# INVESTIGATION OF THE INSTRUCTION PROCESS OF GLOBAL CONNECTIONS CHAPTER ON GRADE 6 SOCIAL STUDIES COURSE˙

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## Abstract

The aim of this research is to investigate the process of the instruction of the subjects including achivements related to cultural assets and popular culture in the global connections learning area of grade 6 curriculum. For this purpose, the instruction process in 2 schools including 1 public school and 1 private school in Nevşehir were examined. The study was a grounded theory qualitative study, and the sample was determined by maximum diversity sampling method. This sampling method allows different situations to be handled and studied. There is a lot of heterogeneity due to personal differences in the research with small samples. *In this sampling method, this situation is turned into an advantage by seeing the patterns consisting of large differences as intriguing and interesting, and by obtaining the common dimensions and experiences of the environment or events.* The data of the study were collected by the observation form developed by the researcher. In the analysis of the data, a descriptive analysis method was used. As a result of the research, the steps of starting classes in the processing of subjects in which the achievements related to cultural assets are included in the public school have been used during some class hours and they have been used more frequently in the private schools. Lecture and question-answer methods were used in both types of schools, and 1 hour class discussion method was used in the private school. In the private school, the activities were more

benefited during lessons. The activities used were carried out in accordance with the curriculum in terms of acquisition, content and methodology in both types of schools. In both types of schools, the course-finishing steps were not used. Although the language and the sound level used in the teacher-student interaction were appropriate in both types of the schools, sometimes classroom management was bad during some lessons. In the course of the lesson, there were no problems in both types of the schools in terms of tools, ventilation, lighting, warming, but in some lesson durations, noisy environment was dominant in both schools. In-service training seminars are thought to be beneficial for teachers in terms of activities, methods and techniques in order to activate students, and measurement and evaluation techniques. Training seminars can be organized on the steps of starting and finishing classes about efficient and effective processing of the lessons. It is considered that it would be beneficial to carry out various studies to improve the physical conditions of schools. Inspection mechanisms should be established for the efficient use of the intelligent boards available at schools, and in-service training seminars should be organized for teachers in this context.

**Keywords:** social studies, curriculum, global connections

## 6. SINIF SOSYAL BİLGİLER DERSİ KÜRESEL BAĞLANTILAR ÖĞRENME ALANINDAKİ DERS İŞLENİŞ SÜRECİNİN İNCELENMESİ

### Özet

Bu araştırmanın amacı, 6. sınıf Sosyal Bilgiler dersi küresel bağlantılar öğrenme alanında kültürel varlıklarla ve popüler kültürle ilgili kazanımların yer aldığı konuların ders işleniş sürecini incelemektir. Bu amaç doğrultusunda Nevşehir ilinde yer alan 1'i devlet okulu ve 1'i özel okul olmak üzere 2 okuldaki ders işleniş süreci incelenmiştir. Çalışmada, nitel araştırma yöntemlerinden gömülü teori yöntemi kullanılmıştır. Araştırmanın örneklemi amaçlı örnekleme yöntemlerinden maksimum çeşitlilik örnekleme yöntemi ile belirlenmiştir. Bu örnekleme yöntemi birbirinden farklı durumların ele alınıp çalışılmasını sağlar. Küçük örneklemi olan araştırmalarda kişisel farklılıklardan dolayı heterojenliğin çok olması problem olmaktadır. Bu örnekleme yönteminde, büyük farklılıklardan meydana gelen örüntülerin merak uyandırıcı ve ilgi çekici olarak görülmesi, ortam veya olayların ortak boyutlarının ve deneyimlerinin elde edilmesi ile bu durum avantaja dönüştürülmektedir. Araştırmanın verileri, araştırmacı tarafından geliştirilen gözlem formu ile toplanmıştır. Verilerin analizinde betimsel analiz yöntemi kullanılmıştır. Araştırma sonucunda, devlet okulunda kültürel varlıklarla ilgili kazanımların yer aldığı konuların işlenişinde derse başlama basamakları bazı ders saatlerinde kullanılmakla beraber, özel okulda daha fazla kullanılmıştır. Her iki okul türünde ders işlenişinde anlatım ve soru cevap yöntemleri kullanılmakla beraber özel okulda 1 ders saatinde tartışma yöntemi de kullanılmıştır. Özel okulda ders işlenişinde etkinliklerden daha fazla

faydalanılmıştır. Kullanılan etkinlikler her iki okul türünde de kazanım, içerik ve yöntem teknik boyutuyla programa uygun olarak yürütülmüştür. Her iki okul türünde de dersi bitiriş basamakları kullanılmamıştır. Her iki okul türünde de öğretmen-öğrenci etkileşiminde kullanılan dil, ses düzeyi uygun olmasına rağmen sınıf yönetimi bazı ders saatlerinde iyi bazı ders saatlerinde kötü olmuştur. Dersin işlenişinde araç gereç, havalandırma, aydınlanma, ısınma açısından her iki okul türünde de sorun bulunmazken bazı ders saatlerinde her iki okul türünde de gürültülü bir ortam hakim olmuştur. Öğrencileri aktif kılacak etkinlikler, yöntem ve teknikler, ölçme ve değerlendirme teknikleri konusunda öğretmenlere hizmet içi eğitim seminerlerinin verilmesinin faydalı olacağı düşünülmektedir. Öğretmenlere derslerin verimli ve etkili işlenmesi konusunda derse başlama ve dersi bitiriş basamakları konusunda eğitim seminerleri düzenlenebilir. Okulların fiziksel koşullarını iyileştirici çeşitli çalışmaların yapılmasının faydalı olacağı düşünülmektedir. Okullardaki mevcut akıllı tahtaların etkin bir şekilde kullanılması konusunda denetleme mekanizmaları oluşturulmalı ve bu konuda öğretmenlere hizmet içi eğitim seminerleri düzenlenmelidir.

