

**HASSAS KONULARLA İLGİLİ METİNLERİN  
HERMENEUTİK (YORUMBİLGİSİ) YÖNTEM ARACILIĞI  
İLE TARİH ÖĞRETİMİNDE KULLANILMASI :  
(ERMENİ MESELESİ ÖRNEĞİ)**

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**ÖZET**

Tarih eğitiminde farklı yöntem ve tekniklerin kullanılması bu alana zenginlikler kazandıracaktır. Bu amaçla özellikle tarih dersi içinde önemli bir yer tutan hassas konularda “Hermeneutik” yöntemin kullanılması ile ilgili bir çalışma yapılmıştır. Araştırmanın evrenini ilköğretim sekizinci sınıf öğrencileri oluşturmaktadır. Ancak bu sayıda bir öğrenci kitlesine ulaşmanın zorlukları sebebiyle, evrenden örneklem seçilmiştir. Adıyaman ili merkezinde 1 Aralık İlköğretim (60 öğrenci), Altınşehir İlköğretim (44 öğrenci), Cumhuriyet İlköğretim (50 öğrenci) ve Gazi İlköğretim (33 öğrenci) okullarından çalışmaya katılan 187 öğrenci (89’u kız 98’i ise erkek) araştırmanın örneklemini oluşturmaktadır. Araştırma sonucunda öğrencilerin okudukları belgeleri, metinleri anlama ve yorumlama düzeylerinin yüksek olduğu, ancak öğrencilerin okumaları için verilen belge ve metinlerle ilgili önceki yaşantılarından edindikleri yargılara da yer verdikleri görülmüştür. Bu tür çalışmaların tarih derslerinde daha fazla kullanılması ve öğrencilerin okudukları belge ve metinleri ön yargısız yorumlamalarına dikkat etmek gerekir.

**Anahtar Kelimeler:** Hermeneutik, Tarih Öğretimi Ermeni Meselesi.

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**USING THE TEXT RELATING TO THE  
EXQUISITE SUBJECTS IN HISTORY TEACHING BY  
MEANS OF THE HERMENEUTIC METHOD (ARMENIAN  
MATTER AS AN EXAMPLE)**

**ABSTRACT**

That various methods and techniques are used in history education will earn this field values. For this reason, a research has been done due to use hermeneutic method in exquisite subjects being important in especially history lesson. The universe of the research consists of eight class students. Because of the difficulties to reach such student number, an example was chosen from the universe. 187 students participating in the research from 1 Arabic Primary School (60students), Altinsehir Primary School (44 students), Cumhuriyet Primary School (50 students) and Gazi Primary School (33 students) in the centre of Adiyaman consist of the example of the research. At the end of the research, it is seen that the levels of comprehending and interpreting the documents and the texts of the students are high but it is also seen that the students write the expressions with the judgments acquired from their lives about the texts and the documents given for them to read. These kinds of workings should be used more in history lessons and the students should interpret the documents and the texts without prejudgment.

**Key Words:** Hermeneutic, History Teaching, Armenian Matter.

**Introduction**

History teaching gains importance while especially exquisite subjects are being taught. History lessons will be very active in the process that thesis and antithesis are come into being which will be argued and opposed. The methods used in this process have so much importance. Because, the subject which is exquisite or will be argued and can be in an international dimension including crossing the borders of the country. In this process, the teacher has to act by knowing the necessary methods to reach the aim and the pre-

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determined target. Otherwise, a critic, an interpretation or information leaving its goal can be unnecessary as well as making the subject incomprehensible. Like other subjects, it has necessity to the special methods, used in history lesson as in exquisite subjects. As the exquisite subjects; terror, demonstration, missionary, Armenian problem, the subjects of the sects in Ottoman period and near history, secularism, revolutions, the policies of the government in the process of European Community, the relationships of Turkey with its neighbours, racism, reaction and etc. Subjects can be illustrated.

Exquisite subjects are not just the agenda of the history subjects in our country. This situation is in many countries. It shows itself more deliberately especially in multi-national countries. For example, the subjects like annihilation of the Indians in U.S.A. massacre of the Jews in Germany, the slavery after the colonial movements of western countries in Africa, the bazaar of the slavery, missionary, the things done in Algeria by France, occupation in Iraq by U.S.A. the process of cold war have been thought in different ways in countries. For example Kahyaoğlu ([http:1](http://1)) said that the “slavery”, one of the most exquisite and controversial subjects in history of England has just taken part as one of the obligatory lesson subjects in the secondary education of this country. The children between 11 and 14-years-old in England learn the slave trade and the position of this trade in the history of colonialism of England, and the effects of the racism to the modern subjects such as variation and coalescence in their lessons. It is well-known situation for England that history teacher is accustomed to rely on the debates such as genocide of Jews and that debates such as the slave trade are still disturbing subjects despite happening two centuries ago. The teachers in England have been encouraged not to escape from these hard subjects such as the effects of the racism and the subjects for today and to take into hand more openly and detailed way these subjects.

So many subjects can be occurred in many different points of view in history lessons. It is very important for the history teachers to start the lesson in these subjects by knowing that there may be different interpretations and points of view. Therefore, each individual have understanding ability, which is peculiar to him. Human beings, when they unify their lives and experiences with the things they have understood, they put forward their own point of views. Because of this, they can put forward the interpretation peculiar to themselves to an event. In this process it makes important to be used "*the understanding of hermeneutic*" for students to understand the texts and the documents in different ways. Because understanding and interpretation in hermeneutic cannot be separated to each other.

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Human beings can be in the situation of different understanding and interpretation about the texts and the documents they have read, and in this process, the experiences and the prejudices of them can affect their understanding and interpretations. Because of this, the teacher has to guess beforehand what the prejudices of the students are in history lessons and he/she has to endeavour to confirm the similar thoughts and interpretations as well as the different understanding and interpretations of the students.

While examining the texts and the documents, what is the “hermeneutic,” which understanding and interpretation take an important place?

### **Hermeneutic**

In the existence of the method, hermeneutic, generally known as the understanding and interpretation, and used in other social fields in time after having been used in field of theology, the thought, which would help human beings for comprehending the Bible, was dominant. The hermeneutic used in the field of theology had played an important role for comprehending the Bible and for making correct interpretations about the Bible with the contribution of the philosophical dimension (Bartholomew, 1996). Hermeneutic was accepted in many fields in time and many scientists studying in this field came into being such as Gadamer, Heidegger, Dilthey, Schleiermacher. According to Bradfield and Knight (2008), Gadamer, Buber with Heidegger came on the top of famous theorists and developers of hermeneutic. According to Blackman (1965), hermeneutic, a new technical term, derived from Dilthey. A common relation between the text and the reader in hermeneutic is tied up, set up relation.

According to Gadamer (1995), Schleiermacher, with the effects of F. Shlegel firstly tried to make the hermeneutic as a universal understanding and comment doctrine and to take apart it from the dogmatic sides (trans: Günay, 2002). According to Clines (1982), hermeneutic is a term related to the science of interpretation. The theory of hermeneutic, interests the nature of understanding. An interpretation brings the results, attached to the text, and whether the subject in the text is good, that can be asked, the interpretation may not be objective. The explanation after anyone has read any text may not be same with the understandings of others’ different people can make different explanations. However, different and radical interpretations may stand on even if some principles and methods are applied (trans: İnal, http).

