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INVESTIGATING PRIMARY SCHOOL STUDENTS' PERCEPTIONS ABOUT DIFFERENCES THROUGH THEIR DRAWINGS*

*Yücel ÖKSÜZ***
*Elif GÜVEN****
*Melek BABA*****
*Ayça KARTAL******

STRUCTURED ABSTRACT

Today world has become more diverse and differences on the global scale have started to come into the individuals' daily life day by day. In other words, people have chance to attain more global individual differences with developing information and communication technology. However, concept of difference is not evaluated just as a feature of humanity and social dimension of it has come into prominence mostly by some of views. In this context individual differences are evaluated as actors of separatist actions, prejudice, bias and even genocide. In other words, differences of individual have started to be danger for own core existence. The perception and attributed meaning towards differences have important role at this point. Meanwhile differences are seen as a source of diversity and breaking point on socialization and world peace. From this point of view, perceptions about differences have to be dwelled on as a predictor factor of attitudes towards differences. In this point of view, it could be said that families, peers and media have a great effect to form the children's perceptions regarding differences. When it is considered that children has started to realize differences in early ages, researching perceptions of children about differences has importance, is thought. In other words, it is thought that the learning experiences in the first years of life affect the individual's reaction's form against to society and social experiences, communication with other people. The negative examples in children's environment can cause children to develop a negative attitudes and stereotypes regarding differences. This negative period starts with stereotypes and gives place to the attitudes of biases and discriminations in time. From this point of view, examining perceptions of students towards differences has been considered important. Therefore it was planned to determine the children's perceptions regarding differences by drawings because drawings let children reflect feelings, inner worlds and personality and it has an intimate language. In this context, differences that primary school

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** Doç. Dr. Ondokuz Mayıs Üniversitesi Eğitim Fakültesi Psikolojik Danışma ve Rehberlik
*** Arş. Gör. Ondokuz Mayıs Üniversitesi Eğitim Fakültesi Sınıf Öğretmenliği, El-mek: elifguven1@hotmail.com
**** Arş. Gör.Ondokuz Mayıs Üniversitesi Eğitim Fakültesi Sınıf Öğretmenliği
***** Arş. Gör. Ondokuz Mayıs Üniversitesi Eğitim Fakültesi Sınıf Öğretmenliği

students aware and attitudes reflected in drawings were examined. The research was carried through phenology to reveal individual perceptions and perspectives about a certain phenomenon that is one of the qualitative research methods.

The study was carried out during the spring semester of 2013-2014 academic year. Research sample was selected through maximum variation sampling to find common phenomenon between varied situations and to find out different dimensions of the problem according to this variation. A total of 107 primary school students, including 27 fourth grade, 31 third grade, 26 second grade, 23 first grade participated in the study. The study has been conducted by descriptive method and the data of the study have been collected by draw-and-explain task. During the data collection students were asked to draw a picture of differences between people and explain their drawings. The content analysis was used in the analysis of data is one of the qualitative analysis methods. While analyzing the drawings interview was made with children about own drawings to overcome the problem is to interpret pictures with an adult's perspective.

32 different categories have been found when drawings have examined on the basis of research questions. These are "fat, thin, tall, short, curly haired, straight haired, spectacled, long haired, short haired, blond haired, dark haired, bald, colored eyed, African, different skin colored, Asian, difference of mother tongue, local dress, difference of food and beverage, difference of religion, mosque, wearing a head scarf, blind, orthopedically handicapped, difference of used means of transport, difference of home style, difference of choice of dress, talent, hobby, phobia, parentless, state of emotion". When examined similarities and differences of categories, 8 different themes have been found. These are appearance differences, race and ethnicity differences, cultural and religious differences, disability status, income status, interest and ability differences, parental status, state of emotion.

Research results show that students have used mostly appearance differences in drawings. It is possible to explain that finding with the cognitive developmental period that students have been. Particularly, the research finding about 1th grade students express mostly appearance differences can be evaluated in the context of theory of Piaget. Another research finding is about that the students are aware of race and ethnicity differences secondly. It is observed that categories about race and ethnicity differences are expressed respectively by 4th, 3th, 2th, 1th grade students. English language course taken in 4th grade can be evaluated as an factor to explain existence of the finding in 4th grade students mostly because of role of the course in building awareness towards existence of different races and mother tongues. Research findings show that students are also aware of orthopedically handicapped and visual handicapped people. Inclusion applied in education system and knowledge obtained via media tools can be evaluated as factors comprising of that finding. When analyzed the drawings it has found that students emphasize interest and ability differences, too. It can be evaluated as a result of developmental stage of leaving egocentrism with in concrete operational stage and start to look at the things from different angle and others' point of view. In addition to this, students have used categories reflecting positive and negative attitudes towards differences,