**Anahtar Kelimeler:** sosyal bilgiler, öğretim programı, küresel bağlantılar

**Introductıon**

Social studies constitute one of the basic courses in secondary schools. Social studies is the combination of knowledge and experience about human relations for citizenship education (Barr, Barth and Shermis, 1977: 69). Social studies contain many disciplines. The most important aim in teaching social studies course at schools is to gain students a "social personality". The most important feature of social personality is to be a "good citizen". The aim of the social studies course is to train students as individuals who are sensitive to the environment, follow the innovations in the world, know the past and look to the future with hope. Within the scope of this course, while students benefit their own countries, they can also respect other nations with understanding and tolerance.

Social studies course is taught at 5th, 6th and 7th grade levels in secondary schools in Turkey. The "Global Connections" learning area, which is the 7th learning area at these three grade levels, is very important for students to get to know other societies, learn about natural and historical assets in the world, understand common heritage elements in the world, and know the contribution of tourism to world nations. For "Global Connections" learning area; it was stated by NCSS as follows: "In order to understand the increasingly important and diverse global connections among the societies of the world, first of all, analyzes that allow recognition of the realities of global dependence and the development of possible solutions to ongoing and emerging global problems should be done". The Global Connections learning area not only provides students with information about world trade, the common heritage of humanity and tourism, but also contributes to their creative and ethical thinking skills. Students who learn solidarity on issues such as cultural cooperation and common heritage also

understand the importance of competition among countries on issues such as exports, imports and shopping.

"The set of values belonging to the society that has intangible and tangible value that was formed in the past and intended to be transferred to the future is defined as cultural heritage" (Ministry of Culture and Tourism, 2009, 3/22). "Movable and immovable cultural assets that show people's lifestyle, thought, spirit and behavior patterns are included in the scope of cultural heritage" (Kürüm, 2005: 24).

Today, secondary needs such as historical, scientific, social, cultural and political are as important as primary needs such as nutrition, shelter and health. Architectural structures, oral and written works, folklore products, traditional works of art symbolize secondary needs. These works created by people are within the scope of cultural heritage. Cultural heritage is one of the important heritage items that starts with human life and feeds on people and also affects people in various ways (Şahin and Güner, 2006: 1).

Within the scope of cultural environment, concrete and intangible social, cultural, economic and physical data constitute cultural heritage. Along with the buildings of universal value, local scale buildings are also within the scope of cultural heritage. Not just monumental works; since civil architecture, industrial buildings, historical gardens, twentieth century buildings, natural and all artifacts created by human beings are included in the cultural heritage, they must be protected (Uçar, 2014: 86).

It is important to protect cultural heritage elements and move them into the future. However, in recent years, the existence of these elements has been endangered for various reasons. The greatest damage to the cultural heritage destroyed by natural and human means is done by people through the unplanned opening of new fields and cities. This situation arises from unconscious human behavior. Our country, Turkey, has become a party to the "Natural and Cultural World Heritage Conservation Convention", "The Convention for the Protection of Intangible Cultural Heritage", "European Conventions on the Protection of the European Architectural Heritage" and "The Protection of the Archaeological Heritage" (Dönmez and Yeşilbursa, 2014: 427-428).

However, international conventions and laws alone are not sufficient for the protection of cultural heritage. "Protection of cultural heritage depends above all on the change of individual behavior. Education is an important tool in changing individual behaviors. Therefore, informing people about cultural heritage increases the awareness level of individuals on this issue" (Uçar, 2014: 86).

The positive relationship between awareness of cultural heritage and education has been emphasized in various studies in the literature (Copeland, 2006; Alkış & Oğuzoğlu, 2005; Patric, 1988). It can be said that the Social Studies course is one of the courses that can be given education for cultural heritage, with the gains in the curriculum and the content in the textbooks. Sözer defines the Social Studies course as a course that presents the basic cultural elements by blending them according to the primary education level based on the data collected from different fields (Sözer, 1998: 3).

In the fifth item of the general objectives of the Social Studies Curriculum, it is stated as follows: "By understanding the basic elements and processes that make up the Turkish culture and history, it accepts that the cultural heritage that provides the formation of national consciousness should be protected and developed" (MEB, 2005). Based on the achievements in the curriculum, the general objectives of the Social Studies Curriculum, and various studies in the literature (Avcı & Memişoğlu, 2016; Avcı, 2014; Meydan & Akkuş, 2014; Uçar, 2014, Çengelci, 2012), it is understood that the Social Studies course is one of the courses to be given education for cultural heritage.

**Statement of the Problem**

The problem statement of this study, which is conducted with systematic embedded theory, is formed as follows: "What kind of a structure does the teaching process of the Social Studies 6th grade global connections learning area, which includes the acquisitions of cultural heritage, consist in private and public schools?"

**Research Questions**

The research questions of this study are as follows:

1. What are the starting steps in the global connections learning area?
2. What are the methods and techniques used in the processing of relevant achievements in the global connections learning area?
3. What are the activities that social studies teachers use in the processing of related outcomes in the global connections learning area?
4. What are the steps for finishing the lesson in the global connections learning area?
5. What is the level of appropriateness of the activities used in the processing of the relevant acquisitions with the program in the global connections learning area?
6. How is the interaction of the social studies teachers with the students in the processing of relevant acquisitions in the global connections learning area?

7. What are the problems encountered in the processing of relevant acquisitions in the global connections learning area?

**The Aim and Importance of the Study**

The main purpose of this research is to observe the teaching process of the Social Studies 6th grade global connections learning area, which includes achievements towards cultural heritage, in private and public schools.

According to the literature review, there is no scientific study based on the grounded theory qualitative research method in relation to the teaching process in the field of learning global connections in the social studies course. In this respect, this research study will contribute significantly to the field of teaching social studies. Thus, this study is important as it is thought that the research will constitute a basis for further studies in these fields.

