. On the other hand, in a study by Oceansky, Krasilnikova, and Lezhneva (2013), it was found that primary school students associate the concept of motherland with core senses such as birthplace, geographical habitat, and love.

Second theme of meanings attached to the motherland concept is sovereignty. It is understood that sovereignty is protected by armed forces. In this respect it could be stated that students considered the army as the security of sovereignty. In a similar way in the research of Türküresin (2018) "independence, power, hero, protector, valuable, richness" categories were determined as particulars specifying spiritual values with respect to the motherland concept. As being parallel to this, in the study carried out by Ulusoy and Erkuş (2015) students have described the motherland concept as community and a place that is attained by a nation through war. Contrary to these, in a study conducted on Russian students, it is stated that there is an understanding of motherland and patriotism with continuity on the Soviet past; however, it was determined that the concept of motherland a symbolic resource that Russian society uses in its attempt to reformulate a new collective identity (Huerou, 2015). On the other hand in the research of Akyol (2016), among the categories that were least mentioned by 6th class students in relation to the value of patriotism, there were also particulars relating with the army.

When students opinions regarding whether there are borders of motherland or not are investigated, it was found out that students having the opinion that 'motherland has borders' constituted half of the study group. When student opinions are investigated, it is understood that motherland borders are considered together with terror and war issues. Similar findings were obtained in the study of Akyol (2016) named as "Metaphoric Perceptions of 6th class students at junior high school in relation to the value of patriotism". In this study, metaphors such as martyr, death and weapon were the most frequently mentioned metaphors. In a similar way it was determined in the study of Sari (2005) named as "Value preferences of teacher candidates" that terror was effective in the value preferences of teachers. Similarly, in a study conducted on Greek students by Golia, Vamvakidou, and Traianou (2009), it was determined that students depicted the motherland as a place with borders and flags.

It has been determined that the motherland concept has been reflected on student drawings as Turkish Flag and Turkish Map. As being parallel to this it is seen that one of the metaphors in the category of "being important" in the study of Gömleksiz and Öner (2016) was flag. In a similar way in the studies of Özkan and Taşkın (2014), it has been determined that students have developed the metaphor of the flag in relation to the motherland concept. At the same time in the study of Türkcan and Bozkurt (2015) where they have investigated identity, culture and citizenship perceptions of elementary school students, students have expressed their thoughts relating to the motherland mostly with the Turkish flag. In the study being conducted by Akyol (2016) it has been reported that one of the metaphors being mentioned mostly by students has been flag. The study of Bakioğlu and Kurt (2009) being named as "Qualitative Analysis of Democracy, Citizenship and Patriotic Perceptions of Teachers", similar findings regarding the relationship of motherland and flag are being indicated. But in the mentioned research as per the meanings attached to the motherland concept Turkish Map was not observed. In contrast, Chua and Sim (2017) found in their study that teachers in Singapore have a human-oriented understanding of the motherland and a cosmopolitan and nationalist patriotism value. In the study conducted by Kahne and Middaugh (2006) on high school students in the USA, conflicting findings were reported. In this context, it was observed that patriotism was perceived as a devotion to a country and a cosmopolitan understanding of motherland was effective on a group of high school students, whereas the perception of blind patriotism, which could be expressed as the closure of the borders of the motherland to immigrants, was effective. However, in a study conducted by Rothi, Lyons and Chrysochoou (2005) on university students, it was found that the participants' cosmopolitan and constructive patriotism attitudes were high. Similarly, in a study by Abdelhady (2008), it was found that Lebanese immigrants view motherland as both a concrete reality that is achieved physically or in relation with others and a symbolic reference point that moves beyond territorial boundaries.

### 4.3. Recommendations

This research has described motherland concepts owned by students with respect to the past and today. However, it has not been examined how these motherland concepts were formed and variables causing the formation of these concepts have not been investigated. Besides, it can be investigated how conceptual delusions of students in relation to motherland concepts can be eliminated in intervention type of research as being experimental, design-development and action. Apart from all these particulars policy makers can conduct studies regarding what kind of a motherland concept should be specified in the instruction schedule. In this way student perceptions can be directed more towards the desired level with respect to the motherland concept. In addition, social studies teachers are recommended to use historical objects in their lessons in order to students' perspectives taking on past periods.

### Research and Publication Ethics Statement

The author hereby declares that he has not used any sources other than those listed in the references. The author further declares that he has not submitted this article at any other journal for publication.

### Contribution Rates of Authors to the Article

The author prepared the article alone.

### Statement of Interest

The author declares that there is no conflict of interest.