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According to Tatar (2004), although with its modern meaning the history of the hermeneutic started with F. Schleiermacher. there are some other struggles for this short history to think about the old-Greek thinking and interpretation culture because of the fact that the work 'Hermeneutic' is connected with old-Greek god, Hermes, and rarely takes place in the works of the classical Greek philosophy. Beside the mythical root of hermeneutic, its old historical usages are also attractive. The most attractive of them is the work named 'Peri Hermeneias'(upon interpretation) of Aristo. Jean Grandin tried to show that word, hermeneutic was used as 'the art of explanation on something said before' in his philological study about the works written with reference to Plato.

Bos, Tarnai (1999) have stated that hermeneutic is derived from Greek and 'Hermes', the messenger of the gods in classical Greek mythology, interpreted the message of the gods for human beings to understand. In the comprehension of hermeneutic, the texts such as the Bible are not understood, read, an expert is to explain and interpret them. Because of this, hermeneutic shows itself as a good method. Hermeneutic is an application giving the understanding and feelings about the text to the modern reader. Hermeneutic as a theory of interpretation which is the result of the comprehension necessity to a different method came into existence due to the basic characteristic of the human being, the subject of the man sciences like history and sociology in 19. Century contrary to the comprehension of the general method of positivism, the manner of using the method of nature sciences in human sciences (Baltacı, 2005).

According to İnal (http), Jeanrond (2007), Herder and Dilthey pleaded the 'hermeneutic' tradition to be understood by interpreting the social events. According to Cevizci (2000), 'hermeneutic' declined that actions, words, products and organizations, it was generally known as the art of interpretation and comprehension of the meaning of actions, words, products and organizations of human beings. According to Tatar (2004), the struggle and the history of interpretation gained forms, which can be said peculiar to itself in each period and was a part of the theological thinking especially in Middle Age. To read, understand, and interpret the texts took an important place especially during the reform movements. Hermeneutic has been known as the interpretation knowledge. However, according to Tatar (2004), hermeneutic has been also known as to understand the text. In contrast to Dilthey saying 'No interpretation can be done without understanding', Gadamer has proposed the view "understanding is always interpretation". Kasapoğlu (http)

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understanding and interpretation are very important in hermeneutic. According to Jeanrond (2007), hermeneutic is known as the art of the understanding of the texts beside the side of its interpretation. However, hermeneutic not only notices the demands of the individual interpretation but also helps human beings to think in the subject on the dialectical relationship between individual interpreters and their dynamic traditions for understanding that subjects.

While Dilthey (1996) was saying that hermeneutic tried to go to meet the need to find and stabilize the rules or the principles of the interpretation of written works, Wheeler (2002) said that hermeneutic is a process benefiting to express the complicated texts and to find the meaning of the texts. Thanks to the hermeneutic, it can be progressed the students' looking critically to the text and their interpretation abilities from the scale of the features of the subtexts and the meanings of the texts (Yapıcı, http). In this process the productive hermeneutic becomes active. According to Bağatır (2006:31)'productive hermeneutic': in this comprehension in contrast to traditional textual examination, the reader is important not the text, the foreknowledge, and the thinking tradition of the reader lead the way. So that the process of reading, understanding, interpreting gains importance. Caner (2006), it is nearly impossible to say something about what is talked in the lines without reading. Because, the words in the sentences combine a proper, acquaintance frames, relations when evaluating in the frame of the meanings winning in time in addition to their dictionary meanings or the sending taking place in the words.

It is necessary to find a meaning from the texts in hermeneutic approach. In hermeneutic approach, the reader can go down the deeps in the text, can make the analysis of the text and show a near comprehension with the other readers (Smithbattle, 2008). I hermeneutic one among the most debateful subjects is the question 'does the text affect the reader or does the reader affect the text?'. According to Palmer (2003), it is not the interpreter handing the meaning of text; the meaning of the text sieges the interpreter. Harris and Sipay (1990) stated the reading as the interpretation of the written language meaningfully (trans: Köksal and Ünal, 2008). To read the text and the language of the text are very important in hermeneutic. The interaction between the reader and the text also affects the understanding and interpretation of the reader. Using the teaching methods has an important place in education. Reading, expression, question-answers are among the methods have already been used. However, understanding and interpreting what you read is not a

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common method. In fact, while using the expression method, it is very important for the students to understand in a right way what he has read and to interpret the things he has already understood by combining with preliminaries. Because, as Beyreli (2008) mentioned; the aim of reading is not only to voice the several letters or acquire but also to evaluate what is told in the text which has already been read. A good reader has to criticize and evaluate what he reads. The most important situation while reading is to start the text, which will be read by paying all attention. As Yılmaz (2006) mentioned the attention of the student in understanding what he is reading is very important. If he does not pay attention, does not focus on the text, he cannot understand entirely what he has read. According to Jeanron (2007), there are two realities: the reality of the reader and the reality of the text. Each reader can understand the text by applying his individual perspective to the text. Under this circumstance, there can be different interpretation angles. Therefore, the reality of the text and the reader mirrors the interpretation. The duty of hermeneutic absolutely is to call attention to start to think how much we have already understood it when we read a text. According to Günes (1999), reading is simultaneously the thinking. While reading, it can be supplied to deepen the attention on the text by asking questions. Reading is the process to perceive, interpret and acquire the printed or written sentences with the sense organs.

To go into activity with the printed or written signs, to perceive, interpret, forming from the procedure of cognitive and perceptive (Özdemir, 1998; Yağcıoğlu and Değer, 2002; Akyol, 2003). In reading activities, it is not enough for a student to find the main idea. Furthermore, it is wanted from the students to interpret about the capacity of the words by omitting them related to the important details. The word of interpretation in the activities of reading in social science can take hand in two scales. The simple interpretation is related that it can be interpreted what the writer wants to tell between the words, idioms, metaphors or metaphorical language, sentences and the paragraphs. Moreover, the interpretation in reading also requires that the reading or spoken words are evaluated critically. For making an interpretation, students have to distinguish the realities from fantasies to identify the main problem. to realize the beneficial and useless things, to know the difference between the view and fact, to determine the characteristics of the writer or the speaker, to learn the deliberate struggles made for affecting written evaluation made about the presented information and the audiences (Öztürk, Otluoğlu; 2005:53-54).

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Understanding forms two important teaching fields basing to receive the message of the written text by the means of reading and to acquire by distinguishing the speech and the voices by the means of listening. Understanding can be occurred after voice, form, symbols, etc. has been distinguished in the related centres of the brain (Göçer: 2007). Dilthey (1999) declared the importance of the language from the scale of hermeneutic. Reading, understanding, and interpreting the text processes put forward the importance of the language because, writing process is based on language. The analysis of hermeneutic understanding in the interpretation in the written works and in the texts going to itself thanks to the language defines the possibility of the interpretation having a universal validity. As Dilthey mentioned, language plays an important role in interpretation in hermeneutic. Because the language is the conveyor of the meaning (Kasapoğlu, http). The information gathered with the way, description in the interpretation it is necessary to be interpreted the information for not to make mistake. The interpretation supplies to identify meaningfully the raw datum. Theorists, such as Schneider made this interpretation from the point of view the “*definite factors*” of the pedagogic evaluation (Ergün, 1985). Many detailed investigations and debates on the understanding/interpreting of the text from the antic era to today have been made. In the frame of the understanding and interpreting of the sacred texts semantic has enrolled big stages as a sub-category of the linguistic (Üçüncü, 2005).