**Research Assumptions and Limitations**

The assumptions that are expected to affect the research process and results are as follows:

1. It is accepted that the measurement tool of the research is suitable for the purpose and subject.

2. Expert opinions taken in the scope validity of the measurement tool used within the scope of the research were considered as an adequate criterion.

3. It is assumed that the teaching processes of the teachers working in the schools included in the study were examined objectively and sincerely by the researcher according to the criteria in the observation form.

This research study is limited to;

1. 2019-2020 Academic Year,

2. 2 schools, 1 state school and 1 private school located in Nevşehir city center,

3. "Global Connections" learning area in 6th grade social studies course,

4. 15 lessons (5 weeks) allocated for the "Global Connections" learning area,

5. observation and examination as a data collection tool.

**Literature Review**

**Global Connections Learning Area and Outcomes**

The field of social studies, which is affected by all social phenomena and affects social phenomena, is taught with social studies course in educational processes. Social phenomena have a holistic structure and consist of intertwined events. In many respects, the facts cannot be separated from each other with sharp lines, and the other phenomenon does not begin where a phenomenon ends, they are intertwined with each other. This feature has given the social studies course an interdisciplinary feature (Doğanay, 2002).

With the global processes, teaching social studies has had to take on a structure that transcends national borders and reaches universal borders. The result of this effect is clearly noticed in the Primary Education Social Studies Curriculum prepared in 2005. In the program prepared with a constructivist approach, social studies lesson expresses the integration of learning areas under a unit or theme and the interaction of the individual with his / her social and physical environment in the context of past, present and future. It has been defined as a structured course based on collective teaching approach. It has been pointed out that the social studies course is an interdisciplinary course. The main purpose of social studies teaching is expressed as raising students who have adopted democratic values, who are compatible with the society they live in, and who put knowledge into practice (MEB, 2005a).

Social studies course is concerned with bringing the individual to the society in every aspect, making him / her socially conscious and aware of the gains of the information age. The speed of rapid information flow in the information age also affects the education given to the individual. The education to be given in a globalizing society structure should also renew and organize itself according to this new development. The change in this direction is closely related to the social studies course, which is interested in educating the individual socially.

The global world needs creative and questioning individuals, and global education foresees changes in the programs to meet this need. Skills are general and abstract criteria that meet the social needs of the society, are believed to be good for individuals (MEB, 2005a).

The Ministry of National Education designed the renovation it made in 2005 by examining and taking into consideration the change principles and education understanding of the European Union, the results of the needs analysis in the extension of the changes and developments in the world. Parts available in the Primary Education Social Studies Curriculum on Globalization (MEB, 2005a):

➢ It is accepted that students have a unique structure as individuals. It is aimed to raise students as emotionally and physically healthy and happy individuals.

➢ Basically, knowledge, skills, values and concepts in which learning to learn is taken into account exist.

➢ Students are led to think, be curious, to research and ask questions.

➢ In addition to national values, it is important to learn and adopt universal values.

➢ It is aimed to raise individuals who know their rights against social problems, are sensitive and fulfill their responsibilities.

➢ In the learning process, students are given the opportunity to benefit from their own experiences and to communicate effectively with the environment.

➢ It is aimed to progress in spiritual, moral and social dimensions within the framework of their own cultural values.

With the scientific and technological developments, the time and space boundaries among societies have been removed and the relations have intensified. Economic, social, political and cultural relations of people living in different regions and geographical areas have increased. Students should have a certain consciousness towards these relationships (Körükcü, 2015).

Within the curriculum, which started to be implemented in 2018, the scope of the Global Connections Learning Area was mentioned as follows: "Today, beliefs, ideas, people, capital, knowledge, technology, cultural and political boundaries are in a global movement. In such a period, states also compete with others, while cooperating on the one hand. Students should be conscious about understanding and evaluating these relationships. With the Global Connections Learning Area, it is aimed to raise effective and responsible Turkish citizens who can follow the agenda of the developing world and find solutions to the problems they encounter." (MEB, 2018).

Based on the last prepared program, all the achievements in the Global Connections learning area are expressed in 4th, 5th, 6th and 7th grade levels as follows:

➢ "While teaching the Global Connections learning area at the 4th grade level, values such as sensitivity and respect to cultural heritage and skills such as research and empathy should be acquired by students." (MEB, 2018).

➢ "While teaching the Global Connections learning area at the 5th grade level, values such as sensitivity to cultural heritage and skills such as research and creativity should be acquired by students." (MEB, 2018).

➢ "While teaching the Global Connections learning area at the 6th grade level, values such as sensitivity to cultural heritage and skills such as research and critical thinking should be acquired by students." (MEB, 2018).

> "While teaching the Global Connections learning area at the 7th grade level, values such as peace and respect and skills such as cooperation, problem solving and recognizing stereotypes and prejudices should be acquired by students." (MEB, 2018).

**Review of Related Studies**

### Çiğdem KAN (2009) Global Citizenship in Social Studies Education

The traditional definition of "citizenship" is not sufficient in a period of global developments. Instead, the concept of universal or global citizenship has come to the fore. The global citizen has not yet been recognized in terms of legal identity. However, as a moral and responsibility understanding, a global citizen is not only a responsible citizen of his own country, but of a global world. One of the main objectives of the social studies course is to raise citizens. The citizen to be trained must be global. Because global developments make it necessary to raise individuals who are more active, responsible and democratic than in the past. The purpose of this research is to seek an answer to the question of why global citizenship education should be included in social studies course. Literature review was used in the research.