was found. These are butterfly, sun, cloud, flower, bird, swing arms, rainbow, balloon, tree, playpen, using bright colors, rain, using dark colors. Research results show that mostly categories reflecting positive attitudes towards differences have been used in drawings. However, some of students have used categories reflecting negative attitude towards differences. It is thought that research results are going to be considered as a resource for forward studies.

Key Words: Differences, Primary School Students

İLKOKUL ÖĞRENCİLERİNİN FARKLILIKLARA İLİŞKİN ALGILARININ ÇİZDİKLERİ RESİMLER ARACILIĞIYLA İNCELENMESİ

ÖZET

Bu çalışmanın amacı ilkokul öğrencilerinin farklılıklara ilişkin algılarını çizdikleri resimler aracılığıyla incelemektir. Bu amaçla gerçekleştirilen çalışma 2013-2014 akademik yılı bahar döneminde yürütülmüştür. Çalışmaya 27 dördüncü sınıf, 31 üçüncü sınıf, 26 ikinci sınıf, 23 birinci sınıf olmak üzere toplam 107 ilkokul öğrencisi katılmıştır. Araştırma verileri çiz ve anlat tekniğinde betimleyici metotla hazırlanmıştır. Çalışma süresince öğrencilerden bireyler arasındaki farklılıklara ilişkin resim çizmeleri ve çizdikleri resimleri açıklamaları istenmiştir. Öğrencilerin çizdikleri resimler araştırma sorularından yola çıkarak incelendiğinde farklılıklara ilişkin 32 farklı kategori bulunmuştur. Kategorilerin benzer ve farklı yönlerine göre 8 tema belirlenmiştir. Bunlar; Dış Görünüşe İlişkin Farklılıklar, Irk ve Etnik Köken İle İlgili Farklılıklar, Kültürel ve Dini Farklılıklar, Engellilik Durumu, Gelir Durumu, İlgi ve Yeteneklerle İlgili Farklılıklar, Ebeveyn Durumu, Duygusal Durum. Buna göre öğrenciler resimlerinde en çok dış görünüşe ilişkin farklılıklara yer vermişlerdir. Bunun yanı sıra, öğrencilerin farklılıklara ilişkin olumlu ve olumsuz tutumu yansıtan kategorilere yer verdikleri görülmüştür. Bunlar; kelebek, güneş, bulut, çiçek, kuş, iki yana açılan kollar, gökkuşağı, balon, ağaç, oyun parkı, sıcak renk kullanma, yağmur, soğuk renk kullanma. Araştırma sonuçları öğrenci resimlerinde en çok farklılıklara ilişkin olumlu tutumu yansıtan kategorilerin yer aldığını göstermektedir. Bununla birlikte bazı öğrencilerin resimlerinde farklılıklara ilişkin olumsuz tutumu yansıtan kategorilere de rastlanmıştır. Araştırma sonuçlarının yapılacak yeni çalışmalara kaynaklık edeceği düşünülmektedir.

Anahtar Kelimeler: Farklılık, İlkokul Öğrencileri

Introduction

Globalization and social upheaval which carry with it cause become a current issue of differences and composition about differences concepts. Thus, individual come across with more differences in daily life activities with globalization. Today's human being able to work together with people from different countries where do not know before, train, meet with cultures which do not know before, religious features and its exercises. These rapid changes and widespread of