According to Dilthey, making discrimination between understanding and interpretation, understanding can progress in several paths and under an artistic process even when it reaches the objective level, which can be controlled, they can talk about the interpretation. According to Dilthey, interpretation tells artistically the alienation fixed with an unchanging style of the life. Because of the fights of the different thoughts related to the interpretation of the vital works and an instant need so as to base the rules of the art of the interpretation, the science hermeneutic was born (Kasapoğlu, http). As seen, according to Dilthey hermeneutic is the art of the written works. According to Kasapoğlu (http), preliminary concepts and information about the subjects in hermeneutic understanding in the line of Heidegger and Gadamer facilitates the comprehension. In other words, preliminary concepts and information are important because they provide us to notice historical effect. For example, it is so difficult to understand the Bible and the communist manifesto without knowing the rules of them in history. There should be preliminary information and different point of views about the subjects to understand and interpret disputatious and exquisite subjects about Turkey. Otherwise,

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it cannot be said the subjects are understood thoroughly and interpreted correctly. For Bilen (2007) in order to say for the hermeneutic, the struggle of men to understand the world and the universe that he is in is better. The people see the meaning of their being in the world sent by sacred books as a field of an idea, life, and existence. Therefore, hard true nature that Holderlin express "human survive in the world poetically" indicates the difficulties of hermeneutics' past. Making interpretation makes both interpreter and interpreted tired, the environment exposed to this action will benefit from this in the end. How the quietness of residence can be provided for the people in the world? Calp (2005), expressed that comprehending is important to find the meaning of the writing will be to think them, to chose, to decide, to translate, to interpret, to make analysis synthesis and evaluation. Comprehending is to perceive the message, the content of the speaker listened, and the text read. Hermeneutic produces how should be understood. We cannot comprehend the whole meaning without comprehending the meaning of passages. In this process, language is quite important to understand. When the text is started to read, it is tried to comprehend and interpret the whole text. To comprehend is so important to interpret. The interpreter asks questions about the text he has read (Snodgrass, Coyne, 1997). According to Günes (1997), in comprehending the reader should try to understand the ideas the writer presented, think about the things he/she understands, examine with his own knowledge and experiences, and evaluate without giving his own idea. To Alexander and Colonny (1992) the supporters of hermeneutic approach defend, the comprehending should be the main aim of social researches instead of explaining.

### **Hermeneutic in History Lessons and the Armenian Matter**

That the students read the words correctly they meet in reading activities about social sciences is not adequate to comprehend. The main problem appears when the students are wanted to read the words, the sentences, and the paragraphs and to understand in a social science reading text. For this, the teacher should know some activities to develop the reading and comprehending abilities of the students. There are four important elements about the understanding as Schuncke mentioned, they are listed as 1. finding the main idea, 2. defining the details, 3. organizing, and 4. the ability of interpreting (trans: Elibol, 1993:65).

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The history teaching taking an important place in social sciences is one of the most important disciplinarians conveying this process and forming a bridge between the yesterday today and tomorrow while considering this process, the using of many strategies, method and technique will be more effective in the understanding of the history. Like the other lessons, tests in the textbook also the most used material in history lesson he subjects talking in the textbooks can be taught on the surface or the interpretations the writer can be defined by combining the information taken from the chief studies. Nevertheless, in modern teaching, it is more acceptable for students to put forward the documents in each level of the education instead of the states of the writer.

The approach of John Dewey about the necessity of the information, which is told, having to be historical truth is important for teaching of history (trans: Ata, 2000). In the investigations basing on the history lesson, it is known that it is necessary to escape from the aspects forming the subjectivity generally like political view, understanding to life etc... The history lessons seeks one of which have been debated mostly are under problem not only in Turkey but also some other countries" Safran and Ata (2003:343) have showed "the difficulty in understanding " as the most important reason of these problems. Intelligibility is related with the recognizing level of the words, the length and the form of the sentence. As the texts in the textbooks are not written by considering the feedback of the students, it hardens for students to find a meaning. There is an important relationship between the understanding of whatever you read and vocabulary. Also containing the concepts owing to many disciplinarians in the text of the social sciences may affect the situation of understanding of the students". McKeown and Beck (1994) did studies related to how the mental projects of the historical text contexts develop in the reader and how necessary the historical tests are organized. According to them, the reader has to be in reaction with the knowledge of the test to understand the text. Therefore, the meaning comes into existence first from the text. The reader as an individual, builds the representatives of his mentality by selecting one evaluating presented information (trans: Safran and Ata, 2003:347).

"Historical consciousness is the process to develop a qualified point of view related to interpreting of an individual to the history" (Kabapınar, 2006:28). It is not expected that everyone feels, understands, and interprets in the some ways to an event. The students can interpret themselves the tools and the bibliographies given outside of the interpretations of the writers. So, an opportunity to see the

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different point of views of the students about a bibliography or a text is found. In this meaning, the analyzing and interpreting of the historical events are important.

According to Cassier, a historian has to move in a symbolical universe. There are "symbols having a meaning" against to him not the physical facts. He firstly has to understand and interpret them. Because of this, the efforts for understanding the historical process goes into the field of hermeneutic, not the naturalistic sciences (trans: Elibol, 1993:65). Özlem (1997) and Dilthey advised that hermeneutic method, related to the text study, is also a model for understanding the history and life (trans: Günay, 2002). Historical events can be explained in both interpretational and cause-effect (Sunar, 1986). As Carr mentioned (1990), "there is the validity of more than a point of view in historical interpretation". According to Carr (1990), the result put forward by the historians has no meaning instead of an interpretation; an historian can do an event according to the interpretation while doing an interpretation according to the event.

Hermeneutic was the base not only in theology but in the foundation of all the historical science. Until that time, theologians and philologists used the hermeneutic as a means just to find out the dogmatic meaning of the text. In fact, the way going to the history was opened with Schleiermacher (trans: Günay, 2002). According to Bartholomew (1996), there are important problems in historical interpretation when something happening in past was directed to focus these days. Historical interpretations have an important place in understanding the historical environment (Tatar, 2004:81). Because, understanding of the historical environment can present important clues in understanding of a text. Historical environment in fact is a meaning edited by means of text or something like text such as documents, studies, historical remains. An important problem, because of reducing to the historical environment for a text by giving importance on top degree historical understanding comes into being when not to realize that texts change the meaning of the connection belonging to the language tradition. Most of the text(these having a historical effect),do not just remain to provide a new point of view of their own connections but also they give way to come into being different understandings about their first connections by affecting the historical connections coming later on.

Storm and Parson (1982) have indicated that American investigators targeted to develop in students the understanding ability of the causes of human behaviours by the way of the being taught the important historical events. It has been mentioned about two historical

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events in simpler historical schedule. They are; Jews and so-called Armenian Genocide (trans: Dilek: 2007). According to Dilek (2007:37), it is very problematic for a school schedule subject to select so-called Armenian genocide because, there is no agreement between the historians, too. If it is looked to this school schedule, most of the documents, which has been put forward as a proof basing upon the individual memories and interpretation of Armenians. It has not been made use of Ottoman archives and historical book written in scientific measure. To reflect such schedules filled with uncertainty and prejudices gives way for students to have wrong information about some nations.