### Melek KÖRÜKCÜ and Mehmet ŞAHİNGÖZ (2016) Investigation of Social Studies Teacher Candidates' Attitudes Towards Global Connections Learning Area in Terms of Various Variables

The purpose of the research is to investigate the attitudes of social studies teacher candidates towards the Social Studies Teaching Program Global Connections Learning Area according to various variables. The quantitative sample of the research, which is in the scanning model, consists of 894 social studies teacher candidates who provide maximum diversity. SPSS statistical package program was used to analyze the quantitative data. The data were analyzed by using frequencies and percentages, arithmetic mean, t test and one-way analysis of variance techniques. At the end of the research, it has been determined that social studies teacher candidates have an attitude towards including the subjects of human rights, social justice, equality, the perception that the world is a common life, and the efficient use of earth resources more in the Social Studies Curriculum.

### Serpil DEMİREZEN and Refik TURAN (2016) The Effect of Concept Analysis Method on Student Achievement and Attitudes in Learning Concepts in Global Connections Learning Area

The purpose of this research is to reveal the effect of concept analysis method on student achievement and attitudes in learning the concepts in Social Studies Lesson 7th Grade Global Connections Learning Area. For this purpose, the effect of concept analysis method on student

achievement and attitude towards the course was tried to be determined by analyzing the Concept Achievement Test and Social Studies Course Attitude Scale pre-test and post-test scores of the experimental and control groups. In the light of the findings of the study, it was concluded that concept analysis method is an effective method in increasing students' success in learning concepts. In addition, it was determined that the attitude of the student group to which this method was applied increased positively towards the Social Studies course. Based on these results, suggestions were made for Social Studies program studies, teachers who are the implementers of the program, and future researches.

### *Mehmet AKPINAR and Sevcan KRANDA (2018) Teachers' Opinions on the Effectiveness of Activities in the Global Connections Learning Area in Acquiring Critical Thinking Skills*

The purpose of this study is to determine the views of social studies teachers to reveal the effects of activities in the field of learning "Global Connections" on the acquisition of critical thinking skills. A total of 20 social studies teachers working in schools in Trabzon participated in the study. An open-ended questionnaire, one of the semi-structured interview techniques, was used in the study. The data obtained were analyzed using the Nvivo0.9 program. Codes were created from the data obtained from the analysis. The codes generated were presented to the reader in the form of models in the findings section. As a result of the research, it was revealed that teachers used different techniques such as making discussions, doing projects, applying case study method, perfoming drama and theatre, brainstorming in their activities in order to gain students critical thinking skills by providing a global perspective. It was observed that the teachers dealt with skills such as "awareness, sensitivity, critical thinking, interpretation, different perspectives" regarding the gains of social studies course towards global events and developments. In this context, it can be said that the Global Connections Learning Area improves students' awareness of their own culture and other cultures in the world.

### Cafer Tayyar ULU and Kamil UYGUN (2018) Investigation of Globalization in 6th and 7th Grade Social Studies Curriculum and Textbook

This study was conducted in order to find out in which units the phenomenon of globalization in 6th and 7th grade Social Studies Curriculum and textbooks is included, which learning areas, which acquisitions and concepts are associated with, how many times and how often it is discussed in the units. In the research, document analysis method, which is one of the qualitative research methods that includes the analysis of written materials containing information about facts and concepts, was used. The Social Studies Curriculum and Social Studies textbooks were taken as basis in the research. For this purpose, it has been determined that the phenomenon of globalization in the 6th and 7th grade Social Studies Curriculum and textbook is used to explain the subjects and how it is transferred. It

has been observed global connections in the curriculum and textbook have been found to be less common. It is hoped that a significant part of some of the shortcomings and mistakes we encounter are caused by the fact that global values education is a new field of education and will disappear during the review and rewriting stages of the textbooks.

### Research Methodology

### Research Model

The study is based on qualitative research approach. "Qualitative research can be defined as a research in which qualitative data collection methods such as observation, interview and document analysis are used, and a qualitative process is followed to reveal perceptions and events in a realistic and holistic manner in the natural environment" (Yıldırım & Şimşek, 2008: 39). Qualitative researchers approach events with a broad perspective while doing research on a subject. For example, the way a lesson is taught, teacher-student interaction in the classroom environment, what kinds of activities are used in lessons, and negative factors encountered in the learning process can be determined through observation. Researchers here examine the activities that occur in the environment in depth instead of the frequency of the occurrence of a certain activity (Büyüköztürk, 2014: 234).

The research is in qualitative research method and grounded theory design. The grounded theory enables researchers to create a systematic set of propositions by collecting data from participants (Dey, 1999). By examining the concrete experiences of the participants through in-depth interviews; it has been investigated which and what kinds of factors are effective in activities related to their lives (Creswell, 1998; Glaser, 1978; Glaser & Strauss, 1967; Strauss & Corbin, 1998).

The grounded theory, which is also used frequently in the field of education (Myers, 1997), is the most frequently used method in research on hypothesis development. The most distinctive feature of this method that distinguishes it from other methods is that the research starts with collecting data, not with a specific theoretical framework, and a theory is developed using these data. Therefore, in the study, the researchers did not have a purpose or approach to determine and test any hypothesis about the factors that affect individuals and social participation behaviors of participants who have received media literacy training. Researchers are not concerned about refuting or proving any hypothesis (Mills, Bonner & Francis, 2006).

### Study Group

In qualitative research, when a situation or a phenomenon is aimed to be examined in depth, it is not aimed to generalize the result to a community or universe. For this reason, the concern of

specifying the universe is not motivated in qualitative research (Yıldırım & Şimşek: 2008). In qualitative research, purposeful sampling methods are generally used that make it possible to examine situations with a rich knowledge in detail (Büyüköztürk, 2014: 91). Maximum diversity sampling, one of the purposeful sampling methods, was used in this study.