differences cause some problems with individual. Thus, some concepts such as uniformity, resemble which people try to generate for being socialize can prevent individual's difference which is normal and real as its self-being. At this point, individual can hide, repress and even destroy differences occasionally. When considered from this point of view, it could be say that differences were seen as the resource of discriminations, biases and these cause the perception of "we and others" between individuals are rapidly increasing. This situation spread on a large mass with globalization and it causes violence in undeveloped and developing countries (Vural & Gömleksiz, 2010). Despite the democracy and human rights implementations are rapidly increasing in world and Turkey, it is continuing the differences between people are seen as the resource of disagreements and the cause of conflicts. In this point of view, it is thought that individual's perceptions regarding differences is a topic that must be emphasize. Thus, individual's perceptions regarding certain person or object reflect the attitude and religion regarding that certain person or object as well (Pickens, 2005). In this sense, it could be possible to think that individual's perceptions are the predictor of attitude. In fact, individual's perceptions regarding the other individuals can form concepts which called "halo/horn effect" in social psychology and interpersonal relations as well (Pickens, 2005). Considered from this point of view, it could be said that individual's perceptions are important to form and to continue the social relations. When considered perceptions compose the first step of the social cognition, perceptions regarding external world, social circle becomes more valuable in children (Bodenhausen & Hugenberg, 2009). When scoped the improvement of the "difference" in children, it could be say that they could learn to separate their selves from others in the period of 3-4 month and they experience the "pre-prejudice" period in 2-3 ages (Hall, 1999). The children between 6-8 ages continue to understand the ethnic groups which have different cultural background and they start to understand that it could not be changed the features which originated from this situation as well. With understanding the historical, local events, children realized the behaviors regarding race, religion and cultural groups. In this period, it could be said that children effected the things which they saw in their environment (Ekmişoğlu, 2007).

Child recognize her/his self at first and after that he/she recognize the other people (Wright, 1991). When child starts to realized his/her features, he/she starts to understand his/her difference with which features are different from others. After that, he/she observes the different and the same features of people who are in his/her environment. Individual starts to observe his parents and other members of family and behaves like them (Can, 2014). Thus, child consider his/her differences and starts to understand the advantages and disadvantages of these differences (Ekmişoğlu, 2007). In this point of view, it could be said that families, peers and media have a great effect to form the children's perceptions regarding differences. It is thought that the learning experiences in the first years of life affect the individual's reaction's form against to society and social experiences, communication with other people. The negative examples in children's environment can cause children to develop a negative attitude and stereotypes regarding differences. This negative period starts with stereotypes and gives place to the attitudes of biases and discriminations in time. From this point of view, it could be said that children's perceptions regarding differences is an important topic to research. Beside, it is thought that perceptions are first step behind the values towards differences. The concept of value cause to indicate concepts of bad and good, ideal form of our thoughts and behaviors (Tahiroğlu, 2014). According to literature, it can be seen that researches regarding differences mostly in the field of early child and based on teacher's opinion (Ekmişoğlu, 2007; Üner, 2011). It can be seen that the researches regarding primary school students include develop the peace and tolerance education in the topic (Sağkal, Türnüklü & Totan, 2012; Tapan, 2006). Therefore, it is thought that this study will fill the gap in the literature and shed light on new studies.

It was planned to determine the children's perceptions regarding differences by painting because painting let children reflect feelings, inner worlds and personality and it has an intimate

language. When use this language, children release a lot of clues about themselves to adults with their symbols, objects and shapes. Thus, Freud and Jung who are the pioneers of the modern psychology emphasized the relations between symbols, paintings and personality. Freud emphasized that images which belong to suppressed memories can be expressed by dreams and art (Malchiodi, 1998). In this point, understanding the meanings of the shapes-objects or symbols can specify the approaches regarding children. In other words, paintings which paint with free will reflect inner world and if they analyze truly, it can give us clues about children's developments. For example, the ration and proportion, size, the position of objects or people and distance in painting can be important as diagnostic tools in psychological assessments. According to Smith-Shank (1995), regarding all mental processes and inferences, there is no idea without signs (Türkcan, 2013). Child cannot tell or do not want to tell about his/her family, the emotional topics about herself/himself and friends orally. However, it make possible to see these feelings, thoughts, fears, disappointments by art (Schirrmacher, 2001). The children's symbols which they use and give emotional reactions in art exercises period are the artistic-lineal description of the objects which they saw, heard, known, touched and apprehended (Filiz Yurtal, 2008). Also, it is known that children are attracted by tools based on image (Batur, 2010).

In this context, children's perceptions about differences are important. Thus, this research is thought to be a guide for teacher as it is revealed to focus on children which type of difference and give clues regarding possible negative attitudes of children. Additionally, it is considered to provide basis about teaching the concept of difference and planning activities.

The purpose of research

The aim/purpose of this research is to investigate primary school students' perceptions towards differences. In this context, the present study is to answer the following questions.

1- What are the differences that primary school students aware?
2- What is attitude of primary school students reflected in drawings?