There were also some other processes which the events had been written by interpreting without the document in history. According to Le Bon (2004), middle aged historians wrote the invented dreams they had heard before as if they were real, showed a magnificent ability inferring the interpretations having not a relation to the fact in any document and in showing the absurdities being astonishing greatness.

The subject which the interpretations of the historians have been reflected too their studies is an ever -lasting doubtful situation. Because of this, examining firstly and then interpreting the text, documents, and archives in hand carries a different importance.

As understood, the history is the related with the documents and the interpretations of the past. A historical teaching understanding, which is based on historical investigation, is limited for students to gain historical sensibility and to develop their cognitive abilities (Dilek, 2007:37). Le Bon (2004:44) has stated that it should be different methods apart from the investigation and interpretation method, the historians have used for a long time to interpret the events forming the history and especially the reasons of that event. So, especially "hermeneutic" is seen as a method, which can be used in history lessons. As seen above, one of the most important thing having been had to be in history lessons; it is not expected the information which is not based on document or a proof and agreed on its rightness. When not to go out the limits, which are wanted based on same, proper, and scientific rules, history remains in the borders of the feelings, believes and own writing style of the interpreter (Le Bon, 2004:80). According to Droysen, it is unavoidable part of the understanding concept throughout the history. Understanding effort, based on activities of investigation of historical material, consist of two processes; criticism and interpretation. Criticism determines the reliability of historical text; interpretation, however, is to sum up the

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situation and the explanation of the historical facts appearing in those texts. Therefore, the interpretation is to be come into being the meaning of a historical event with in the interpreter's own expression. The mission of the interpreter is to find out the most appropriate expression style explaining and event (trans: Tatar, 2004:24).

Can a text create a meaning? The answer for this is mostly “yes.” When a connection of the text is neglected, the text can create a meaning and meanings. However, they are not the meaning of the text but the meanings a reader relates to the text. Therefore, the meaning related to the text is either getting uncertainty or evaporating. According to Özlem (1985), historical society field is a field by interpreting with today instead of explaining according to the necessary laws. The important and necessary thing firstly is to understand the motifs such as value, norm, political attitude, economic order religious beliefs etc, and to tie up to each other the events within an interpretation according to these motifs. History and any science tending to society have to be found in respect for the moral life field. Moral world having not got an empiric validity field, is the field of the world, is not the subject of explanation but understanding. The elements forming the moral world are the product of will-aim designs of human beings. Dilthey has named to the sciences turning to historical-social trustiness as "Moral science." Moral science, does hermeneutic, in other words understands by using the linguistic products and interpreting the language of written works what historical scientist has to do is the interpretation of historical and social trustiness under the forms of today meaning and thinking (trans: İnal, http:217). Especially the connection in historical texts has a very important point to understand the meaning. Text maintains its presence with language in connection and creates meanings as soon as its time to be written or spoken. The addresses of the first written text have not almost any problem to understand the text. However, in time, text starts to create different meaning for having been broken from the connection. So, first meaning (denotation) has stated in history with the connection of the text (Şahin, 2007:711).

#### **Armenian Matter in History Schedule**

In history lesson schedule; the subjects related to Armenian matter have been determined the decisions of the committee accepted by teaching and education ministry. Date 14.06.2002 on the decision numbered 272; it was determined that subjects related to Armenia, Greek-Pontus, Syrians took place in the schedule of secondary history 1, history 2 and T.R Revolution History and Kemalism lesson. Then in the changing of the schedule, the date 14.06.2002 and the decision

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numbered 273; it was determined that subjects related to Armenian matter took place in the schedule of primary 5 and 7 class of social science lesson (M.E.B,2002).

After the last schedule change, the statement, "A teacher has to take into consideration of Armenian's claims and express that these claims are not just claims which have no relation with the historical truths." takes place in the 15<sup>th</sup> provision in the part of the explanations in the schedule of Turkish Republic Revolution History and Kemalism of eight year in teaching of the lesson. Beside this explanation;

*The statement "it is very exquisite on the subject about protection against the interior and exterior threats tending to basic principles of Turkish Republic" takes place in the 7th. acquisition of the unit of "Turkey after Ataturk; World war 2 and later taking place in the part of explanation of this acquisition". Historical development of Turk-Armenian relations,1915 events and Armenian claims about these events, terrorism, missionary activities, reaction, divisiveness subjects will be taken into consideration (M.E.B, 2009) has expressed what taught about Armenian matter in this chapter. An activity instruction" Documentary film about Armenian matter" can be watched in the schedule of 8th year class. T.R. Revolutionary History and Kemalism lesson exists. As understood, the students in 8th year class come across the subject "Armenian matter."*

In high school, 9<sup>th</sup> year students; while the acquisition of "the political, social economic and cultural activities of Turkish Seljuk; it is sum up Antalya in respect of Turk country is working in the chapter of "Unit: Turkish History (11<sup>th</sup>-13<sup>th</sup> century),"Turk Armenian relationship and the social, economic, cultural lives of Armenian under the government of Turkish Seljuk Empire will be stressed" (M.E.B, 2007.) The history lesson of 10 year students; the subjects about Armenian, Greek-Pontus and Assyrian accepted with the date 14.06.2002 and numbered 272 the decision of Teaching and Education Committee and pressed in the date July 2002 and numbered 2538 of notification magazine are necessary to take place in the teaching schedule of 10 year history lesson. The main orders of the index of the subject about these Armenian matters are like text: It is expressed the effects of social lives of national system in the Ottoman Empire.

❖ **To express the situation of Armenians during the foundation of Ottoman Empire.**

➤ To express the political, economical, cultural, social and religious organizations of Armenian under the administration of

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Ottoman Empire. To express the manner against the Armenian congregation.

❖ **It is grabbed (understood) to enter the East Problem to the political agenda of Europe.**

➤ To express the policy of England against the minorities (Armenian) living in Ottoman Empire. To express the policy of France against the minorities (Armenians) living in Ottoman Empire.

❖ **It is expressed the results of the Ottoman-Russian war in 1877-1878 (93 War).**

❖ **To understand the Armenian matter coming in to being the end of 1877-1878 Ottoman-Russian War**

➤ To express the tendency of Russia to Armenians living in Ottoman Ground for 19th century. To express the manner of Armenians in 1877-1878 Ottoman-Russia War. To express the pressure of big nations against Ottoman Empire basing on 61.provision. To express the reasons and results of profit-chaos of Russia and England in Armenian matter.

❖ **To understand the demonstrations of Armenians and the foundation of Armenian committees.**

➤ To express the reasons of the revolts of Armenians against to Ottoman Empire at the end of the 19th century. To say the Armenian committees founded at the end of the 19th century and to express the aims of the foundation of committees and the activities the committees have done so as to come true their aims. To express the supports and roles big nations in the Armenian revolts.

❖ **To understand the policy Ottoman Empire has carried out against the Armenian revolts.**

➤ To express policy Ottoman Empire has carried out against the Armenian revolts. To express the developments relating to the suppression of the revolts. To understand the policy European nations have carried out against Armenian revolts and the suppression of the revolts.

