

8th Grade Kemalism and Revolution History Textbook Investigation of Social Studies Teacher Candidates' Opinions

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Abstract: Textbook, written in a training program, content, teaching-learning process, prepared in accordance with the assessment criteria of measurement and printed instruction used for learning purposes It is material. A well-prepared textbook is of great benefit to both teachers and students. It also guides teachers and students in the textbook, educational and learning activities. The textbook of the Ministry of National Education, Textbook Regulation; defines the subjects which will be used in all kinds and degrees of formal and non-formal education institutions, prepared in accordance with the curriculums. In addition to the benefits mentioned above, textbooks; on the one hand, the students determine what they will learn, while on the other hand they determine what teachers will teach. In other words, a textbook is a material in both the learning and teaching process. Because of such an important educational tool, the textbooks cause a lot of criticism. Nevertheless, developing technological tools; Although textbooks of computers, tablets and smartphones pass the development of textbooks, textbooks are still an indispensable element in our lives and education. the purpose of this study; 8th Republic of Turkey Kemalism and Revolution History textbook shape, form, constitution and legislation in terms of compliance with the views of social studies teacher candidates to examine. The design of the research was done by using the technique of document analysis. According to the results obtained in the study, the constitution, legislation and form in terms of form they generally considered sufficient. The best used textbooks in the education process will affect everyone in the education process positively. Therefore, it is necessary to correct the missing parts and the most perfect textbooks.

Keywords: Revolution history, Textbook

Introduction

Textbooks are the most widely used teaching tool of the learning-teaching process. Today, the place of textbooks in the classroom is still important and teachers carry out many activities with books. Most teachers make arrangements for learning-teaching activities according to their textbooks without looking at the curriculum. Therefore, the importance of textbooks is increasing. Course books are one of the basic tools of education and training and they are of great importance in terms of fulfilling the social, social, economic and individual development functions undertaken by our schools. Textbooks are basic documents that examine and explain the information related to the subjects in the curriculum in a planned and organized manner, directing and educating the students in line with the objectives of the course. Textbooks are the basic tools used in a course and play a role in the development of that course in the process, in the course of knowledge and practice, or in the expansion of that course. They have the characteristic of being a permanent product with high labor and functional value in terms of their continuous supervision feature in their preparation and regulation, the large number of processes they undergo on maturation and development, and their meticulous and meticulous work necessity qualities (Güçlü et al., 2001). The textbook appeared for the first time in Ancient Egypt in 4000 BC on mathematics, medicine, and plane geometry drawn and written on papyrus roll (Kaya, 2002; Tekişik, 1986). A textbook is a book prepared or selected in relation to the teaching of a course. In a similar sense, it is a book that is recommended as a basic resource for teachers and students for a particular school, class and course after being examined according to certain measures (Oğuzkan, 1993). The textbook covers tested and proven

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- Selection and peer-review under responsibility of the Organizing Committee of the Conference

information (Kula, 1988). As we have seen, textbooks have a significant impact on what students learn and what teachers will teach during teaching.

Textbooks are especially important in primary education. Primary education is an initial period in the liking of reading and acquiring good reading habits. For this reason, the quality of books to be written and published for primary school children comes to the forefront (Kılıç, Atasoy and Others, 2001). In this context, the textbook, indispensable visual and most used tools of the teaching-learning process (Demirel, 1999). On the other hand, students can participate more actively when they read the textbooks and come to class as a preparation.

Indeed, the important contribution of the textbook to the achievement of the purpose of a course cannot be denied. Textbooks are sources that influence what teachers will teach, while determining what students will learn. However, they are perhaps the most criticized educational tools. We can easily say that there are some problems related to the textbooks used by students and teachers (Gümüř, 2004).

Books allow the teacher to use his power better and present it more systematically in teaching; however, the teacher should know that the book should not be a prisoner. In this context, the teacher of the class is not the author of the book itself. Teachers can offer one or more books to their students about their courses; however, the books to be offered to the students should be interesting. Students enjoy reading books written in everyday language, with short sentences and paragraphs, decorated with appropriate pictures. Asking students to provide books that they cannot easily find or buy will make them difficult. Books are also very useful materials for students. Thanks to the book, the student has the opportunity to repeat what the teacher tells at any time, anywhere and at any pace (Küçükahmet, 2000).

