



REVIEW ARTICLE

HIGHER EDUCATION INSTITUTIONS - LOCAL PUBLIC AUTHORITY PARTNERSHIP (LOCAL HISTORY STUDY WITHIN THE SCOPE OF TOURISM WEEK-TARAKLI CASE)

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ABSTRACT

The study aims to raise tourism awareness among high school students studying at Kocaali Anatolian High School in Kocaali District of Sakarya Province the 2016-2017 academic year and to enable them to know the city they live in. In addition to this, to see the Ottoman history subjects in the high school two history course subjects, our city is about the research trip they made to Taraklı district. This project, which was developed in cooperation with Kocaali District Governorship and Kocaali District Directorate of National Education where Sakarya University Karasu Vocational School is the project manager, was supported by Kocaali District Governorship. 20 high school students participated in this research trip. 8 open-ended questions were asked to determine their perceptions and observations after the trip to Taraklı district. In this study, a convenient sampling method used in qualitative research methods was used. The data of the research was obtained through semi-structured interview form and the data were analyzed by descriptive analysis method. As a result of the findings, it will be noticed that the students find this trip very positive, they see the historical and touristic opportunities in their provinces and they understand the subjects in the history course better. Many students who have never gone out of their districts have seen the archeology museum in our province before their visit to Taraklı. In this way, it is understood that they have many new ideas about local history, Ottoman history, tourism and gained permanent values for future planning.

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INTRODUCTION

When we see history only as of the history of institutions, political structures, and important people, we cannot have learned enough history. The most important reason for this is that individuals who make up the society are removed from being the subject of history. Studies such as local history and oral history make the individual, cultural heritage and the environment where we live a part of us. Thus, it is possible to internalize and grasp history. Military, political and diplomatic developments are a part of the history of humanity, as well as the activities and living environment of ordinary human communities. A good understanding of the past requires knowing and recognizing what is happening near us as well as international developments (Kyvig-Marty, 1998: 7). Through field and local history studies, students will establish a relationship of belonging with the region in which they live. They will have the opportunity to internalize what they have learned in their regions according to the national curriculum. During field trips, visits and local history project studies, students will meet local actors with many field experts or amateurs such as museum officials, archivists, archaeologists, anthropologists, local history community members.

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This will enable students to see that history is not only an abstract school subject, but that there are many areas of practice outside the classroom, and that people from different professions earn their lives by doing different things related to history. Thus, the possibility of different cultural and touristic values of the relevant region will emerge (Aktekin; 2010, 6). The sources include all kinds of findings from the past activities of people (Migration, 2008: 20). These findings help us to carry out the teaching of local history. In our country, people who are interested in local history do research and analysis only by relying on the documents in the archives and do not use other sources. However, our country is very rich in terms of historical resources and many structures, can shed light on our past (Danacıoğlu, 2001: 173). Our country has many elements that can be a source of local history. However, it can be said that the historical tradition in our country is focused on searching in the archives as mentioned above (Avcı Akçalı, 2007: 67).

Local History: Local history refers to the shift from history's uniformity in national narrative to regional or local diversity. It is a way of establishing a relationship with the every day and the ordinary person and thus democratizing the writing of history. National and international political, military and diplomatic developments are undoubtedly a part of human

history, but the activities and environment of ordinary people are also a part of history. Local history in general definition; the stories of certain people in a certain time and place (WEB 1). The term locality in history evokes different meanings from person to person. In general terms, local history; the “unique özgü qualities of a region's history. The historical development of a region from the past to the present and as a result of this development are the traces of the history of that region. The history of the region and the traces of that region constitute the local history of the region (Işık: 2008, 2). Local history is an important framework in which the individual makes sense. Because space alone is a passive wall; therefore, local history expresses the unity of the two basic jets, that is, where people and space come together (Danacıoğlu, 2001: 6). The environment we live in is a part of the world with its cultural values, customs, and traditions, historical, geographical structure, place and street names, architectural features, monumental structures, family, friends and neighbors. The environment we live in is the source of knowledge and culture. (Light: 2008, 2). The understanding of local history shaped by the social and cultural responsibility awareness towards the past of the region, province, city, village or neighborhood can lead us to the light of the surrounding history by saving us from the vague knowledge of macrohistory. This may enable us to re-perceive the environment we live in historical integrity extending from the past to the present and thus place our critical view on a constructive basis (Özbalkan & İrik, 2003: 62). The importance of local and regional history and the necessity of a balance between local and national history and European and world history were stated in various conferences on history education of the Council of Europe (Işık, 2008: 3). Another benefit of local history is that it helps to cross borders between the outside world and the school. The students' interviews with archivists, museums and local historians during their studies on local history will help the students to realize the cultural and historical riches around them and to create a culture and historical taste that will last a lifetime (Aktekin, 2001: 208).