"This method used within the purposeful sampling aims to find and define the main themes that contain many differences" (Patton, 1990/2014: 235). In maximum diversity sampling, it is aimed to create a small sample and to reflect the diversity of individuals who can be a party to the problem studied in this sample at maximum level (Yıldırım and Şimşek, 2008: 108). In this study, observations were carried out in a public school with different socio-economic levels and a private school in order to ensure maximum diversity. It has been observed that students attending public schools generally belong to low and middle income families in socio-economic terms, while students who attend private schools generally belong to high income families in terms of socio-economic terms.

### Data Collection

Observation technique was used to collect data in the study. "Observation is a method used to describe in detail the behavior occurring in any environment or institution" (Yıldırım & Şimşek, 2008: 169). Observation stages in data collection tool were divided into categories and analyzed: the steps of starting the lesson (checking the preliminary information, giving hints, arousing curiosity), teaching the subject (method and technique, activity), ending the lesson (assessment and evaluation, feedback and correction), the appropriateness of the applied activities to the program, the interaction between teachers and students, and the problems encountered

The observation form developed by Polat (2016) was used as a data collection tool in the study. The researcher made observations by being in the environment himself. Such observations are known as participant observations. In participant observation, the researcher takes permission from the environment he will examine and observes in a limited time (Christensen, Johnson, & Turner, 2014/2015: 60-61).

### Data Analysis

The data obtained as a result of the observation were evaluated through descriptive analysis. In the descriptive analysis, "The data obtained are first described systematically and clearly. Later, these descriptions are explained and interpreted, cause-effect relationships are examined and some results are reached." (Yıldırım and Şimşek, 2008: 224).

In grounded theory, the researcher reveals the theory embedded in the data while collecting or interpreting the data and can reach new concepts and theories throughout the research. The first

step in forming a theory is conceptualization. A concept is a labeled phenomenon. This is an abstract representation of an event, object, or interaction that a researcher has identified as important in the data. The underlying purpose of naming the phenomenon allows the researcher to group similar situations, events and objects under a common title or classification. Even though events and occurrences are separate elements, the fact that they share common features and are related in meaning allows them to be grouped.

As the concepts begin to pile up, the researcher must group them into more abstract and descriptive terms; these are categories. First, a category is defined; thus it becomes easier to remember it, to think about it, and (most importantly) to develop it according to its characteristics and dimensions and to further differentiate it by subcategorizing it. This (sub-categorization) happens by explaining what is probably in a category, when, where, why, how etc.

**Reliability and Validity**

The data obtained from the observations in the study were divided into codes and placed in the relevant themes. At this stage, the reliability formula proposed by Miles and Huberman (1994) was applied by referring to the opinions of both the researcher and a field expert in teaching social studies. **Reliability** = the number of consensus / total number of consensus+disagreement. As a result of the calculation of this formula, the reliability of the research was calculated as 75%. According to Miles and Huberman (1994), reliability calculations above 70% are considered reliable for research. This result has been considered reliable for research.

Since the repeatability is not suitable for the nature of qualitative research, the study did not include an external reliability study. LeCompte and Goetz (1982) suggested some strategies for internal reliability. One of these strategies is to present the collected data directly with a descriptive approach (Yıldırım & Şimşek, 2008). In this context, the internal validity of the research was tried to be achieved by reporting the obtained data in detail, including direct quotations and explaining the findings objectively based on these quotations.

**Findings**

For the 6th grade "Let's Protect Our Culture" unit, where cultural assets are included in the acquisition dimension, 6 hours of observations were made in the state school and 20 hours in the private school. The same unit was taught in 6 lesson hours in the public school and 20 lessons in the private school.

At the state school, 3 hours in cultural assets, and 3 hours in Kemalism; at the private school, 11 hours of cultural assets and 9 hours of Kemalism were included in order to give the acquisitions in the unit.

In the public school, cultural subjects were included in all 3 course hours allocated to acquisitions related to cultural assets. In the private school, the subjects of culture were covered in all 11 lesson hours, which were also allocated to gains related to cultural assets. Culture, cultural difference, cultural characteristics, local games, clothes and meals, historical artifacts, religious and national holidays are mentioned in teaching the subject at both school types.

The steps of starting the lesson in the processing of the acquisitions related to cultural assets in the 1st grade "Let's Protect Our Culture" unit are presented in Table 1. Table 1 indicates that all the steps to start the lesson were included in the first observation hour in the public school, and none were included in the second observation hour. In the third observation hour, it was determined that the steps of giving clues and checking prior information were included, but the step of awakening curiosity was not included among the beginning steps of the lesson. For example, the teacher asked the question *"What are the old traditions?"* to the students at the beginning of the lesson.

All of the the beginning steps of the lesson were used in the 1st, 2nd, 3rd, 5th and 6th observations out of 11 observations made in the private school. It was observed that none of the steps to start the lesson were included in the 4th, 7th, 8th, 9th and 11th observation hours. Although the preliminary information is included at the beginning of the lesson in the 10th observation hour, other steps are not included. For example, the teacher checked the prior knowledge of the students by asking questions such as "Can you tell us the names of fairy tales and cartoon characters you know belonging to our own and different cultures?".

**Tablo 1:** The Beginning Steps of the Lesson in the Processing of the Acquisitions Regarding the Cultural Heritage in the "Let's Protect Our Culture" Unit for Grade 6

| | 1. observation | 2. observation | 3. observation | 1. observation | 2. observation | 3. observation | 4. observation | 5. observation | 6. observation | 7. observation | 8. observation | 9. observation | 10.observation | 11.observation |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Checking Prior Information** | | | | | | | | | | | | | | |
| Yes | √ | | √ | √ | √ | √ | | √ | √ | | | | √ | |
| No | | √ | | | | | √ | | | √ | √ | √ | | √ |
| **Giving Tips** | | | | | | | | | | | | | | |
| Yes | √ | | √ | √ | √ | √ | | √ | √ | | | | | |
| No | | √ | | | | | √ | | | √ | √ | √ | √ | √ |
| **Awakening Curiosity** | | | | | | | | | | | | | | |
| Yes | √ | | | √ | √ | √ | | √ | √ | | | √ | | |
| No | | √ | √ | | | | √ | | | √ | √ | | √ | √ |

The frequency values related to the methods and techniques used in the processing of acquisitions related to cultural assets in the 6th class "Let's Protect Our Culture" unit are presented in Table 2.

