The Perception Levels of Secondary Education Students Regarding the Concept of Village: The Case of Çanakkale

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Abstract

This study mainly aimed to determine the perceptions and definitions of the secondary education students receiving education in three different secondary education institutions located in the central district of Çanakkale Province in the 2012-2013 academic year regarding the concept of "village" through metaphors. Another aim of the study was revealing the misconceptions of the students regarding the concept of "village". According to the research results, the students produced 56 valid metaphors in regard to the concept of "village". These metaphors were evaluated through division into 13 different conceptual categories based on their common features. According to these conceptual categories, the concept of village was firstly divided into two groups in the minds of children: 1. Good/ Positive; 2. Bad / Negative. 278 students (122 females and 156 males) participated in the study.

Key Words: Village, Metaphor, Geography Education, Secondary Education Students

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Introduction

The areas to which people are materially and spiritually bound and where they live and work in order to fulfill their sheltering, protection, and other vital needs are called 'settlements'. Since settlements include human beings, they are not only places of sheltering, but also areas with a history having unique social, cultural, and economic functions (Girgin, 1995). Settlements can be classified based on their social, cultural, and economic functions. In this regard, the major distinction used in the entire world is rural settlement-urban settlement distinction. Rural settlements include small settlements that fulfill functions mostly based on primary economic activities and are located in rural areas. Being the most important rural settlement, village can be considered the smallest settlement. According to the definition in the village law introduced in Turkey in 1924, any settlement with a population of less than 2000 is called village, which is stated to consist of collective goods such as mosque, school, grassland, pasture, and coppice forest and people living in collective or dispersed houses along with their vineyards, orchards, and fields (Resmi Gazete, 1924). Villages, which are permanent settlements, make up the main frame of rural settlements in Turkey.

According to Geray (1975, a village, being a unit of rural settlement, is an area where there is not a developed division of labor, economy depends on agriculture and stockbreeding, extended family culture and face-to-face neighborhood relations prevail, and thus communities different from urban communities live. Villages are communities with population less than urban areas that are more intertwined with geography and nature, are located in various geographical and ecological areas, and have unique labor, social organization, culture, proper name, and history.

Urbanization, which can be shortly defined as increase in the number of cities and population in such cities, is a global phenomenon accelerating in parallel with industrialization in the 19th century (Keleş, 1972; Atalay, 1983). While the phenomenon of urbanization consists of ecological, economic, and demographic qualifications, the cultural dimension of the social structure emerging as a result of urbanization is expressed by the concept of "urbanization culture" (Sezal, 1992). Keleş (1998) describes urbanization culture as a process that brings about changes in the behaviors, values, and life styles of people participating in the urbanization process. While the western urbanization emerged in direct relation to industrialization (Güngör, 1990), urbanization is not directly related to industrialization in some developing countries like Turkey. Thus, urbanization and urbanization culture do not seem to be simultaneously developing phenomena in such communities. Urbanization occurs firstly, and then comes urbanization culture (Karaman, 2003).

The phenomenon of urbanization in Turkey can be associated with "village blocks" rather than "city blocks" as in the West. Such urbanization does not depend on industrialization, and only the village culture has been moved to cities (Sezal, 1981). Keleş (1972) states that the village blocks approach is open to criticism, and its does not mean anything beyond that the countrymen arriving in cities have not adapted to the urban life yet, and maintain their rural values and lives temporarily. Thus, it can be said that some cultural differences emerge in urban spaces in urbanization processes in Turkey.

The cultural differences emerging in the process of urbanization affect conceptual perceptions, too. For example, Dewey (1972), who addresses the issue from a different perspective conceptually, states that the concept of "village" is generally associated with backwardness, traditionalism, and conservatism in the discourses of academicians, politicians, and bureaucrats. As stated before, rural-urban migrations underlie the urbanization in Turkey, unlike the urbanization in the Western world. At the present time, most of the people living in cities are in the process of urbanization culture, and sustain their material or spiritual ties with their villages. Thus, it cannot be said that the Turkish society is unacquainted with the concept of village. What about the perceptions of the new generation mostly born in cities and having a life style intertwined with urban values in the urbanization process regarding the concept of village? How do they describe the concept of village? How can it be used in geography education? Based on these questions, the present study dealt with and evaluated the

perceptions and definitions of the secondary education students living in the central district of Çanakkale Province regarding the concept of "village" through metaphors.