History Courses: In high school history courses, compulsory Ottoman history courses in 10th grade and 11th grade; the Ottoman history of culture courses are taught in elective Turkish history courses. In the 9th grade students, the units of entry to history are available in the textbooks. In social studies textbooks, subject suggestions and approaches on related subjects are also prominent. M.E.B. (1994: 166) in the former II. Tier Social Studies Program; Tarihi Historical places, monuments, and artifacts in the surrounding area will be visited, historical artifacts and documents in museums will be shown, students will be given the opportunity and opportunity to bring their past easily into consideration and thus acquire materials for their constructive and creative works (Item 29)”, History of monuments and monuments the document will be drawn to the attention of the students, they will be destroyed and degraded and will be grasped and the idea that the protection of foreign hands is a national duty to be vaccinated (Item 30). ”stated in the form. 8 When the 1998 course program is examined,“ In the processing of subjects, the course is to comply with the order The teacher may add new subjects in accordance with the general aims and basic principles of Turkish national education by taking into consideration the environmental characteristics of the units or change the places of the subjects given (Item 7) ”,“ Teacher, a historical event a

While studying any aspect of the Turkish Revolution, he investigates the traces of these events in the environment and draws children's attention to them. At any stage of his life, Atatürk was present at the school, passed a convention there, published a declaration, said a lecture or initiated an important phase of the Turkish revolutions, if there was a monument in his name, a building, a street, a square. if the name is given to them. (Item 18) ”, The students' work environments - not only classrooms - including families, schools, various communities, libraries, museums, exhibitions, and so on. places. In these places, students are made to make observations, trips, observations and interviews with related people (Item 31) ”, In the processing of subjects, the principle of 'closely-away, from concrete to abstract, from simple to complex' is followed (Item 36)”, while standing on the ruins, the students, the dormitory and humanity from that era, who served and lived there and lived in the museum preserved in museums with written and unwritten works of tools and equipment (Item 40) M (MEB., 1998: p.62). When the syllabuses are examined, it is seen that they refer to the relevant topic. Looking at the latest revised social studies programs, items 9, 10 and 11 of the explanations regarding the implementation of the 4th and 5th Grades Social Studies Curriculum are as follows: “9. The teacher should choose the activity examples in the program or prepare the activity by himself/herself according to the school environment. ”,“ 10. Students' historical sensitivity should be improved by making use of national and religious holidays, local liberation and celebration days, important events and certain days and weeks.“ 11. The teacher should pay attention to the study tours. These trips can be directed to the marketplace, government offices, factories, exhibitions, archaeological excavations, workshops, museums and historical places (historical buildings, museums-cities, battlefields) (MEB, 2005: 7-8,). issues are important for realizing the purpose of learning from the past, and in this case, it is important for the interpretation of today's problems and contributing to the solution of the problems. This is an integral part of the history of humanity and civilization enriched with local history (Işık: 2008, 3).