As seen in Table 2, direct instruction and question-answer methods were included in all of the observations made in both school types. In the public school, the direct instruction method is used in 3 hours, while the private school is included in all 11 hours. The question and answer method was used in 3 lesson hours in the state school and in 11 lessons in the private school. Discussion method was used in one lesson in private school. Other methods and techniques were not included in both school types.

In the observations made in the state school, the textbook, chalkboard and projection device were used during the direct instruction method. In the private school, smart boards and textbooks were used

**Tablo 2:** The Frequency Values Regarding the Methods and Techniques Used in the Processing of the Acquisitions Regarding the Cultural Heritage in the "Let's Protect Our Culture" Unit for Grade 6

| Method Technique | School Type | |
| | Public School f (Course hour) | Private School f (Course hour) |
| --- | --- | --- |
| Classical Explanation | 3 | 11 |
| Question- Answer | 3 | 11 |
| Trip-Observation | - | - |
| Drama | - | - |
| Demonstration | - | - |
| Discussion | - | 1 |
| Other | - | - |

The frequency values related to the activities used in the processing of the acquisitions related to the cultural assets included in the "Let's Protect Our Culture" unit for grade 6 are presented in Table 3:

**Tablo 3:** The Frequency Values Regarding the Activities Used in the Processing of the Acquisitions Regarding the Cultural Heritage in the "Let's Protect Our Culture" Unit for Grade 6

| | School Type | |
| | Public School | Private School |
| Activity Type | f | f |
| --- | --- | --- |
| Writing | - | - |
| Reading | - | - |
| Question-Answer | - | 1 |
| Matching | - | - |
| Filling in the blanks | - | - |
| Preparing Poster | - | - |
| Puzzle | - | 1 |
| Trip-Observation | - | - |

| | | |
|---|---|---|
| Mind Map | 1 | 2 |
| Acrostic | - | - |
| Visual Reading | - | 1 |
| Dumb Map | - | - |
| Story | - | 1 |

As seen in Table 3, while only 1 activity (concept map) was carried out in the public school, 5 different activities (question-answer, puzzle, concept map, story, visual reading) were carried out in the private school. Other types of activities mentioned in the table (writing, reading, matching, filling in the blank, preparing posters, trip-observation, acrostic and mute map) were not included in both of the school types. The concept map activity in the public and private school was used during family history drawing. The question-answer activity used in the private school was carried out by the teacher reading the questions about traditions and customs aloud and asking students for answers. The story activity was used to emphasize the cultural dimension of literary texts. The visual reading activity was carried out as a video show about traditional games. Based on this finding, it can be said that the course contents in the public school are insufficient in terms of the use of the activity types envisaged by the program.

The findings of the ending steps of the lesson in the processing of the acquisitions related to cultural assets included in the "Let's Protect Our Culture" unit for grade 6 are presented in Table 4:

**Tablo 4:** The Ending Steps of the Lesson in the Processing of the Acquisitions Regarding the Cultural Heritage in the "Let's Protect Our Culture" Unit for Grade 6

| | 1. observation | 2. observation | 3. observation | 1. observation | 2. observation | 3. observation | 4. observation | 5. observation | 6. observation | 7. observation | 8. observation | 9. observation | 10. observation | 11. observation |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Assessment and Evaluation** | | | | | | | | | | | | | | |
| Yes | | | | | | | | | | | | | | |
| No | √ | √ | √ | √ | | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| **Assessment Evaluation Tools** | Y N | Y N | Y N | Y N | Y N | Y N | Y N | Y N | Y N | Y N | Y N | Y N | Y N | Y N |
| Question-Answer | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Short Answer Tests | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Filling in the Blanks | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Other (Matching) | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| **Feedback-Correction** | | | | | | | | | | | | | | |
| Yes | | | | | | | | | | | | | | |
| No | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | |

As seen in Table 4, the steps of ending the lesson were not applied in both school types. Homework was done in the assessment and evaluation section. Based on this finding, it can be said that measurement and evaluation were not included in both school types in the assessment, evaluation and feedback correction steps. The findings of the appropriateness of the activities used in the

processing of the acquisitions regarding the cultural heritage in the "Let's Protect Our Culture" unit for the 6th grade are presented in Table 5.

**Tablo 5:** The Suitability of the Activities Used in the Processing of the Acquisitions Regarding the Cultural Heritage in the "Let's Protect Our Culture" Unit for Grade 6

| Activity | School Type | | | | | | | | | | | | | |
| | Public School | | | Private School | | | | | | | | | | |
| | 1. observation | 2. observation | 3. observation | 1. observation | 2. observation | 3. observation | 4. observation | 5. observation | 6. observation | 7. observation | 8. observation | 9. observation | 10. observation | 11. observation |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Yes | √ | | | √ | √ | √ | | | | | √ | √ | √ | |
| No | | √ | √ | | | | √ | √ | √ | √ | | | | √ |
| **Acquisition** | | | | | | | | | | | | | | |
| Suitable | √ | | | √ | √ | √ | | | | | | √ | √ | |
| Suitable – Insufficient | | | | | | | | | | | | | | |
| Unsuitable | | | | | | | | | | | | | | |
| **Content** | | | | | | | | | | | | | | |
| Suitable | √ | | | √ | √ | √ | | | | | √ | | √ | |
| Suitable – Insufficient | | | | | | | | | | | | | | |
| Unsuitable | | | | | | | | | | | | | | |
| **Method and Technique** | | | | | | | | | | | | | | |
| Suitable | √ | | | √ | √ | √ | | | | | √ | √ | √ | |
| Suitable – Insufficient | | | | | | | | | | | | | | |
| Unsuitable | | | | | | | | | | | | | | |