❖ **To express the Armenian revolts and the reaction of the suppression of these revolts in Europe and the effects to Ottoman Empire.**

❖ **To understand the cooperation of Russian and Armenian in the Caucasus front.**

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➤ To express the aim, quality and results of the co-operation of Russian Armenian in Caucasus front.

❖ **To understand the events (Bitlis, Zeytun Events, Van Revolt)Armenian committees have carried out.**

➤ To express the events Armenian committees have carried out. To express the aim of Armenian revolts. To express the dimension of the massacre Armenian committees have carried out to Turk society. To express the aims of support of Entente Nations on Armenian events.

❖ **To understand the precautions taken against to Armenian massacre.**

➤ To express the reasons of precautions taken against Armenians. To express which precautions taken against to Armenia massacre and the results of the precautions.

❖ **To understand the reason of the decision “Relocation.”**

➤ To express the reasons of the decision "Relocation". To express for who the decision "Relocation" 'is. To say the Armenian population in Anatolia during the decision "Relocation" and how many of them was sent. To express the humanistic dimensions of the decision "Relocation".

❖ **To understand the essences of application of the decision "Relocation".**

➤ To express how the conductive needs between received. To express the difficulties Ottoman Empire have come across during “relocation.” To express the precautions against to the difficulties during the application. To express the reasons of the loss acquiring during "Relocation". To express the manner of Ottoman Empire for those days illegal applications during “Relocation.” To express the reactions of the application in Europe.

❖ **To understand the situation of Armenian after the decision "Relocation".**

➤ To express the prosperity of those sent. To express the lived, social and economical situations of Armenian. To express the population of Armenian leaving from Anatolia and where they have lived and their social and economical situations.

❖ **To express the position of Armenian in Turkey according to Lausanne Agreement**

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➤ To express the claims Armenian genocide according to 40 and 61 provisions of Lausanne Agreement. To sum up the earth demands of Armenians according to 40 and 61 provisions of Lausanne agreement.

❖ **To understand the unfounded genocide claims of Armenian from 1945 to today.**

➤ To express the reasons of Armenian genocide claims put on the agenda again. To express the aim of works of Armenian genocide claims accepted in international arena. To express the methods Armenian have used the works for the acceptance of the genocide claims in international arena. To express the aim of the crimes of Armenian terror organization ASALA. To express the claims in opposition to Turkey taking place in Armenian Independence Declaration. To express the claims in opposition to Turkey taking place in Armenian Constitution. To express the works of Armenian lobby about the subject genocide claims. To express the reasons and results of genocide claim works so as to be accepted in some governments of American and European nations and international assemblies. To express why genocide claims are taught in USA schools. To express the importance of USA in genocide claims. To express the policy of Turkey carrying out against to genocide claims of Armenia.

❖ **To analyze the invalidity of genocide claims of Armenians.**

➤ To approve the invalidity of genocide claims of Armenians with the legal and historical aspects (M.E.B, 2008).

It is very important to tell these subjects in history lesson. Material strategy and techniques used for this reason are also important. Because, syllabus has not given any direct instructions how these subjects will be taught and which materials and how a subject will be enriched. The point teaching in this study is that especially between 12-15 aged youths know such an important subject for Turkish Society according to the documents. Otherwise, it is inadequate to avoid with the statements as we did not do, did not make, there was nothing, like that" without showing many documents, telling like story and hearsay. As Egan mentioned (1988:122), it is not enough to teach the past to the children just with the stories and also is based on the proofs related to stories (trans: Şimşek, 2004)

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### Method

A subject about Armenian matter was taught in single lesson hour to the students. It was wanted from the students to talk about Armenian matter. So, it was tried from the students to have background information for the study would be done later. Then, the texts were given. Silent reading method was used in the text given before in this study. Because the reading speed and understanding ability of students can be controlled in silent reading studies, their reading speed and understanding ability are progressed. After the reading, it can be understand, the comprehending levels of the students by asking questions (Aytaç, 2005). Then, it was wanted from the students to evaluate the text that they had already read with the method of hermeneutic. (Bağatır, 2006:31; Bradfield, Christ, Tanner, 2003; Knight, 2008; Laverty, 2003; Mil, 2007; Özlem, 1996; Tatar, 1999; Yapıcı, http:121; "interpretation and understanding "Jeanrond, 2007).

The field of investigation formed the primary 8-year students. Nevertheless, it was selected from the samples of the field due to the difficulties in reaching to such a big number. The sample of the investigation formed 187 students joining from 1 December Primary (60 students), Altınşehir Primary (44 students), Cumhuriyet Primary (50 students) and Gazi Primary (33 students) schools in the city, Adiyaman.

### Interpretation And Gathering Of The Data

Three forms with two questions are handed out to the students. The students are wanted to read the texts and answer the questions. Those texts were handed out:

**1. TEXT: General: 486. Secret. To: Office of the Governor at Aleppo**

All the correspondences pertaining to the relocation, protection and managing of the properties they left behind, and to other issues has hereby been summarized for your further considerations. August 25, 1915

2. Message dated June 5, 1915: The travel expenses and various expenditures of the relocated people shall be met by the refugee funds of the places where they are sent; should there not be adequate funds, additional funds shall be asked by telegram messages. The amount of expenditures shall be reported by telegram message at the end of every month; and balance sheets shall be prepared in detail and sent in every three months.

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3. Message dated June 13, 1915: Of the pack animals the Armenians leave behind, ones that are found appropriate for use in the army shall be taken to army, if need be, in return for a promissory note.

13. Message dated August 3, 1915: ...Goals requiring extreme amount of political and administrative burden, such as relocation of the Armenians to the known regions ought to conclude in an affirmative manner. To this end, during the sending and relocation of the Armenians: basic needs ought to be met; their lives and honour ought to be protected; their properties and belongings they leave behind shall be protected and be returned to the owners later; dispatches ought to be undertaken kindly without resorting to any kind of use of political coercion or force whatsoever; any attempt of pillaging, abuse, or assault to arise ought to be prevented severely. Whoever, be it in person or through intermediaries, attempts to make use of any unacceptable behaviour threatening the well-being and longevity of the State and the nation shall be punished severely regardless of rank and status; the usurped property shall be taken back and protected; and necessary measures shall be taken and put into effect to protect the dignity and honour of the national pride (2008:C:8; 155-157).

1. Write down what you understand about the relocation of Armenians from the above text.

2. Explain the above text by adding your interpretations.

**2.TEXT: Ministry of Defense Department of Correspondences Division of Correspondences**

Decoding of the telegram message received from the 4th Army Commander

Cemal Pasha on July 3, 1915 To: Deputy Commander-in-Chief Enver Pasha. Top secret and personal

It has been observed that even the neutral states have started to deal with the Armenian issue. Moreover, I can observe from the sayings or implications of some of the people that even the Germans, just for being

Christians, have developed a sense of agitation due to the fabricated news they heard. It is evident that the attacks that would be directed against those will pave the way towards detrimental results for the well-being of the State. I hereby request the taking of the following measures to curb the spreading of this situation.