Location of the Study

Çanakkale was chosen as the urban location in this study. Çanakkale is situated in the northwest of Turkey and in the south of the Marmara Region. Divided into two by the Dardanelles, the territory of the province consists of the Gallipoli Peninsula in Thrace, the Biga Peninsula in Anatolia, and Gökçeada and Bozcaada in the Aegean Sea. Çanakkale is located between the east longitudes of 25° 35' and 27° 45' and between the north latitudes of 39° 30' and 40° 45'. It has an area of 9,737 km². Although it is situated in the Marmara Region, which is one of the most developed regions of Turkey, it does not hold a considerable population of the region. As per the 2013 data, total population of the province is 502,328. However, only 149,881 people live in the central district of the province. While 57% of the total population (288,770) lives in urban areas, 43% (213,558) lives in rural areas. In this regard, urbanization process continues in the province where rural activity is noteworthy.

Initially, Çanakkale city started to shape around a strategically important castle (the Çimenlik Castle) set up for protecting the Dardanelles line. The settlement expanded on the delta plain formed by Sarıçay flowing into the strait in the east-west direction. It has access to such big cities surrounding it as Istanbul, Izmir, Bursa, and Balıkesir by road. The immigrants coming from the Balkans besides those coming from the rural areas of the province after the World War I have a considerable contribution to the population of the central district (the city). The city continued to let in immigrants from close and far places in the post-war period, and came to have a population of 116,000 (TUİK, ADNKS, 2013). With this population, it is included in the category of medium-sized cities. Thanks to Çanakkale Onsekiz Mart University founded in 1992, it has a growing trend both in terms of population and economically, socially, and culturally. Functionally, the city can be considered a city of education and tourism. Three national parks located within the borders of the city, Gelibolu, Troy, and Mount Ida (partly) attract tourists. The coastal towns and summer resorts of the province attract many visitors in spring and summer months in particular. Various education units founded within the body of the university and admitting students contribute to the variation of lines of business and to the increase of employment rate in the city. The inhabitants of the city have close relations with their immediate surroundings. The number of rural settlements affiliated to the central district of Çanakkale Province is 54. The economy of Çanakkale mainly depends on agriculture and stockbreeding. Fruit growing (peach, apricot, cherry) is locally and regionally important in the regions close to sea that are affiliated to the central district. Vegetable growing is becoming widespread, too. A considerable amount of the demands of the weekly open markets set up in the central district and its immediate vicinity and those of the supermarket-like businesses, which increase day by day, are met by rural settlements. In Çanakkale Province, urban population and rural population are intertwined. Local population maintains its strong ties with the villages. Those living in villages gain economic returns by selling their products to weekly open markets and supermarkets besides meeting their own needs through the agricultural activities they conduct on their lands. The high demands and preferences of those living in the urban areas play an important role in the continuance of strong urban-rural ties.

Aim of the study

This study aimed at determining the perception levels of the secondary education students regarding the concept of "village". To this end, the study made an attempt to answer the below-mentioned questions:

1. With what metaphors do the secondary education students associate the concept of village?

2. What is the definition of village according to the secondary education students?

Research Method

Research Design

This study employed the phenomenological design – a qualitative research design. This design focuses on the phenomena which we are aware of, but we do not have any depth and detailed understanding of. Phenomena confront us in various forms such as events, experiences, perceptions, tendencies, concepts, and situations. However, this acquaintance does not mean that we understand phenomena absolutely. The phenomenological design provides an appropriate research basis for the studies aimed at searching the phenomena that are not completely foreign to us, but we fail to comprehend the full meaning of (Yıldırım and Şimşek, 2006). In other words, the research area of phenomenology is describing the essence of the consciousness (Sönmez and Alacapınar, 2011).

Study Group

The study group consisted of 278 students, 122 (43.88%) of whom were females and 156 (56.12%) of whom were males, studying in three secondary education schools named Vahit Tuna Anatolian High School, İMKB Industrial Vocational High School, and TOKİ Anatolian High School in the 2012-2013 academic year. The first two of these high schools were located in the Esenler Neighborhood of the central district of Çanakkale Province, and the last one was located in the Hamidiye Neighborhood of the central district of Çanakkale Province. Data related to the study group are provided in table 1.

Table 1. The Frequency and Proportional Distribution of the High Schools Students in the Study Group by Gender

Gender	Frequency (f)	Ratio (%)
Female	122	44.3
Male	156	56.7
Total	**278**	**100**

Data Collection

A semi-structured and non-directive interview form containing the following two statements was presented to the 9th, 10th, and 11th grade students included in the present study:

1) "When village is mentioned, what comes into my mind is …..……, because ....";

2) "A village is …………….".