Method

The research was carried through phenology that is one of the qualitative research methods. It is aimed to reveal individual perceptions and perspectives about a certain phenomenon (Yıldırım & Şimşek, 2008). İn this context, we tried to reveal elementary school students' perceptions about differences by analyzing their drawings.

Research Group

This research was conducted with elementary school students that were studying in Şehit Cengiz Topel in the 2013-2014 academic year. 107 elementary school students that selected through maximum variation sampling were participated in the research. The aim of maximum variation sampling is to try to find common phenomenon between varied situations and to find out different dimensions of the problem according to this variation.

Gender/Grade	1	2	3	4	Total
Female	10	15	17	18	60
Male	13	11	14	9	47
Total	23	26	31	27	107

Data Collection

In order to determine student's perceptions regarding differences, the draw and explain technique was used. In the data collection process, students were asked to draw pictures about differences and then explain them. First and second grade students were thought to encounter

problems while they will express their ideas' in writing. For this reason, students were interviewed about their pictures that they had drawn.

Data Analysis

Visual and written elements that include students' perceptions regarding differences were formed of this research's data. In the analysis of data, content analysis that is one of the qualitative analysis methods was used. Content analysis is a scientific approach that allow to examine verbal, written and other materials in a systematic and objective manner (Tavşancıl & Aslan, 2001). According to Yıldırım and Şimşek (2006), the aim of content analysis was accessed concepts and relations that can explain collected data. While the content analysis is made, following stages are followed. First of all, collected data are converted to concepts. Then, emerging concepts are organized in a logical way and categories are created. One of the problems in picture analysis, is to interpret pictures with an adult's perspective. In order to resolve this problem, the researcher must talk with child who draw the picture (Leonard, 2006). Therefore, researchers talked to children about their pictures. While they were analyzing pictures, they used these views and they determined themes for every research question separately.

Findings

1. Findings about awareness of primary school students towards "differences "

32 different categories are found when students' drawings towards differences examined. These are "*fat, thin, tall, short, curly haired, straight haired, spectacled, long haired, short haired, blond haired, dark haired, bald, colored eyed, African, different skin colored, Asian, difference of mother tongue, local dress, difference of food and beverage, difference of religion, mosque, wearing a head scarf, blind, orthopedically handicapped, difference of used means of transport, difference of home style, difference of choice of dress, talent, hobby, phobia, parentless, state of emotion".* 8 different themes are determined when difference and similarities between categories are examined. These are, "Appearance Differences, Race and Ethnicity Differences, Cultural and Religious Differences, Disability Status, Income Status, Interest and Ability Differences, Parental Status, State of Emotion.

Table No: 1 Differences that Primary School Students are Aware

	1.Grade	**2.Grade**	**3.Grade**	**4.Grade**	**Total**	**Percentage**
	f	f	f	f	f	
Categories	64	67	82	108	**321**	100%
Appearance Differences	**56**	**43**	**29**	**45**	**173**	**53,8%**
Fat	4	2	-----	10	16	9,2%
Thin	3	2	-----	3	8	4,6%
Tall	13	5	3	7	28	16,1%
Short	12	4	2	3	21	12,1%
Curly Haired	4	2	4	4	14	8%
Straight Haired	----	---	1	----	1	0,5%
Spectacled	2	5	2	2	11	6,3%
Long Haired	4	2	3	1	10	5,7%
Short Haired	2	2	1	---	5	2,8%
Blond Haired	2	5	6	9	22	12,7%
Dark Haired	2	7	3	3	15	8,6%
Bald	4	3	1	1	9	5,2%
Colored Eyed	4	4	3	2	13	7,5%
Race and Ethnicity Differences	**3**	**8**	**14**	**26**	**51**	**15,8%**

African	2	6	8	8	26	50,9%
Different skin colored	1	2	5	2	10	19,6%
Asian	-----	----	1	10	11	21,5%
Difference of Mother Tongue	-----	-----	----	6	6	11,7%
Cultural and Religious Differences	**1**	**0**	**7**	**3**	**11**	**3,4%**
Local Dress	1	----	----	----	1	9%
Difference of food and beverage	----	----	1	2	3	27%
Difference of Religion	------	------	3	-----	3	27%
Mosque	-----	------	3	----	3	27%
Wearing a Head Scarf	-----	------	-----	1	1	9%
Disability Status	**0**	**2**	**25**	**24**	**51**	**15,8%**
Blind	----	-----	10	15	25	49%
Orthopedically Disability		2	15	9	26	51%
Income Status	**3**	**1**	**1**	**0**	**5**	1,5%
Difference of used means of transport	1	----	----	----	1	20%
Home Style	2	1	1	----	4	80%
Interest and Ability Status	**1**	**13**	**5**	**9**	**28**	**8,7%**
Difference of choice of dress	1	8	1	-----	10	35,7%
Talent	------	-----	2	2	4	14,2%
Hobby	----	5	2	6	13	46,4%
Phobia	-----	-----	-----	1	1	3,5%
Parental Status	**0**	**0**	**1**	**0**	**1**	**0,3%**
Parentless	-----	----	1	----	1	0,3%
State of Emotion	**0**	**0**	**0**	**1**	**1**	**0,3%**
State of Emotion	----	------	-----	1	1	0,3%