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1. I have given just and strict orders for the thorough protection of the property, life, and honour of the Armenians who are subjected to relocation from the area of command of the 4th Army. I hereby humbly request, especially your giving strict orders to other regions and city to draw due attention to the issue and for protecting the Armenians subjected to relocation from any kind of assault.

2. I am of the conviction that the Ottoman State ought to distribute detailed and well documented bulletins clarifying every aspect of the measures taken to be submitted to the further considerations of the Christian and world public opinion; just like the Germans are doing to dispel the accusations directed at them for their annihilation program they put into effect in Belgium. I hereby assert my belief that the names of the people indulged in the insurgencies, the place names where the events occurred, and the treacherous events brought about against the State by the Armenians during the war ought to be made public in those bulletins; moreover, it should also be stated that the measures taken by the government relied solely on the idea of protecting the country, and that it was inevitable to take those measures (2008:C:8; 150).

1. Write down what you understand from the above text.
2. Explain the above text by adding your interpretations.

**3. TEXT: The following decisions were taken at a meeting, where the Caucasian Tashnak delegates have also attended, in Erzurum:**

“1. To continue to show submission and keep silent until the declaration of war; but in the meantime to become well equipped with the weapons to be obtained from Russia and from the inner regions,

2. Should the war be declared, all the Armenians in the Ottoman Army would join the Russian forces with their arms.

3. To keep silent should the Turkish Army advances,

4. Should the Turkish Army withdraws or comes to the point of standstill, all the gangs should start their activities behind the lines in accordance with the plan they already have...” The decisions were applied adherently... As the circumstances became apparent by of the end of 1914, Armenian activities went off on a tangent. Hence, there were no secure regions behind the fighting Turkish Army (Tetik, 2005: IX).

1. Write down what you understand about the decisions made by Tashnak delegates

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2. Explain the above text by adding your interpretations.

### Findings

The answers, the students had given, was divided into frequencies. While the views were being divided into frequencies, those that were nearly similar to each other were gathered under the same column.

**Table 1, Text 1:**

<b>The Views of the Students</b>	<b>Frequency</b>
All the expenses would be paid by the state.	134
The transport expense of the people who were isolated from their villages would be paid from the immigrant funds where they emigrated. If there is no fund, it will be by the way of telegraph.	126
The Armenians were relocated to another place.	112
The army took the properties in the respect of the bill that they could not take with them.	89
The Armenians were forced to emigrate to protect their security. After the emigration, all the needs were covered.	47
The Turks in disagreement with the Armenians prepared a place for the Armenians.	41
The properties left from the Armenians could not be touched. The people taking the properties would be punished.	39
It was prevented to do harm to the Armenians during the immigration.	36
Every injustice to the Armenians would be punished violently.	31
It mentions about the deficiencies of the state and covering the goods stolen.	27
Every thing was done to protect the Armenians during the sending.	23
It mentions that the state would cover the deficiencies and the properties stolen.	12

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The Armenians were forced to emigrate by the state because of some problems.	10
All done to send the Armenians from Turkey are mentioned.	4
Because they did not like the public, they were being relocated from their villages.	2
The Armenians would be relocated immediately from the lands of Turks.	1

According to table, the students stated that; “the government would give all the needs of Armenians. Transport expenses and any other expenses of the society whose villages were isolated were given from the immigrant funds. If not, it would be wanted with telegram. Armenians were sent to any other place and the properties Armenians could not bring with them were taken from the army as a respect of bill.”

This situation showed that the statements given in the text were generally understood by students. It was seen that some students wrote their own statements in addition to the statements in the text. For example, the statements like ‘They sent the societies from their villages so as not to love them. It was occurring chaos. Armenians would be sent at once from the Turkish Borders’ consist of the students own interpretations.

**Table 2, Text 1:**

<b>The Views of the Students</b>	<b>Frequenc y</b>
It was very important to do an application in respect for saving the lives and properties of Armenians during “Relocation.” Armenians were wanted not to come across any harm.	112
Armenians betrayed in huge dimensions, Ottoman showed a positive manner towards this treachery.	103
I read an important document about Armenian matter, and my point of view about it developed.	94
The state took precautions against to Armenians.	83
The great precautions were taken to protect the lives, prosperities, and honor of Armenians.	53

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It was provided to protect the properties, honor and not to be any unfair towards to Armenians.	43
That the state would punish the people giving harm to the goods of Armenians tot protect them.	36
Ottoman Empire wanted to relocation the Armenians to solve the problem at once because they wanted to create chaos in the borders of Ottoman.	32
They did well, they did right, and the application was true.	14
It showed how much Turkish society was charitable and friendly. I did not think other countries would treat like us.	8
It was a good behaviour to protect the rights of Armenians.	6
It was necessary for the continuity of the state.	5
It was tried not to create problem.	4
I would be right if the security of the state had been in danger .Armenians were forced to emigrate because of the problems between Turk and them.	3
They were forced to emigrate by isolated the house of Armenians.	3
Whether it was not right for Ottomans to seize all the properties of Armenians, I think that an explanatory reason had to occur in that hard situation.	3
I understood the problem called Armenian matter and that is always in agenda by reading this text. We had no problems between the Armenians and us when they were being relocated. We, the Turks have never believed this lie. We hope the Armenians do not believe this lie, too.	2
My views are negative in this point. I find it absurd to send the Armenians from their villages.	2
The Armenians expected everything including clothing, food, mount, money, from the state.	1
The Armenians oppressed the Turks.	1

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The Armenians oppressing the public were punished.	1
Because ammunition of Turkey was limited at that time, some properties of the Armenians were wanted to be send.	1
The Armenians did their best to defend themselves; they did not want to have any harm.	1
The rights of every Turkish fellow citizen without noticing their religion and race would be defended. Their all needs would be covered. They should protect both the Armenians and their self-respect.	1
I cannot understand why they both send the Armenian and cover the expenses of them.	1
It was pointed out that all the properties and the lives of Armenians would be protected during the relocation. I think the reason of this explanation may be to lessen the reaction of the Armenians when the properties and the lives of them are lost during the relocation.	1
What suitable for us is this.	1
When Wilson principles were published, one expression mentioned that which civilization is in the majority in a country that rules over there. Then the Armenians slaughtered the Turks. In spite of treacheries of the Armenians, the Turks did not take their properties but only they bought.	1
People are being oppressed, and they are so cruel.	1

According to the views of the students the most agreed one is; 'it is quite important to make an application about the protection of the goods and the lives of Armenians. It is wanted that no Armenian will be damaged. This follows respectively 'Armenians betrayed, and Ottomans showed respect. I read an important document about the Armenian matter, then my point of view about the matte have developed. The government took measures against to Armenians important precautions were taken to protect the lives, goods, and honour of Armenians. It is said that Armenians were behaved fairly; their goods and honour were protected. The government would punish the people who damaged the goods of Armenians. Because they wanted to put out problems in the borders of Ottoman, he wanted to

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throw Armenians immediately to solve the problem".

Although there is, no expression related to the treachery of the Armenians, students have often used the treachery concept while writing their comments on this text. This situation shows that the students used preliminaries about the subjects.

Some expressions are not related to the text. For example, the Armenians oppressing the public were punished. Because army materials of Turkey were limited, they wanted Armenians to send some goods. Armenians did best to protect themselves; they did not want any harm. The people are being oppressed, and they are so cruel. These expressions are examples for this situation.