The basic principle in the preparation of textbooks in the teaching process; the behavior of books determined in the curriculum; knowledge, skills and features of the students to include activities and guidance activities. Books should be able to provide learning experiences to the student and guide them. This can be achieved by directing students to as many different activities as possible. To draw attention and interest of the students at the beginning of the subject or unit in the textbooks, to prepare them by making them willing, to present the learning experiences in the process of gaining the behavior while the unit is in progress and to provide control and reinforce the control at the end of the unit, and to reach certain results by itself. opportunity should be given (Kaptan, 1999).

Textbooks should be student-centered. The principles of program development should be followed in the writing of the books and the books should have aesthetic values in every aspect. The information and methods in the books should be up to date and new researches should be included. The books should reflect the real problems of the society, the teaching method should be student-oriented, and the individual should be able to recognize himself (Pingel, 2003).

In this study; History of the Republic of Turkey and Atatürk is to examine textbooks in accordance with the opinion of the teachers. For this purpose, the following sub-problems were sought.

1. Has the Turkish Revolution History and Kemalism textbook been prepared in accordance with its purpose?
2. Is the Turkish History of Turkish Revolution and Kemalism textbook content appropriate?
3. Is the History of Turkish Revolution and Kemalism textbook sufficient in terms of language and expression?
4. How is the textbook of Turkish Revolution History and Kemalism visually?

Method

In this study, content analysis method which is thought to be suitable for our purpose was used. Because content analysis is to bring together similar data within the framework of certain concepts and themes and interpret them in a way that the reader can understand (Yıldırım & Şimşek, 2006). Content analysis is a systematic, reproducible technique in which some words of a text are summarized in smaller content categories with codings based on certain rules.

Data Collection Tools

Research data 4. taught middle school social studies teachers in the Republic of Turkey and Atatürk History of the textbooks are composed of investigation from a variety of variables.

Data Analysis

Data analysis was subjected to content analysis. In this study, 4 sub-problems were distributed to 8 groups and 1 sub-problem was distributed to each group. Each group examined the sub-problem textbook in which they were responsible, and in the first stage, coding was made according to predetermined concepts (screening and selection criteria) and themes were obtained in this context. The data was then edited, grouped by themes, and, where appropriate, findings presented. Finally, the findings obtained were interpreted.

Results

Findings for the first sub-problem

Has the Turkish Revolution History and Kemalism textbook been prepared in accordance with its purpose? The question of the textbook; It is seen that the textbook is durable and easy to use, that the book is aesthetic, that it is free from printing errors, that there is a cover arrangement suitable for the content of the course, that schema type tools are provided to help the students to make a connection between the part they read and the whole. However, it was observed that the bibliography is not up to date and there are no margins on the pages to facilitate reading and taking notes.

Findings for the second sub-problem

Is the History of Turkish Revolution and Atatürkism textbook appropriate in content? The question of the textbook; It is consistent with national, moral, cultural and human values, the content is free from unnecessary detail and excess information, the general structure of the book, the basic principles of Turkish National Education, Atatürk's principles and revolutions, meaningful links with other disciplines are established, the content of the sections, units and a reasonable balance between the subjects in terms of volume and appropriate to the curriculum. However, it was observed that the texts were not sufficiently enriched with examples, and that the practices that would enable the textbook students to reveal similarities and differences between geographical events and spaces were not given enough space.

Findings for the third sub-problem

Is the Turkish Revolution History and Kemalism textbook sufficient in terms of language and expression? The question of the textbook; In the text; correct, clear, comprehensible language and expression were used and Turkish spelling rules were observed. However, it is also seen that some texts are not suitable for the development level of the students.

Findings for the fourth sub-problem

What is the history of Turkish Revolution and Kemalism textbook visually? The question of the textbook; It is seen that visual tools (maps, photographs, tables, figures, diagrams, etc.) are adequately included, prints of visual tools are clear, clear, aesthetic and understandable, and necessary explanations are made regarding visual tools. However, it is also seen that visual tools are not placed in suitable places in a way that allows easy comprehension of texts.

Conclusion and Recommendations

Textbooks are an indispensable source of countries. Therefore, as a result of the examination and evaluation of textbooks, an orientation towards higher quality books should be provided. In this study, when the form, content, language and expression are examined visually, it is seen that there are pros and cons in the light of the findings. Textbooks; it should be designed to enable education and training within the scope of the curricula and meet the textbook standards of developed countries. Exercise books with plenty of visual elements should be

prepared. The texts should be arranged in such a way as to encourage the student to learn more, to examine, to research and to refer to other sources. A style that directly addresses the student should be followed. When the student reads the text, he / she should be able to sense that he / she is being addressed. Detailed narration should be avoided and narrative should be plain. Lean expression should be preferred without using unnecessary words.

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