According to Table 1, 53.8 % of differences are about Appearance Differences that primary school students are aware. The appearance difference indicated by students is mostly being "tall" (16,1%), in turn second one being "Blond Haired" (12,7%), third being "Short" (12,1%). Findings Show that mostly first grade students (f:56), at the least third grade students (f:29) indicate the appearance differences in drawings. Some of the drawings show appearance differences below:

Figure -1



Figure-1 belongs to one of the first grade students and shows emphasizing being tall, short, colored eyed and choice of dress differences. Because of development stage the student have been, mostly concrete and appearance differences are emphasized.

Figure -2



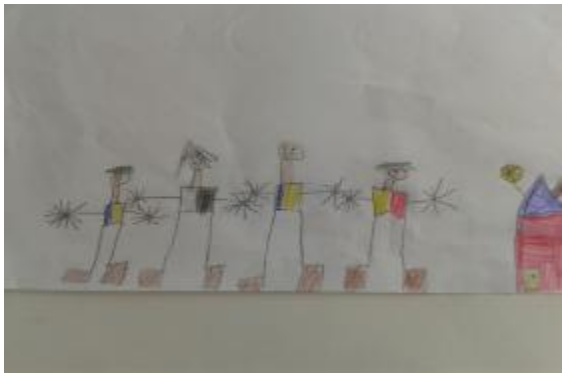
In figure-2, one of the first grade students emphasize being fat and thin. Because of development stage that student have been awareness towards appearance differences like being thin, fat, dark haired, blond haired, bald and choice of dress is seen.

Figure-3



In figure-3, one of the first grade students emphasizes different means of transport that people use in daily life. Airplanes, helicopter, cars and walking people are indicated in drawings.

Figure-4



In figure-4, one of the first grade students indicate the situation of being fan of different football teams. The interviews with the students about own drawings show that student who draw that picture has interest to the football and indicate own family members in drawings. Accordingly, students perceive the differences based on immediate vicinity is able to said.

According to Table-1, 15.8 % of the differences indicated by students are about Race and Ethnicity differences. From grade level point of view, race and ethnicity differences are indicated mostly by respectively 4th, 3th, 2th and 1th grade students. Also, students emphasize mostly African people in their drawings (f:26). Asian people (f:11), difference of skin colored (f:10) and difference of mother tongue (f:6) follow it respectively.

Figure-5



The figure-5 belongs a 4th grade student and includes emphasizing Asian and African people. Also, it is observed that Asian and African people figures are drawn previously and bigger than other figures. Other figures are indicated as blind and foreigner by the student. Interview with the student shows that student haven't met before with figures indicated in drawings. Accordingly, the student has awareness towards differences through media tools is able to said.

Figure-6



In figure -6, one of 4th grade students indicate race and ethnicity differences beside appearance differences.

Figure -7



In figure-7, a 4th grade student shows mother tongue differences. The student has used English statements in drawings by means of English Course in 4th grade primary school program.

Research findings show that 15.8 % of the differences indicated by students are about disability status. Accordingly, most of the students (f:26) are aware of orthopedically handicapped people and visually handicapped people secondly (f:25). According to grade level, first grade students haven't used any figures about disability status.

Figure -8



In figure-8, one of 2th grade student has drawn own orthopedically handicapped father.

Figure-9



In figure-9, one of 3th grade student indicate a visually handicapped person. Accordingly, the student has gained awareness towards differences based on immediate surroundings because of it has observed that sidewalks are in process of modernized and mounted walking band for visually handicapped people.

Figure-10



Figure-11



Figures are 10 and 11 belong 4th grade students emphasize orthopedically handicapped and visually handicapped people.

