

Sosyal Bilgiler Öğretiminde Edebî Eser Kullanımı: Nitel Bir Çalışma*

Using Literary Texts to Teach Social Studies: A Qualitative Study

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Extended Summary

Purpose

In this study, it is aimed to identify views of teachers and teacher candidates using literary texts to teach Social Studies. In this respect, participants are asked what kind of features a literary work should have, whether utilization of literary work is beneficial or not, what type of literary work can be utilized for what domain of learning or/and course. Also, participants are asked to state names of literary texts which they can utilize in their class.

Method

This investigation is designed according to case study of qualitative research patterns. Work group of this research consist of 24 Social Studies teachers and 24 teacher candidates. As data collection tool, semi-structured interview form is used and designed by researchers having 5 open ended questions. Gathered data from investigation are analyzed using content analysis and descriptive analysis as qualitative data analysis approach.

Results

According to findings of investigation, participants generally has stated that literary texts should have the features such as *entertaining/attention grabbing, informative/scientific, endear history and reciting correctly, appropriateness to national and moral values, suitability to lesson/attainments/educational program*.

Also teachers and teacher candidates have stated that story/tale type can be mostly used in Social Studies education. Also participants have stated that the types of novel (historical novel), epic, poem, legend, biography, fairytale, travel writing, anecdote, fable, riddle, theatre, memoir, gnomes, article, myth and essays can mostly be used beside story.

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In investigation, all of teacher candidates considered using literary texts to teach Social Studies beneficial while only two of teachers didn't consider it beneficial. Participants have stated the positive ways of utilization of literary texts in Social Studies education mostly as *they can enhance the memorability of learned information, increase the attention and interest to course, give students different perspectives, enrich education*. Two teachers defending using literary texts not beneficial have stated *preparation to exam, not knowing literary texts* as a reason.

In investigation, participants were also asked which education domain is suitable for using literary texts to teach social studies. In this respect, participants have stated that literary texts can be used in educational domains of *culture and heritage, global connections, individual and society and groups, foundations and social organizations, people, places and environment and global connections*.

Lastly, it was identified that teachers mostly preferred to utilize novels, epics and stories which tells the years of national struggle. *Ateşten Gömlek* by Halide Edip Adivar, *Nutuk* by Kemal Atatürk, *Şu Çılgın Türkler* by Turgut Özakman and *Stories of Dede Korkut* were shown as works among that are mostly utilizable.

Discussion

According to research findings, participants have stated that story type can mostly be used in courses. According to results of Yeşilbursa and Sabancı (2015), teacher candidates of social studies education have stated that types such as historic novel, epic-legend-myth, story, poem, memoir and article can mostly be used. Findings are parallel to these findings. It was identified that in works of Dönmez and Altıkulaç (2014), history teachers preferred mostly primary sources such as archive documents, archive films and memoirs in their course of Revolution History and Kemalism.

In research, participants generally stated that using literary texts to teach Social Studies beneficial. However, results reveal that participants don't have enough license level knowledge regarding using literary texts to teach Social Studies and need in service training. Similarly, Dönmez and Altıkulaç (2014) have identified that views of teachers using historic resources on Revolution History of T.R. and Kemalism are positive but they encounter some problems during practice. Çençen and Berk (2014) have stated their views on benefits of utilization of poem in same lesson. This result is parallel to our work.

According to research findings, it was identified that teachers mostly preferred to utilize novels, epics and stories which tells the years of national struggle. When other works are examined in the list, works qualified as literal are in common which can be used in education of history, geography and values. It can be stated that, among the names that teachers and teacher candidates offer instead of a work name, İlber Ortaylı and Turgay Özakman's works are not suitable for primary school students.

Conclusion

Considering these results, it is seen that Social Studies teachers are willing to use literary texts in lessons but they have no enough knowledge. Also results shows that teacher candidates go short of choosing qualified and optimized literary texts.