Enough time was given to the students for them to deliver their opinions. Such forms filled up by the secondary education students were the main data source of the present study.

Data Analysis and Interpretation

The research data were analyzed through content analysis, which is defined as a systematic and repetitive technique whereby some words of a text are summarized with smaller content categories through coding based on specific rules (Büyüköztürk et al., 2009). The main goal of content analysis is to reach concepts and relations that can explain the collected data. The data summarized and

interpreted in descriptive analysis are subjected to a deeper process in content analysis, and the concepts and themes that cannot be noticed through a descriptive approach can be discovered via this analysis (Yıldırım and Şimşek, 2006).

Data analysis and interpretation stage was constructed based on similar studies (Saban, 2009; Coşkun, 2011; Eraslan Çapan, 2010; Hacıfazlıoğlu, Karadeniz and Dalgıç, 2011). The data obtained from the study group were analyzed at the following five stages; (*i*) coding and eliminating, (*ii*) sample metaphor compilation, (*iii*) category development, (*iv*) validity and reliability, and (*v*) data transfer into computer environment.

Coding and Eliminating Stage*:* At this stage, firstly the metaphors created by the participants were arranged in an alphabetical order, thereby producing a temporary list. It was examined whether or not the metaphors had been expressed clearly in the writing of the participants. X forms that were determined to contain no metaphor definition were left out of the study, and thus the study continued with XX forms.

Sample Metaphor Compilation Stage*:* The metaphors were re-arranged in an alphabetical order, and the raw data were revised for the second time. A sample metaphor statement was selected from each form representing a metaphor filled up by the participants. In this way, for each one of 48 metaphors, a "*sample metaphor list*" was created through the compilation of the metaphor images provided by the participants assumed to represent it best. This list was created for two main purposes: (*i*) Use as a reference guide; (*ii*) Validation of the data analysis and interpretation process of the study.

Category Development Stage: The metaphors created by the participants of the survey were examined in terms of the features they contained in regard to the concept of village. Based on the list created for X metaphors, how each metaphor image conceptualized the ***phenomenon*** of village was examined. To this end, each metaphor produced by the participants was analyzed in terms of its topic, source, and the relationship between its topic and its source, thereby creating X different conceptual categories through associating each metaphor image with a specific theme in terms of the perspective it held in regard to the concept of village.

Validity and Reliability Stage*:* Validity and reliability are the most frequently used criteria for ensuring the credibility of the results of scientific research. Detailed reporting of the collected data and explanation of how the researcher has reached relevant results are among important criteria for the reliability of a study (Yıldırım and Şimşek, 2006) In the present study, after the research data were coded and categories were developed based on such data by two separate experts independently, two works were compared, and the detected differences were rearranged by receiving the opinions of a third expert. Later, to determine the reliability of the study, the list containing X metaphors and the list including X different conceptual categories were given to a domain expert who was asked to match the first list with the second list. After the number of agreements and the number of disagreements were determined by comparing the list created by the experts and the list produced by the researcher, the reliability of the study was calculated as per the following formula of Miles and Hubermann (1994): *"Reliability= ((Number of Agreements):(Number of Agreements + Number of Disagreements)) x 100"*. On the basis of this reliability analysis, the reliability of the study was calculated to be 0.92. The formulization of this operation is as follows:

[Reliability= ((75):(75+8))x100 => Reliability= 90.3%]

In qualitative research, the desired level of reliability is achieved when the concordance between the evaluations of expert and researcher is not less than 90% (Saban, 2008).

Findings

When the emergent metaphors were evaluated based on their contents, they were included in 13 different categories associated with the perceptions of the students regarding the concept of village. Table 2 presents such categories along with the number of metaphors they contained.

Table 2. The metaphors by categories.

No	Category	Sample Metaphors	Frequency (*f*)
1	Natural Life	Naturalness, Natural Production, Organic Food, Village Bread, Healthy Life	68
2	Nature	Greenery, Clean Air, Clean Environment, Natural Environment, Forest, Landscape	68
3	Stockbreeding	Animals, Stable, Cow, Goat, Sheep, Bees	49
4	Agriculture	Fields, Vineyard, Orchard, Farming	49
5	Low Population	Small Settlement, Few People, Sparse, Isolated Settlements	46
6	Neighborhood	Sincerity, Brotherhood, Cooperation, Sharing	26
7	Relatives	Mother, Father, Grandfather, Grandmother, Old People, Family	25
8	Low Educational Level	Gossip, Prejudice, Blood Feuds, Ignorance	23
9	Rural Life Conditions	Difficult Conditions, Inadequate Health and Education Facilities, Boring, Turd Odor	23
10	Underdevelopment	Inadequate Technology, Earth Roads, Transportation Difficulties, Unemployment	20
11	Dwelling Type	Small Houses, Bungalows, Garden Houses	19
12	Geomorphology	Mountain, Slope, Incline	14
13	Freedom	Being Free, Freedom,	7
Note: The students were allowed to use more than one metaphor in regard to the concept of village.			