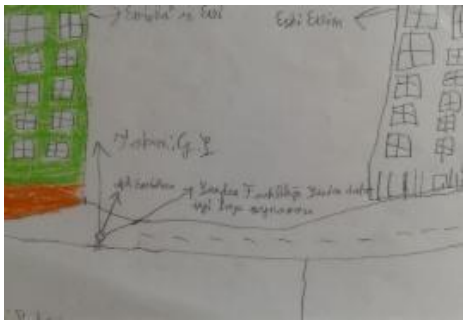
Research findings show that 8,7 % of the differences indicated by students are about interest and ability status. Accordingly, students emphasize mostly hobby differences (f:13) and 2th grade students give place interest and ability status differences.

Figure-12



In figure-12, one of 2th grade students emphasize hobby differences. Hobbies like watching TV, playing ball, flying kite are indicated in the drawing. Interview made with student shows that the drawings indicate the student's leisure time activities with friends. In other words the students explain differences through own life experiences.

Figure-13



In figure-13, one of 3th grade students indicates his friend thought who is different. The student emphasizes ability difference with the statement is "He plays football better than me".

Figure-14



In figure-14, one of 4th grade students indicates interest abilities with speech bubble. Accordingly, cartoon characters in drawings say "I like watching TV", "I like playing ball when I arrived home after school", "I draw picture very well".

Figure-15



In figure 15, one of students indicate phobia differences. Accordingly, cartoon character says that she is afraid of cats in the drawing.

Research findings show that 3.4 % of the differences indicated by students are about religious and cultural differences. Categories as local dresses, difference of food and beverage, difference of religion, mosque, wearing a head scarf are indicated in the drawings. It is observed that categories in this theme are used by 3th grade students. It is possible to explain this situation with perception of intangible concepts increasing with age. However, lack of experience relatively may cause 4th grade students to have little categories about this theme.

Figure-16

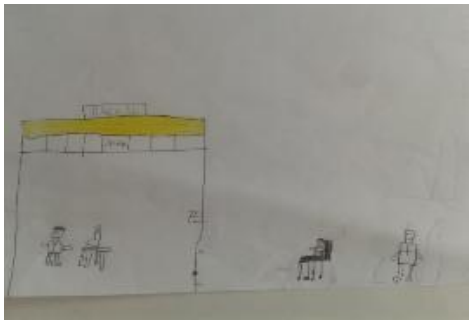


In figure 16, a 4th grade student emphasizes religious and cultural differences by drawing a women wearing a head scarf.

Another research finding shows that parentless status is perceived a diversity by a 3th grade student. The interview with the student shows

that he perceives the diversity from immediate environment. One of research findings is about emotional status differences.

Figure-17



In figure -17, a 3th grade student emphasis an orthopedically handicapped and beside an Christian person.

Figure-18



In figure 18, a 4th grade student indicates emotional status differences with the statement in speech bubble " I am cheerful".

2. Findings about attitudes of primary school students towards differences

Table 2: The Categories about Primary School Students' Attitudes Reflected to the Drawings

	1th Grade	**2th Grade**	**3th Grade**	**4th Grade**	**Total**	**Percentage**
	f	**f**	**f**	**f**	**f**	
Categories	**92**	**137**	**59**	**46**	**334**	**100%**
Categories Reflecting Positive Attitudes	82	123	44	40	**289**	**86,5%**
Butterfly	6	3	1	1	9	3,1%
Sun	16	23	11	6	56	19,3%
Cloud	14	22	7	5	48	16,6%
Flower	8	8	----	---	16	5,5%
Bird	1	12	---	2	15	5,1%
Swing Arms	12	11	6	6	35	12,1%
Rainbow	---	9	1	----	10	3,4%
Baloon	-----	4	---	1	5	1,7%
Tree	12	14	1	---	27	9,3%
Playpen	2	5	1	---	8	2,7%
Using Bright Color	11	12	16	19	58	20,1%
Categories Reflecting Negative Attitudes	**10**	**14**	**15**	**6**	**45**	**13,4%**
Rain	1	4	---	---	5	11,1%
Dark Color	9	10	15	6	40	88,8%

According to Table 2, 86.5% categories used by students reflect positive attitude towards differences. It is observed that people have different features are emphasized mostly by using bright colors in

drawings (20,1%). Categories like "Sun, butterfly, cloud, flower, bird, swing arms, rainbow, balloon, tree, playpen, using bright colors" are used by students to reflect positive attitude towards differences.