We can also say in general; the students focus on that Armenians betrayed but ottomans defend their lives, goods, honour.

**Table 3, Text 2:**

<b>The Views of the Students</b>	<b>Frequen cy</b>
The information is given about the protection of the Armenians.	118
People in Germany and Belgium are behaved badly. It is tried to destroy the people. "There is so much agreement in the views of the students".	83
The precautions are taken against the Armenians.	81
The Armenians have betrayed the government.	73
Neutral states have attempted the Armenian matter; they have held the Armenian side about this subject.	17
Because the neutral states attempted to Armenian matter the Armenians were exiled. Nothing can be said about the results of this event in the country.	6
Other states interfered the Armenian relocating.	4
Because of the disorder that the Armenians put out the efforts that send, those to other places are told. Despite the treachery, certain regular rights are given to them.	3
The betrayals to the government will be punished heavily.	2

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I see almost all the countries quarrel with the Armenian matter. However, I understood that Ottoman Empire too strict measures to protect the lives and the goods of them.	2
After the treachery of the Armenians and the behaviours wanting to destroy the public, some decisions are taken to protect the lives, goods and honour.	1
I understand that the Germans do not love the Armenians.	1
They tortured the Armenian.	1

According to table the students generally focus on in the text; information is given about the protection of Armenians. People in Germany and in Belgium are behaved badly. They tried to destroy the public. There is so much agreement in views of the student. The precautions are taken against the Armenians. The Armenians betrayed the government. Beside these views "I understand that Germany do not love the Armenians and they tortured them" these views are not in the text. In general, it is understood that something is being done to protect the Armenians. In the text, although the treachery concept is mentioned the frequency of the explanation of this concept is in fourth line. Even though the treachery concept is not mentioned in the former text the explanations about the treachery is in high frequency. In addition to this, although there is no expression about the Armenians were tortured indicating such an expression in the text is an example to reflect the views of the individuals.

**Table 4, Text 2:**

<b>The Views of the Students</b>	<b>Frequen cy</b>
Although the government relocated the Armenians, it is a quite right decision to protect the goods and the lives of the Armenians.	121
The Armenians betrayed the Ottoman Empire, it has been indicated that it was compulsory to take precautions for them not to betray again.	71
The ottoman should defend itself if there is a situation against the ottoman.	42
The ottomans struggled for the Armenians not to have	12

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harm.	
The Ottoman Empire gave detailed information to Christian countries.	7
Even European governments supported the Armenians but the Turks protected the Armenians.	5
That Enver Pasha did his best proves that he was addicted to his country so much.	3
If Ottoman Empire does not give the goods of the Armenians, the Armenians have the right to make war with the Ottoman Empire. This means that the Ottoman Empire loses east Anatolia. The ottoman protected the goods and the lives of the Armenians not to lose the land.	3
As each country struggles for its profits the ottoman, protect his country compulsorily.	3
We should be honest, we should not betray to anybody.	2
He should not trust anybody else everybody can betray.	2
I do not know the reason but nobody likes the Armenians so the journalist put the Armenian matter in first part.	2
The Armenians did much harm to our country. These may not be positive but the Ottoman Empire is a just and good country if thinking the Armenians' treachery. I think they deserve.	2
Doing harm to the Armenians while they were emigrating is not right. If the Armenians are behaved badly, the ottomans are affected by this in a bad way.	2
The Armenians are betraying Turkish republic.	1
I think that no harm should be done to the Armenians while they are being relocated.	1
It is necessary for the Ottoman Empire to explain the event, the place, and the person of the treachery.	1
Despite the treachery of the Armenians, it is important for the country to protect the Armenians and take	1

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precautions to defend the country. The Armenians betrayed the ottomans so much.	
Neutral countries support the Armenians and they do not give importance to Belgium and ottoman. Supports are so many for the Armenians.	1
While relocating the Armenians, harmful results appeared for the profits of the country.	1
The government should support the government that respects the honor of Turk.	1
They are in race to destroy the ottoman.	1
Everybody struggles for his own profit so everybody avoids telling the truth. A matter that has not been solved for years seems not to be solved in such a way.	1
Enver Pasha realized what would happen and said to take precautions. I do not know whether the precautions were taken or not but they are not adequate.	1
The Armenians were slaughtered.	1

According to the table in general, the students focus on; although the government relocated the Armenians, it is quite right decision to protect the lives of the goods of the Armenians. The Armenians betrayed the Ottoman Empire, it has been indicated that it was compulsory to take precautions for them not to betray again. The Ottomans should defend themselves if there is a situation against the ottoman. beside these expressions ‘we should not trust anybody else, everybody can betray, I do not know the reason but nobody likes the Armenians so the journalists have put the Armenian matter in top, the Armenians did much harm to our country. The government's relocating them may not be positive but the Ottoman Empire is a just and good country if thinking the Armenians' treachery. "I think they deserve, they slaughtered the Armenians "there are such extreme comments. While these expression disturb a bit, such expressions are better; ‘we should be honest, we should not betray". Doing harm to the Armenians while they were emigrating is not right. If the Armenians are behaved badly the ottomans are affected by this in a bad way. I think no harm should be done to the Armenians while they are being relocated.

One student used such expression: ‘the Armenians were slaughtered". Although there is not such an expression ‘the Armenians

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betrayed, slaughtered the Turks and killed the women' in the text. Many students used these expressions. That the students used such expressions although there are not expressions like these shows us that they give their answers with their feelings. That the students comment like this even though there is not such expression "the Armenians are betraying Turkish republic' in the text shows that the students do not know the subject thoroughly

**Table 5, Text 3:**

<b>The Views of the Students</b>	<b>Frequen cy</b>
Until the war is declared, fellow citizens' delegates would be silent. When the war is declared, they would take part in the army of Russia.	114
That the Armenians took part in the Russian army is told.	84
The Armenians cooperated with the Russians.	78
They tried to eliminate Turkish army, and then they planned to trap them.	47
That the Armenian soldiers in Turkish army participated in Russian army with their arms is wanted if the war is declared.	23
It is tried to weaken the Turkish people.	13
They will be with Russian against Turks and they all try to eliminate the Turks.	11
If the Turkish army weakens, the gangs plan to take action.	4
If they are silent until the war is declared, Turks understand they are weak.	2
There is nobody to protect them at the back of Turkish army.	1
The Armenians that the Turks captured as captives would be given to Russia when the war broke out.	1
Fellow citizen assembly helps the Turkish army with gun ammunition until the declaration of the war.	1
The actions of the Armenian Taşnak Hıncak assembly that have produced negative results for us are	1

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mentioned.	
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According to the table; those who mentioned to make cooperation with Russian are not all of the Armenians in the text. Although the fellow citizen delegates are mentioned in the text, it is striking that they point out the Armenians cooperated with the Russian. The Armenians that the Turks took slave would be given to Russia when the war broke out. There is no information related to this expression. 45 students have written the expression given in the text.