Tourism with historical content: Tourism, which economists call flue-free industry, is the locomotive sector of many countries in the world (Çavuşoğlu, 2010; 114). The economic contribution to the country is higher than expected. Sometimes, it can provide ¼ cash input to the national economy. One of the practices that develop this economic wealth and spread it throughout the country is the small entrepreneur who knows the local environment. The globalization process causes changes in economic structures. In a knowledge-based economy, the importance and value of small entrepreneurial enterprises have increased (Özeroğlu, 2011; 112). One of the aims was to develop individuals as small tourism entrepreneurs. At the same time, they were expected to grow up as guides who know the local history and environment and to make economic contributions to the region. In the studies carried out to determine the role of local guides for tourism, it has been revealed that guides have an important role in improving the awareness of nature conservation among tourists. They state that tourist guides have the most educator role in natural areas (Köroğlu, 2013; 113). Contribution to historical consciousness; Visiting historical structures and museums with the excursion-observation method will show that the past is under constant threat. This will enable students

to become aware of the elements of the past that have been destroyed in their environment, and thus develop a sense of responsibility towards cultural heritage in students (Ata, 2002: 109). Another framework is to raise historical awareness. Awareness; It is a term used to indicate the extent to which people are aware of their attitudes and behaviors. Turkey has a historical and cultural heritage that constitutes a great potential for cultural tourism. In terms of having a rich cultural heritage, it is important that Turkish people, especially the young generation, have a high level of interest and awareness of historical and cultural values (Keçe, 2015; 133-134). Since our country is located on the migration routes of human communities throughout the history and fertile soils and economic richness, it is possible to access data related to many critical historical developments specific to human history. It is possible to see artifacts belonging to the Paleolithic period, Roman period and Ottoman period at this point in Taraklı area in our province. It has both historical and touristic values.

In project scope "Taraklı" trip: Our tour is a project developed by local history teaching and developed by SAU Karasu Vocational School and Kocaali District within the scope of tourism week. A study was carried out to the relevant student group to highlight the historical and cultural features of our city during the tourism week activities. Before the trip to Scallop, we visited the archeology museum in our city. The importance of archeology and anthropology, which is one of the auxiliary sciences in history, has been presented through the materials from the beginning of the first human settlement of our city to the present day. Taraklı district is on the old Silk Road Route within the boundaries of our province. 17- 19th century is much more active than today. Taraklı Houses have survived for many years. Moreover, it is located in lush nature. Located in the valley between Hıdırlık Hill and the slopes of the Taraklı Fortress and the valley between these two hills, the creek coming from the Göynük jihad gives Taraklı a distinct beauty. Some of the historic houses are more than 3 centuries old. The general characteristics of these houses are the three-story form of the Ottoman city. (WEB 2).

The Silk Road benches in the region, Han, Rustiye, Kurşunlu mosque are the only important areas in our region. Yunus Pasha Mosque, built by the Grand Vizier Yunus Pasha during the Egyptian campaign of Yavuz Sultan Selim in 1517, is known as "Kurşunlu Mosque arasında among the people because the dome is covered with lead. Yunus Pasha Mosque is a beautiful work of Mimar Sinan, built in a square plan, with a single minaret in the classical style. The façade walls are constructed of fine chipped küfeki stone and result in eaves cornices processed from küfeki stone (WEB2). This and many other Ottoman historical elements, Taraklı is the most important local history teaching place in our province. Along with Göynük and Mudurnu, which is located in its immediate vicinity, it has many visual and concrete legacies that the student of the Ottoman foundation rise and the last period can overlap with the course content. The sources that will benefit from the teaching of history are the works of the near and distant past and the clothes, tools, structures, traditions, legends, etc. that have survived to the present day. revenue. (Light; 4) It is possible to read a town or city just like a historical document. Traces of the past are present in the architecture and old functions of the buildings, in street names, bridges, monuments, shops, coffee, and restaurants, along the

development line of the town or city, in the layout of private residences and public buildings (Stradling, 2003: 138).

MATERIALS AND METHODS

Research model: The study was planned as a case study by using the convenience sampling method, one of the qualitative research methods. Case study; a class, a neighborhood, an organization in a natural environment, such as a qualitative method and aims at a holistic interpretation. According to Yin, a case study is an empirical research method used in cases where there is no definite line between the phenomenon and the content it contains and there is more than one evidence or data source (Akt: Yıldırım & Şimşek, 2004: 201).

Working group: Since the research was designed as a case study, in-depth research was conducted on a single group. This study group consisted of 20 students attending 9/10/11/12th grade attending Anatolian High School in Kocaali District of Sakarya Province in the 2016-2017 academic year.