Figure -19



In figure-19, bright colors are used to indicate differences by a 1th grade student. Also, butterfly, gandaria and flowers can be considered as a reflection of happiness of the student.

Figure-20



Figure-21



In figures are 20 and 21, rainbow and balloon are used as a means of positive attitudes towards differences.

Figure-22



Figures are 20, 21, 22 include rainbow, sun, cloud and swing arms reflect being affectionate and openness to engage with people even if they are different.

Figure-23



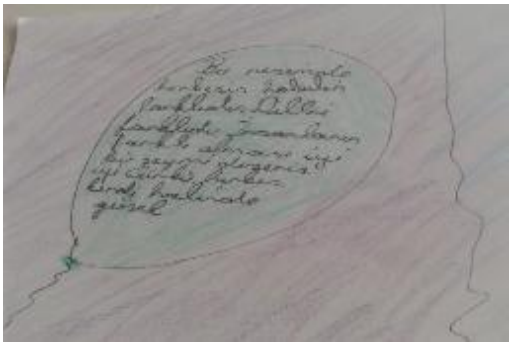
In figure-23, one of 3th grade students indicates affectionate attitude towards Christian person with in speech balloon "Welcome our country".

Figure-24



In figure 24, a 3th grade student emphasizes skin color differences. The student indicates with the statement is "I am a black person but happy, too".

Figure-25



In figure 25, one of 3th grade students explains thoughts towards differences with in speech balloon is "In this drawing everybody have own different hobbies, mother tongues. Being different is good because everybody is good as it oneself."Research findings show that 13.4 % of students use categories reflect negative attitude towards differences. Accordingly, it is observed that some of students indicate negative attitudes towards differences by using dark colors particularly while drawing different people.

Figure-26



In figure 26, a student emphasizes orthopedically handicapped person as a difference. It is observed that although the student draws ground and the tree with bright colors, uses dark colors to indicate people figures. The interview with the student show that orthopedically handicapped person in drawing is the student's father. Accordingly, the student may use dark colors to express the difference with the sense of shame.

Figure-27



In figure 27, a student uses dark colors express differences as orthopedically handicapped, visual handicapped. Also, "question mark" in speech balloon may be an uncertain attitude towards differences.

Figure-28



In figure 28, a student expresses herself and her friends. It is observed that, the student uses bright colors while drawing herself, butterfly, tree and flower. However, the student uses dark colors to express people thought who is different.

Discussion and Conclusion

Research findings show that a clear majority of students express appearance differences. It is possible to explain that situation with the cognitive developmental period the students have been. Piaget describes the period of 6-12 age range as of concrete operational stage which in children have tendency to think with concrete objects (Yeşilyaprak, 2011). The research finding about 1th grade students express mostly appearance differences is agreed with theory of Piaget.

Another research finding is about that large amount of the students are aware of race and ethnicity differences. It is observed that categories about race and ethnicity differences are expressed respectively by 4th, 3th, 2th, 1th grade students. Accordingly, English course taken in 4th grade may build awareness towards existence of different races and mother tongues.

One of the research finding shows that some of students are aware of orthopedically handicapped and visual handicapped people. Inclusion applied in education system may cause students interact orthopedically and visual handicapped students at schools. It is observed that some of students have expressed visual handicapped people with their dogs or walking stick. In Turkey, a large amount of visual handicapped people use walking stick. However some of students have drawn visual handicapped people with dogs. This finding may be explained that some of students gain awareness towards to differences via media tools.

Some of the students have emphasized interest and ability differences in drawings, is found. Children leave egocentrism with in concrete operational stage and start to look at the things from different angle and others' point of view (Ekmişoğlu, 2012).

Research findings show that some of students have used categories reflect positive attitude towards differences. Accordingly, some of students have used figures like butterfly, sun, flower, cloud, rainbow, tree in drawings. Paktuna-Keskin (2003) expresses that sun, flower, tree, cloud, butterfly reflect happiness and mirth in drawings. Also, some of the students have preferred using bright colors, some of dark colors to express differences in drawings. This situation may be interrupted as some of the students have positive or negative attitudes towards differences. Some of research results show that children express positive figures with bright colors and negative and neutral figures with dark colors (Burkitt, Barrett & Davis, 2003).

Suggestions

It is thought that concept of differences should be examined with different research methods. The research may repeat with different age, socio-economic groups. Perception towards differences may investigate on the basis of prejudice.

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