The evaluation of the categories in terms of the metaphors they contained showed that there were positive and negative perceptual approaches to the concept of village. Accordingly, while underdevelopment, low educational level, geomorphology, rural life conditions, and low population were negative categories, the other ones were positive categories (Table 3). Thus, based on the metaphors included in the categories, it can be said that the percentage of the positive perceptions held by the students in regard to the concept of village was 71%, and that of the negative perceptions held by them was 29%.

Table 3. Positive and negative categories.

Categories Containing Positive Statements		Categories Containing Negative Statements	
Category	Frequency (*f*)	Category	Frequency (*f*)
Natural Life	68	Low Population	46
Nature	68	Rural Life Conditions	23
Agriculture	49	Low Educational Level	23
Stockbreeding	49	Underdevelopment	20
Neighborhood	26	Geomorphology	14
Relatives	25		
Dwelling Type	19		
Freedom	5		
Total and %:	*309 (71%)*	*Total and %:*	*126 (29%)*

The examination of the definition categories showed that almost all of the students mentally included agriculture and stockbreeding in the definition of village. They were followed by nature descriptions and natural life features (e.g. naturalness, natural production, organic food, village bread, clean air, clean environment, natural environment, forest, landscape, etc.). Some other positive points stated by the students were relationships by affinity and the living of the relatives and parents of mother and father there. In addition, the students stated that neighborhood relations, cooperation, sharing, and sincerity were more intense in villages in comparison to cities. Another point stated in the definitions of village was the existence of bungalows and garden houses that implied a more prosperous life.

On the other hand, the students also had a population-oriented perspective on the concept of village. The students made such definitions as "Underpopulated settlements", "Small settlements", and "Peaceful and quiet places".

The students, who used many positive and negative concepts together, described the "village" also as an underdeveloped place where road and transportation were inadequate, there were technological inadequacies, and education and health facilities were insufficient. The fact that one of the students defined the village as a hardship area and a settlement with underdeveloped facilities indicates that villages may be perceived as places where employment opportunities and social facilities are inadequate. The definition suggesting that "villages are the places where people sit in coffee houses" points to the examples of unemployment or short-term agricultural labor that reflect on space. The emphasis put on transportation and communication inadequacies manifests itself in such metaphorical definitions based on perceptual images reflecting the topographic characteristics of villages as rugged terrain, mountain, and incline.

One of the students who said, "The villages are somewhat bygone" implied that the villages were behind the times. Some other definitions involving statements like "A village is the space of grandfathers, and young population is low there" implicitly emphasize that young population does not live in villages, but moves to cities, and there is rural-urban migration.

Such descriptions as the limitedness of sources of income, the broadness of agricultural areas, and low population included in the definitions of the concept of village by the students are parallel with the known official definitions of the concept of village suggesting that a village is a place where economic activities mostly based on agriculture ad stockbreeding are carried out. On the other hand, statements like "We obtain all the food we eat from villages" and "What could we feed on if

countrymen were not engaged in this business (agriculture/stockbreeding)” point to the commitment to these areas in a sense. It is seen that comparisons were made against the cities.

The examination of the metaphors produced by the students and the definition categories created based on such metaphors revealed that while some of the students regarded the natural life, quietness, and peace environment far from the urban chaos and noise prevailing in the village as freedom and happiness, some students stated that it would be boring after a while.

The fact that some students considered the village a natural life environment where inhabitants met their own food and dressing needs demonstrated that the villages where traditional production style prevailed did not involve division of labor and specialization as the cities did, but the people living in the villages could continue their lives independently of others when they stayed alone. The following student statement verifies this determination, too: “To me, a village means a community living under hard conditions.”

The description of the village by a student as a place where poor but well-intentioned people live reveals that moral traditions still continue their existence in the villages to the contrary of ambition for money and position in the cities. The following student statement means that what is considered a need in the cities may stop being a need in the villages: “A village is a place where no money is needed”.