As seen in Table 5, the activities in the 6th grade "Let's Protect Our Culture" unit, which included the acquisitions related to cultural heritage in the public school, were included only in the 1st observation hour. In the first observation hour held at the public school, 1 activity (concept map) about cultural assets was held in the unit "Let's Protect Our Culture". In the activity, 3 of the acquisitions related to cultural assets were tried to be gained. The content of the activity applied at the end of the course was suitable for the program when compared with the activity samples in the program. Question and answer method was used in the implementation of the activity.
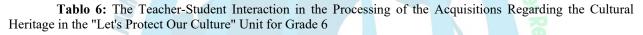
In the observations made in the private school, the 6th grade "Let's Protect Our Culture" unit, which included the acquisitions of cultural assets, was carried out during the 1st, 2nd, 3rd, 8th, 9th and 10th observation hours (concept map, question-answer, puzzle, story, visual reading). No activity was performed during the other observation hours in the table.

With the activities implemented in the private school, all of the achievements (4 achievements) given in the 6th grade "Let's Protect Our Culture" unit in the program were given. In the implementation of the activities, direct instruction and question-answer method were used. Based on these findings, it can be said that the types of the activities that enrich the lesson are not included

enough or never included in the lesson in the public school. In the private school, it was determined that there were more activities in the treatment of the subject than in the state school, but this was not at a sufficient level.

The findings of the teacher-student interaction in the processing of acquisitions related to cultural assets in the 6th grade "Let's Protect Our Culture" unit are presented in Table 6.

As indicated in Table 6, it was observed that the language and voice level used in all the 3 observation hours in the public school were appropriate and sufficient. The teacher addressed the students using their names. While the teacher was teaching the subject, the students were sometimes talking among themselves, both raising their fingers and talking caused a noisy atmosphere in the classroom. Even if the teacher had left the noisy atmosphere in the classroom in a short time, this situation would have been repeated. Therefore, it can be said that the teacher's classroom management was at a medium level.

**Tablo 6:** The Teacher-Student Interaction in the Processing of the Acquisitions Regarding the Cultural Heritage in the "Let's Protect Our Culture" Unit for Grade 6

| | | | | | School Type | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Public School | | | | Private School | | | | | | | | | |
| **Language Used** Suitable Unsuitable | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| **Voice Level** Sufficient Insufficient | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| **Classroom Management** Good Medium Bad | | | | √ | √ | √ | | | | | | √ | √ | √ |
| | √ | √ | √ | | | | √ | √ | √ | √ | √ | | | |

It was observed that the teacher-student interaction was sufficient and at a good level in terms of language and sound level used in the 11 observation hours in the private school. The teacher used a clear, understandable, appropriate and humorous language during the lesson. The teacher preferred to use their names when addressing the students. It was observed that in all the 11 observation hours held in the private school, the voice level of the teacher was easily audible from every corner of the classroom. The teacher changed the tone of his voice to emphasize the important points of the subject. In terms of classroom management, students were sometimes talking among themselves during the course of the lesson, both raising their fingers and speaking negatively affected the teacher's classroom management during some observation hours. Although the teacher removed this unwanted noisy atmosphere in a short time, this situation was repeated. Therefore, the classroom management of the teacher remained at a moderate level in the 5 observation hours. It can be said that the classroom

management of the teacher was at a good level, since no situation that adversely affected the flow of the lesson was encountered in the 6 observation hours in the private school.

The findings of the problems encountered in the processing of the acquisitions related to cultural assets in the 6th grade "Let's Protect Our Culture" unit are presented in Table 7.

**Tablo 7:** The Problems Encountered in the Processing of the Acquisitions Regarding the Cultural Heritage in the "Let's Protect Our Culture" Unit for Grade 6

| | School Type | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Public School | | | Private School | | | | | | | | | | |
| | 1.obs | 2.obs | 3.obs | 1.obs | 2.obs | 3.obs | 4.obs | 5.obs | 6.obs | 7.obs | 8.obs | 9.obs | 10.obs | 11.obs |
| **Materials** | | | | | | | | | | | | | | |
| Sufficient | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Insufficient | | | | | | | | | | | | | | |
| **Lighting** | | | | | | | | | | | | | | |
| Sufficient | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Insufficient | | | | | | | | | | | | | | |
| **Ventilation** | | | | | | | | | | | | | | |
| Sufficient | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Insufficient | | | | | | | | | | | | | | |
| **Heating** | | | | | | | | | | | | | | |
| Sufficient | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Insufficient | | | | | | | | | | | | | | |
| **Noise** | | | | | | | | | | | | | | |
| Yes | √ | √ | √ | | | | √ | √ | √ | √ | √ | | | |
| No | | | | √ | √ | √ | | | | | | √ | √ | √ |

In the observations made in both school types as indicated in Table 7, it was observed that the equipment, lighting, ventilation and heating were at sufficient levels in general. However, the fact that a noisy atmosphere prevailed in all the three observation hours in the public school caused the teacher to frequently interrupt the lesson and try to silence the students. This situation negatively affected the lesson. In the private school, although there was no noisy atmosphere in the first 3 observation hours, the 4th, 5th, 6th and 8th obsevations caused a noisy atmosphere to occur, although the students talked among themselves, shouted while raising their fingers, and their speech was quickly eliminated by the teacher. The teacher having to warn the students by leaving the lesson due to this situation in the classroom stood out as a problem in the teaching process. A noisy atmosphere was not encountered during the last 3 observation hours in the private school. As can be seen, the noisy atmosphere that always prevailed in the public school was dominant in some observation hours in the private school and not in others.