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## 6. GENİŞ ÖZET

Sosyal bilgiler bireyin toplumsal var oluşunu gerçekleştirmeye katkı sunmak amacıyla sosyal bilim disiplinleri ile vatandaşlık, demokrasi ve insan hakları konularını bütünleştiren ve toplu öğretimden hız alan bir ders olarak tanımlanmaktadır. Bu anlamda Tarih, milli ve manevi değerlerin aktarılmasında sosyal bilgiler öğretimi açısından kritik bir yerde bulunmaktadır. Milli ve manevi değerler, geçmişten günümüze değişim ve süreklilik güçlerinin etkisiyle oluşmaktadır. Bu çerçevede araştırmanın amacı, kırsal bir ortaokulun 6. sınıfındaki öğrencilerin vatan kavramına yükledikleri anlamları ortaya çıkarmaktır. Dolayısıyla öğrencilerin günümüz perspektifi ile Kök Türk Kitabeleri bağlamında vatan kavramına yükledikleri anlamı betimlemektir.

Araştırma, genel nitel araştırma yöntemine uygun olarak (Creswell 2002; Merriam, 1998) desenlenmiştir. Bu bağlamda nitel araştırma problemi belirlenmiş, kuramsal çerçeve oluşturulmuş, araştırma yapılacak alan belirlenmiş, araştırma yapılacak alana erişim sağlanmış ve katılımcılarla ilgili ön bilgiler toplandıktan sonra veri toplama araçları hazırlanmıştır. Ardından Sosyal Bilimler dersi Kültür ve Miras ünitesi bağlamında dersler işlenirken veriler toplanmış ve bu veriler eşzamanlı bir şekilde analiz edilmiştir. En son aşamada bulgular elde edilmiş ve araştırma süreci raporlaştırılmıştır.

Katılımcılar, Sakarya ilindeki kırsal bir ortaokulun, sosyo-ekonomik statüde benzeşik bir özelliğine sahip, 6. sınıf Sosyal Bilimler dersi öğrencileri olmuştur. Bölgedeki öğrencilerin yaklaşık %50'si Bulgar göçmenlerden oluşmaktadır. Bu öğrencilerden 20 tanesi araştırmaya dâhil edilmiştir. Katılımcılar ırk, din, cinsiyet veya diğer özel karakteristiklerine göre seçilmemişler; ancak benzeşik yaşam koşulları ve ailenin kökeni gibi ölçütler göz önünde bulundurularak araştırmacı tarafından amaçlı olarak seçilmişlerdir. Böylelikle katılımcıların deneyimlerini bir bütün olarak ele almak mümkün olabilmektedir. Katılımcılar cinsiyet bakımından dengeli bir dağılım (kızların sayısı 11, erkeklerin 9'dur) göstermektedir. Katılımcılar, amaçlı örnekleme yöntemlerinden ölçüt durum örneklemesine uygun olarak seçilmişlerdir. Kırsal bir ortaokul ve Bulgar göçmeni bir aileye mensup olma temel ölçütler olarak belirlenmiştir. Böylece yerel ve belirli özelliklere sahip bir grubun, geçmiş ve günümüz bağlamında vatan kavramına yükledikleri anlamlar ortaya çıkarılabilmektedir.

Araştırmanın veri toplama araçları olarak; açık uçlu anket formu ve yapılandırılmamış görüşme kullanılmıştır. Veri analiz yaklaşımı olarak da tümevarımsal (tematik) ve betimsel analiz benimsenmiştir. Tümevarımsal analiz için önce öğrencilerin verdiği yanıtlar baştan sona okunmuş, ardından verilerin düzenlenmesine geçilmiştir. Veriler bir bütün olarak görüldükten sonra, satır satır kodlama yapılarak veriler ayıklanmıştır. Bu aşamadan sonra dokusal betimleme yapılarak katılımcıların vatan kavramına yönelik neyi deneyimledikleri olduğu gibi ortaya koyulmaya, yapısal betimlemeyle de vatan kavramının nasıl deneyimlendiği belirlenmeye çalışılmıştır (Moustakas, 1994). En son olarak da kategori ve temalar ortaya çıkarılarak her iki vatan kavramına yüklenen anlamlara yönelik karşılaştırma ve vatan kavramına yönelik merkezi bir tanımlama (fenomen, değişmez ve öz bir yapı) yapılmıştır. Betimsel analizde ise, veriler üst başlıklar halinde frekans ve tablolar şeklinde gösterilmiştir.

Etik ihlaller olmaması için, katılımcılara kod adı verilmiştir. Ayrıca onlar ders kapsamındaki araştırmaya yönelik bilgilendirilmiştir. Alanda uzun süre geçirme (3 ay), uzun süreli gözlem yapma (480 dakika), meslektaş değerlendirmesi isteme, veri ve bulgulara yönelik katılımcı (öğrenci) onayı alma, veri toplama araçlarında çeşitliliği sağlama gibi stratejilerle inandırıcılık (geçerlik ve güvenilirlik) sağlanmaya çalışılmıştır. Aynı zamanda sosyal bilgiler alanından üç uzman, açık uçlu anket formunu birbirlerinden bağımsız olarak değerlendirmişlerdir. Ardından bağımsız gözlemciler arası uyum için, %80 oranında uyum aranmıştır (Miles ve Huberman, 1994). Bunlara ek olarak sosyal bilgiler alanından 2 uzman araştırma sürecini değerlendirmişlerdir.