The definitions suggesting that the villages are the settlements where traditions are preserved, different dialects are spoken, and people dress differently demonstrate, in fact, that the villages are the only places where all religious, cultural, and traditional values are maintained.

Some definitions put forward by the students in regard to the concept of village through the interviews reveal also their mind maps concerning the above-mentioned concept. Some of them are as follows:

- *“A place far from any kind of stress where in general, old people prefer to live and transportation depends on donkeys and horses.”* (The phenomenon of migration of young population is highlighted through putting an emphasis on old people).
- *“Underpopulated settlements where cows and goats walk around and are grazed in the streets”* (Stockbreeding as a main factor and underdevelopment are highlighted).
- *“A natural life environment where inhabitants meet their own food and dressing needs”* (Lack of division of labor, which normally prevails in urban areas, and traditional production type are highlighted).
- *“A place where traditions and customs are maintained”* (The continuance of traditions and customs is highlighted to the contrary of the cities).
- *“A place where poor, but well-intentioned people live”* (A sociological definition is provided).
- *“A village is a hardship area underdeveloped in terms of facilities”* (The inadequacy of socio-economic activities is highlighted).
- *“Places where people live less in comparison to the past”*, *“The space of grandfathers”*, *“Young population is low”* (The phenomenon of migration and low population are highlighted).
- *“An environment where the meaning of life is understood best thanks to intertwinedness with the nature, and everything is obtained by labor.”* (Traditional production and naturalness are highlighted).
- *“Villages are the nutritional sources of cities.”* *“We obtain all the food we eat from villages. What could we feed on if countrymen were not engaged in this business?”* (It is highlighted that villages are the places providing essential nutrients for cities, and the production function of villages is emphasized).
- *“Villages are the places where agricultural and rural works bring money.”* (It is highlighted that source of income is agricultural production in the villages).

- *"Villages are somewhat bygone"* (It is highlighted that villages are behind the modern age).
- *"Villages are places where sources of income are limited"* (It is highlighted that economic function is simple and plain).
- *"Villages are the places having broad agricultural areas, but a low population"*, *"Villages are places where old people and farmers live"* (The economic function and the phenomenon of migration are highlighted).
- *"It has a different dialect"*, *"Traditions and Dialect"*, *"Villages are the places where people dress differently."* (Local cultural features are highlighted).
- *"Villages are the places visited very rarely"*, *"Villages are the places where people sit in coffee houses"* (Daily life in the villages is highlighted).

The second gap-filling statement presented to the students was "A village is …………………..." With this statement, the students were asked to define the concept of village. The results were examined in three categories: "correct", "deficient", and "incorrect". It was seen that most of the students had some deficiencies in definitions rather than misconceptions. In this regard, it was realized that while approximately 84.5% (n=246) of the students defined the concept deficiently, almost 15.5% (n=32) correctly defined the concept by focusing on different aspects of it.

Conclusion

This study, which was conducted in order to reveal the village perceptions of the secondary education students studying within the borders of the central district of Çanakkale Province, generally demonstrated that the students had more positive perceptions than negative perceptions in regard to the concept of village. It was seen that the number of the positive images in the students' minds (n= 309) was much bigger than the number of the negative images in their minds (n= 126). Of 14 categories created based on the metaphors and images included in the student answers, 8 were positive, and 6 were negative. While some of the students used such categories along with only positive or only negative metaphors, some others used them in a mixed manner as they put an emphasis on both positive and negative aspects of villages.

One of the prominent phenomena in the current study was "agriculture and stockbreeding". As is known, one of the essential phenomena included in the definition of the concept of village is the following, "Villages are the settlements where the main source of income is agriculture and stockbreeding". Here, the students gave a wide coverage to this phenomenon both in metaphors and in definitions. Another attention-grabbing issue in the study is the phenomenon of migration. This is because; villages are now regarded as boring and underdeveloped places where mostly old people live, employment opportunities are inadequate, life conditions are hard due to climate and topographical conditions, and various conflicts take place due to ignorance, and thus which are only visited in summer months for visiting relatives and being engaged in some recreational activities.

Among the metaphors containing positive images, some frequently mentioned ones are Naturalness, Natural Production, Organic Food, Village Bread, and Healthy life that are followed by Freedom, Clean Air, Clean Environment, Natural Environment, Forest, and Landscapes. Apart from that, such metaphors as mother, father, grandfather, grandmother, old people, family, sincerity, brotherhood, cooperation, and sharing emphasize relationship by affinity and a sincere environment.