Data collection: To obtain the data of the study, semi-structured interviews were conducted with the students to evaluate the benefit of Kocaali-Taraklı journey in terms of learning-teaching process and student responses were collected. These data were collected at school 3 days after the trip with semi-structured interviews with students.

Analysis of data: The data obtained from the student interviews were classified into various themes and subjected to descriptive analysis. Descriptive analysis is a data analysis technique for defining the current situation. Thus, the data obtained from the learning-teaching process were identified and student responses were analyzed to see whether the contributions of the students after the Kocaali-Taraklı trip and what they learned were compatible with the purpose of the trip.

RESULTS AND INTERPRETATION

Findings obtained from the research were examined under two headings: Findings from the interview and Findings from the student drawings.

Findings from the Interview: A semi-structured interview was applied to the students who participated in the study. The data obtained were organized around various themes and subjected to descriptive analysis and summarized in the table below.

Findings from the interview

Which districts of Sakarya did you have the opportunity to visit?

Three of the students stated that they did not go anywhere except Kocaali district. No, I did not go anywhere (S2, S4). Others stated that he had gone to districts such as Adapazarı, Serdivan and Karasu.

What do you know about the historical and touristic places of Sakarya?

The students stated that they do not have any similar information when it is mentioned in the historical regions of

Sakarya. Is there a historical property? (S 18- 17), I don't know anything like that (S8, S5). In terms of touristic places, Kocaeli, Karasu coasts and nearby provinces, for example, used the phrase Kocaeli Kartepe. On the other hand, tourism and a cultural element with historical content do not come to mind.

What does tourism (week) mean to you?

Many of the students stated that they had never heard of the tourism week. Unfortunately, I do not know that such a week exists (S3, S5, S9).

Do you have any idea about local history? What did you think you'd see and learn?

The idea of the research group was as much as they had heard from their teachers. Unfortunately, they did not have any idea about this question because they had no idea about the local history content. Our teacher told us a little bit (S19), I had as much information as I read on the Internet (S15).

Have you changed your thoughts after seeing Taraklı? What do you want to say?

Very serious changes were mentioned. Again, some students said they would go again. It was way beyond my expectations (S8), I understood a lot (S9). I understood the history lesson better and saw the economic contribution of tourism (S11, S7).

Did local history teaching contribute to your understanding of history?

Within the scope of this question, it is observed that they have developed a more understandable history modeling. Of course, they conveyed their knowledge about the content and structure of Ottoman architectural works. I've never seen an inn before. I had heard silk production from silkworm but never seen it (S3, S7, S13, S18). They gave answers in a plan suitable for the purpose.

Did this trip contribute to tourism awareness?

They stated that they saw the importance and beauty of the city. They have an idea about the historical, cultural and natural texture. I had fun, curiosity, wandering, I saw that what I learned in classes was applicable. (consensus).

What opportunities can the historical and touristic values of Sakarya and its surroundings give you and your environment?

If they can be promoted, they will increase the touristic value and contribute to the economic income of the city. It is necessary for everyone in Sakarya to see these historical beauties (T15, T16).4.

Conclusions and Recommendations

As a result, the research group involved in sightseeing and evaluation activities. Our group, selected from Kocaeli Anatolian High School, faced a situation beyond their expectations with the Taraklı trip project. This group of high school students, who went to the city center with difficulty or long intervals, were involved in the history and cultural tourism

activities in the country. Students have learned to apply what they have learned in classes to real-life and close environment. Thus, it is adapted from an abstract situation to the concrete and livable environment. The number of tourism festivals held to contribute to the promotion of tourism in Turkey is 29 developed provinces or districts. These local activities are organized by the district administrations especially in the regions where tourism sector develops, especially in celebration of tourism week (Kızıllırmak, 2006; 110). As a result, it has been realized that with the help of local history teaching and tourism awareness, the students adapt more to the environment they live in, the awareness level increases against the historical artifacts and they learn the contribution of tourism to the development of the country. Making a publicity for the historical and cultural value, where the local history, elements of Turkey, the formation of a desire to learn against these values and the need for sightseeing, causing it conceivable that contribute to increasing the awareness (Felt, 2015; 146). With the increase in the number of such projects and activities, it has emerged that students contribute to their understanding of history courses and environmental awareness of the place.

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