Araştırma kırsal bir ortaokulun 6. sınıfına devam eden 20 öğrenciyle sınırlı tutulmuştur. Onların vatan kavramına yükledikleri anlamların nedenlerine yönelik sorgulama yapılmamıştır. Ayrıca tarihsel bir nesne olarak sadece Kök Türk Kitabeleri kullanılmıştır.

Araştırma, 2018-2019 eğitim-öğretim yılının Kasım ve Aralık aylarında gerçekleştirilmiştir. Önce öğrencilerin mevcut vatan kavramına yükledikleri anlam, açık uçlu anket formu ve yapılandırılmamış görüşmeyle ortaya çıkarılmaya çalışılmış; ardından öğrencilerle öğretim programı gereği olarak 3 hafta süreyle Kök Türk Kitabeleri işlenmiştir. Kök Türk Kitabeleri, Sosyal Bilgiler ders kitabının 48. sayfasına göre işlenmiştir. Öğrencilerin ders ortamında Kök Türk Kitabelerini incelemeleri sağlanmıştır. Buna yönelik olarak ders geleneksel yöntemle işlenmiştir. Başka bir anlatımla öğrenciler Kök Türk kitabelerini okumuş, Kitabelere yönelik ders kitabındaki soruları cevaplamış, öğretmene sorular sormuşlardır. Bu deneyimden sonra, öğrencilerin Kök Türk Kitabeleri bağlamında vatan kavramına yükledikleri anlam, yine aynı veri toplama araçlarıyla tespit edilmeye çalışılmıştır.

Araştırmacı, katılımcı gözlemci olarak veri toplama, kodlama ve analiz konusunda hem ayrıcalıklı hem de kısıtlı bir pozisyonda olmuştur. Bu bağlamda araştırmacı çalışma boyunca, öğretmen ve araştırmacı olmak üzere iki rolde görev yapmıştır. Daha geniş grup dinamiklerinin unsurlarını ya da zaman içinde herhangi bir tepkiyi inandırıcı (geçerli ve güvenilir) bir şekilde anlamak için, veri toplama ve analizini birden fazla veri toplama aracı kullanarak çeşitlendirmeye çalışmıştır.

Öğrencilerin günümüz perspektifinde vatan kavramına yükledikleri anlamlar, ulusal bütünleşme, savunma ve egemenlik ile ilgili olmuştur. Onlara göre vatan kavramının özünde bağımsızlık ve bağımsızlığı koruyacak güçler bulunmaktadır. Bu da milli birlik ve beraberlik ile ülke bütünlüğüne verilen değeri gösterebilir. Öğrencilerin resimleri analiz edildiğinde ulusal bütünleşme, savunma ve egemenliğin belirleyicilerine yönelik ipuçları elde edilmiştir. Ulusal bütünleşme, savunma ve egemenlik temaları, Türk Bayrağı ve Türkiye Haritasıyla bir örüntü oluşturmaktadır. Bu durum, sembol ve sınırların vatan kavramına yüklenen anlamların merkezi fenomeni olduğunu gösterebilir. Öğrencilerin Kök Türk Kitabeleri bağlamında vatan kavramına yükledikleri anlamlar: "Türklerin gittikleri her yer, Bir Türk'ün bile yaşadığı yer, göç sonucu yerleşilen yerler, tüm dünya, savaş sonucu alınan yerler, mavi göğün olduğu her yer, birlik-dayanışma" olmuştur. Ayrıca öğrencilerin yarıya yakın bir kısmı (n:8; %40) bu konuda görüş belirtmemişlerdir. Bu durum Kök Türk Kitabelerinin iki farklı anlayışa yol açtığını gösterebilir.

Öğrenci yanıtlarından bazıları (n:8; %40), ne günümüz ne de tarihsel bir dönemin perspektifini içermiştir. Başka bir deyişle bu öğrenciler herhangi bir görüş belirtmemişlerdir. Öte yandan öğrenci çizimlerine bakıldığında, öğrencilerin diğer öğrencilerle vatan kavramına yüklenen anlamlar açısından ortak deneyimi paylaştıkları düşünülmektedir. Çünkü bu çizimlerde vatan dünya haritasıyla gösterilmiştir.

Sonuç olarak, günümüz perspektifinden vatan kavramına yüklenen anlam, sıkı bir şekilde kontrol edilmiş spesifik sınırlara, ayrı bir bayrak ve haritaya sahip bir toprak parçası ile güvenlik endişesine dayanırken; Kök Türk Kitabeleri bağlamında bir Türk'ün bulunduğu alan ve tüm dünya ile ilgili olmuştur. Bu bağlamda vatan kavramına yüklenen anlamlar, tarihsel bağlama uygun iki anlamı içerebilmektedir.