**Table 6, Text 3:**

<b>The Views of the Students</b>	<b>Frequen cy</b>
It was necessary for the Armenians to keep silence during the war until the situation of the war was evident. Because they would say nothing if Turks win the war "agreement is much".	76
Fellow citizen delegated have gathered to create chaos and some have taken decisions and behaved in a planned way.	51
The delegates have gathered to weaken the Turkish army during the war. Turkish people have been weakened during the war.	42
Everything has been thought to defeat the Turkish army. The Armenians have planned to betray the Turkish army.	24
Fellow citizen delegates are cruel to our people. They have planned to defeat our army by cooperating with the enemy.	16
The Russians have provoked the Armenians. The English have provoked the Armenians.	13
The Armenians have struggled to defeat the Turkish army by crossing over when the war has broken out.	13
These expressions are against to Turks.	10
The Armenian soldiers have conspired to the Turkish army. The army loses his safety.	7
The Turkish army should not withdraw. It is essential	5

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for them to struggle and win the war.	
They should not withdraw when they think they cannot defeat.	3
Firstly, we should believe our nation. Then we should prove that the Armenians have betrayed the Turks with documents and proofs.	3
The Armenians should not be silent because their gun will be eliminated too when everywhere is occupied.	2
The Russia have provoked the Armenians for their own profits and wanted to take apart Turkey.	2
It is seen Russians are very effective in the rebellion of the Armenians.	2
The actions of the Armenia went off the rails and there was no safety in the Turkish army.	1
I did not understand enough to comment.	1
They made such a thing in vain. Even if they defeat us, the Turkish army fights with his all strength.	1
If the war is declared immediately, the Armenians will be with the Russians and they can destroy resistance of our army.	1
The actions of the Armenians are out of limit so it is seen that we cannot be silent and yield.	1
The resistance of the Turkish army destroyed. When the Turkish army does not go forward, the gangs slaughter the Turks. The Armenian soldiers in the Turkish army give importance to Russia.	1
I do not understand why fellow citizen delegates keep silence until the declaration of the war. Even if they keep silence, the actions will go on so I find it very absurd.	1
Fellow citizen assembly always helps the Turkish army.	1
The result of these decisions is against the Turkish army.	1
The Turkish army is in bad condition.	1

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Fellow citizen delegates informed how the Ottoman Empire would behave in the war.	1
It was impossible to protect the safety and life security at the back of the Turkish army.	1
These delegates took logical decisions. It was tried to protect Turkey with these decisions.	1
We call them "faithful nation "but not look what they did.	1
They brought the Turkish army to a deadlock.	1
It is necessary for the Turkish soldier not leave the arms "it is not related to the text.”	1
I think it is good fellow citizen side with the Russians. If they had been in the Turkish army, they would have betrayed the Turks.	1
These expressions are the reasons for the war.	1
The Armenians took a good decision.	1
I think they are correct decisions.	1

According to the views of the students, ‘we understand that the Turks did not torture the Armenians’’. If this comment is made about the first and second texts, it will be more meaningful. Although there is no expression about the subject in the text, it is interesting for the students like this. As we know Russian is the first country to recognize the Turkish army as political and social. There is a comment like this; ‘it is a correct behaviour for the Turks to keep silence until Russia helps’. This comment is not related to the expressions in the text.

### **Result**

Comprehending what you are reading is quite important. A person who cannot read in a meaningful way cannot understand the text thoroughly, so it is not expected from him to comment on the subjects well. A comment that is made on exquisite subjects without understanding thoroughly can cause problems. Şengül and Yalçın (2004) have pointed out that they have had problems with reading and comprehending abilities: related to these various problems have been broken out. The reason of this situation is the result of the education taken not adequately in the primary stage, and then we can say language ability not absorbed thoroughly is also a reason of this

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situation. Egelioglu (1989) in his investigations; knowledge/cognition level of the individual can be understood by looking his reading and comprehending level ,he also points out how much time spent on learning is not important if the reading and comprehending level of the individual is not high and there is no need to expect much more cognition level.

For this reason, many documents like the documents used in this research can be used in history textbooks and the point of views of the students can gain different dimensions. It is seen that 8.class students can understand the same text differently. This situation shows that history texts, documents and various materials cause different point of views and perceptions.

It is important to have a good knowledge of general culture to interpret the text. According to Jeanrond (2007:32), there is an important interaction between the reader and the text. N text provokes the some reader in the same way and each reader cannot be provoked by the some text in equal level. While some texts are successful to call attention again, some bother us and let us lose our attention. Bartholomew (1996) points out that there are two important elements in hermeneutic to understand the original text and today. According to Bartholomew (1996), interpreter is responsible for interpreting the text or a part of it under whole light. Firstly, interpreter asks his own questions to the text, the rights and mistakes according to the questions of the reader and according to him limit the understanding about the text.

The students have generally read the text in a meaningful way, have analyzed understood correctly and interpreted. In this respect, using hermeneutic method in history lessons has reached positive result. Nevertheless, it is seen that some students have made statements in a subjective way, not objectively. The reason of this is to give answers with their own knowledge and prejudices not according to the text. Comprehending and interpreting the text is important. Therefore, we should make the students read, understand and interpret the text well in the research about hermeneutic.

When choosing a text and document that the students interpret, the subjects that the students have known.

According to the result of the research, it is seen that the students have reflected their preliminaries and prejudices to their interpretation and understanding instead of the text.

That some students have written what they have understood in the part of interpretation can show they have enough information

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about the subjects.

Most of the students have written emotional and sentimental expressions in the part of interpretation. Nevertheless, when commenting, interpreting the text has been wanted. This situation shows that it is essential for students to limit their interpretation about what they have read and heard when we make them interpret. In contrary, the students interpret what they want about the subject instead of what they hear and read so this hinders a reliable result. It is seen that the students have understood the politics that the state put forward during conduction. These sources should be in textbooks. On the contrary, the students will not have essential information about the subject until the students do not see a proof.

Except of some students that have read these texts and interpreted have expressed that Armenians were not slaughtered, sent and in this period their lives, goods, honours were protected. These documents should be used in history lessons so the students have a lesson based on documents, the teacher should be neutral. He should be loyal to objectivity. At the end of these subjects, it should be laid stress on human rights, laws, common values.

The aim should not be to create enemy, should eliminate hostility, and provide unity and cooperation.

### **Suggestions**

✓ It should be tried to hand out the students first-hand documents in history textbooks.

✓ It is provided for the students to focus on the text given to obtain the result from their readings.

✓ First-hand proof and the texts about the Armenian matter should be read to the students and it can be wanted for students to interpret these words. Interpreting the documents that will be given to the students in history lessons is quite important. The document should be appropriate for the age progress level of the students.

✓ Methods used in analysis of history texts provide students to study differently with one text to understand and interfere it correctly, to develop sentimental intelligence.

✓ If the students perceive and interpret the text with their feelings, right knowledge that should be learned and known becomes subjective point of view.

✓ The interpreter should not reflect his own problems, point of views and rights about the text.

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✓ There should be questions at the end of the text that the students read, understand, and interpret.

✓ Questions should be asked about the text and the documents that will be given to the students except from the textbooks. For example;

- ❖ *Why did it happen?*
- ❖ *What did the people feel when the event happened?*
- ❖ *If you had lived, what would you have felt?*
- ❖ *Was the event diverted until our time?*
- ❖ *What can be the reasons of this?*
- ❖ *Why did the result of the event cause an international process?*
- ❖ *If we come across such an event today, what results would appear?*
- ❖

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