Among the negative images developed by the students or kept by them in their minds in regard to the concept of village, underdevelopment of villages appears to be the most important category. Some other important metaphors in this matter are the inadequacy of transportation and communication facilities, insufficiency of health and education facilities, and lack of social facilities.

Low population in villages makes investment opportunities inadequate, too. Scarce and isolated settlements make it difficult to provide infrastructure services, various municipal services, and social services. As a result, it is not possible to work in sectors other than agriculture and stockbreeding. Thus, villages are regarded only as recreational areas.

It was determined that the villages of their parents played an important part in the village perceptions of the students participating in the study. This is because; their parents visited their villages in summer months or in specific periods of the year for holiday purposes, for visiting their parents or relatives, or due to various reasons such as disease, funeral, etc. Media may also have been influential on that.

It was determined that the metaphors produced by the students in regard to the concept of village varied by gender. In this respect, while the inadequacy of social facilities and the existence of difficult and hard conditions in villages were stated by the female students, the inadequacy of employment opportunities and the insufficiency of health and education facilities were expressed by the male students.

In essence, it was seen that the students mostly found village life and life conditions in village favorable. However, that mostly reflected the effects of the childhood memories and short-term village visits of the students. The examination of the domestic migration movements in Turkey after 1960 shows that rural-urban migration has resulted from lack of adequate social facilities and employment opportunities in villages despite natural and healthy life there. That is clearly observed in the answers of the students to the above-mentioned open-ended questions.

Moreover, it was noticed that our cultural background based on our ever-present civilization and involving all beauties, colors, traditional dressing types, traditional production types, local speeches, and life styles still continues its existence in villages. These elements disappear slowly in the urban areas as a result of migration.

All in all, it was realized that many factors including gender, life experiences, written and visual media, etc. were influential on the conceptualization of various events and phenomena by the students as well as the creation of mind maps regarding such concepts. The metaphors developed by the students living in cities in regard to the concept of village and the metaphors produced by the students living in villages in regard to the concept of city may be dealt with in the future studies.

Implications

It was found that the students had different views about the village life. Thus, these settlements may be introduced to the students via trips. Villages are already quite suitable administrative units for educational visits and field surveys in the subjects of Social Studies, Geography, History, and Sociology. The research trips to be held at primary education level and secondary education level may deal with land use, settlement types, dwelling types, and the connections of such economic sectors as agriculture, stockbreeding, forestry, and tourism with urban areas. The students may undergo the experience of learning about population and structure of rural areas, rural-urban migrations, and the causes of such migrations by seeing and asking within the framework of pre-planned educational activities. Villages vary by population, the type of basic source of income, the design of sources of income, land use characteristics, and traditions. Such variation is closely related to physical, human, and cultural characteristics. The observation of human-environment relations in rural areas may make valuable contributions to the educational experiences of the students.

For the students to know villages via trips, necessary information about the villages to be visited should be given to the students in advance, relevant brochures should be distributed in this matter, and they should be made to watch CDs/DVDs about the places to be visited. In this way, the students should be made to adopt such life mentally prior to going to these places.

Trips should be included in curricula to ensure their frequent implementation. This is because; although the students living in the rural areas come to know the urban life closely through visits for various reasons, the students living in the urban areas have very limited opportunities to visit villages and to know undisturbed rural areas. Therefore, the goal of making the students living and receiving

education in the urban areas know the rural areas and villages closely should definitely be included in *curricula*.

Some joint educational efforts and projects to be made or conducted through sister school initiatives between urban schools and rural schools may contribute to the realization of a successful cooperation in this field. In addition, the social responsibility projects determined, planned, and implemented through the gathering of the students living in the rural areas and those living in the urban areas may serve as unique models achieving many educational goals.

The geographical and environmental conditions of provinces are quite different from one another. Thus, efforts and activities bringing together the students living in rural areas and those living in urban areas together and aiming at spatial examinations at provincial scale should be included in curricula. This matter should be addressed and planned at provincial level. These kinds of educational efforts and activities may make an important contribution to knowing local, environmental, human, and economic resources as well as different social life styles, traditions, and cultures, and providing the students with a spatial awareness and improving such awareness.

Furthermore, the students may be made to pick fruits from the plants growing in the orchards in villages for them to understand how and in what conditions plants are grown there. Likewise, the students may be provided with an opportunity to learn how animals are raised and fed by doing and experiencing.

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