The smart board in the classroom in terms of tools and equipments in the private school facilitated teaching the unit. In the public school, this situation was provided by the computers and projection devices in the classroom. Especially in private schools, it is important to have a smart board and to use it frequently by the teacher to enrich the course content. Computer and projection device are not used properly in public schools.

### Dıscussıon and Conclusıon

As a result of the observations made in both school types in the 6th grade Social Studies course; culture, cultural difference, cultural feature, popular culture, local games, clothes and meals, historical artifacts, historical characters, religious and national holidays are mentioned during the teaching process. In the 6th grade Social Studies course, the steps of the lesson processing process in the teaching of the acquisitions related to cultural assets were evaluated with the dimensions of starting the lesson, giving the content and assessment and evaluation. The starting step of the lesson was also evaluated by sub-dimensions such as checking the prior knowledge, giving hints and arousing curiosity.

As a result of the observations done in the Social Studies 6th grade "Let's Protect Our Culture" unit, it was determined that 1 out of the 3 observation hours in the public school and 6 out of the 11 observation hours in the private school took place at the beginning step of the lesson.

The teaching process in the presentation of the acquisitions related to cultural assets in the Social Studies course was examined in two sub-dimensions: method- technique and activities.

It was determined that direct instruction and question-answer methods were used in all 14 observation hours in both school types in the Social Studies course, and the discussion method was used in only 1 observation hour in the private school.

It was stated in various studies (Avcı, 2014; Çelikkaya & Kuş, 2009) that teachers used traditional teaching methods and techniques while teaching lessons. However, the positive effects of active teaching methods and techniques on learning and active participation in lessons have been emphasized in various studies (Ayva, 2010; Güleç & Alkış, 2003). In this study, it was seen that the lessons were taught using traditional teaching methods and techniques.

As a result of the observations made, it was seen that 1 activity (concept map) was used in the teaching process of the lesson in the public school, while 6 activities (question-answer, puzzle, concept map, story, visual reading) were used at different observation hours in the private school. Although it was seen that the public school was insufficient in terms of the use of the efficiency in

the treatment of issues related to cultural assets, it was observed that the private school was partially sufficient in this regard.

Although it was emphasized in various studies (Square and Akkuş, 2014; Yeşilbursa, 2013; Yılmaz and Şeker, 2011) that the practical activities such as sightseeing observations and museum visits motivated students towards the lesson and contributed to permanent learning, as a result of the observations, it was determined that these activities were not used in the treatment of issues related to cultural assets.

As a result of the observations made in both school types, it was seen that the steps of finishing the lesson were not used. Teachers' failure to use alternative assessment and evaluation tools due to the reasons such as crowded classrooms, lack of time, lack of sufficient knowledge of teachers about the use of assessment and evaluation tools have been emphasized in various studies (Duran, 2013; Aydoğmuş & Coşkun Keskin, 2012; Yazıcı, 2012; Adanalı & Doğanay, 2010). As a result of the observations made in this study, it was observed that the classes were crowded, especially in the state school. Therefore, crowded classes may be one of the factors that cause the lesson finishing steps not to be used.

The appropriateness of the activities used in the treatment of the subjects related to cultural assets with the Social Studies Curriculum was evaluated with the sub-dimensions of acquisition, content, method and technique. It was observed that activities were used in only 1 of the 3 observation hours in the state school and in 6 of the 11 observation hours in the private school. It was observed that the activities used in both school types were carried out in accordance with the program in terms of outcome, content, method and technique. In the "Let's Protect Our Culture" unit, regarding the presentation of the topics related to the acquisitions of the cultural assets, the teacher-student interaction was evaluated with the sub-dimensions of language, sound level and classroom management.

As a result of the observations made in the public school and in the private school, it was seen that the teacher-student interaction was appropriate in terms of language and sound level. It was observed that the classroom management was at a medium level in the public school, good in some observation hours and medium in some observation hours in the private school. In both school types, students walking around the classroom without permission from the teacher and speaking at once without raising a finger caused the class management not to be at a good level.

The problems encountered during the course in the teaching of the acquisitions related to cultural assets in the "Let's Protect Our Culture" unit were evaluated with the sub-dimensions of tool, equipment, lighting, ventilation, heating and noise.

In both school types, no problems related to tool, equipment, illumination, ventilation, and heating were encountered in dealing with the issues related to cultural assets. The noise level caused by the students in the classroom constantly talking among themselves was an important problem encountered in the teaching process of the lesson in both school types.

**Suggestıons**

As a result of the observations made, it has been determined that the teachers do not use enough activities while teaching the subjects related to cultural assets. Considering the fact that practical activities such as going on trips, making observations, visiting museums and virtual museums will increase student success, it is thought that these activities will be beneficial for the subjects related to cultural assets.

During the observations made, it was noticed that the teachers did not follow the steps of beginning and ending the lesson adequately and appropriately. The failure of teachers to follow these steps can be attributed to their insufficient knowledge of the subject. Therefore, in-service training seminars can be organized for teachers for the steps of beginning and ending the lesson.

According to the results of the study, it was concluded that teachers generally teach lessons according to traditional teaching methods and techniques. Considering that active teaching methods and techniques will contribute more to student achievement, it is thought that it will be more beneficial for teachers to teach lessons according to these methods and techniques. It is thought that organizing in-service training seminars for informative purposes will be also beneficial.

One of the important reasons why teachers cannot use activities while teaching the subjects is crowded classes. Therefore, infrastructure studies for reducing the class size can be carried out by the competent authorities. In addition, it is thought that it would be more beneficial to carry out and supervise the smart board application that facilitates the teaching of the lesson in public schools.

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