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Analysis of the Use of Biography as a Social Studies Teaching Method in 5th and 6th Grade Textbooks

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Abstract

The main purpose of the study is to examine the use of biography in 5th and 6th grade Social Studies textbooks in the 2022/2023 academic year. Document review method, one of the qualitative study methods, was used in the study. Primary School Social Studies 5th and 6th grade textbooks prepared by the Ministry of National Education (MEB) were used as documents in the research. The data obtained as a result of the research was analyzed by content analysis. According to the results of the research, it was seen that the biographies of a total of 24 people were included, 14 biographies in the 6th grade textbook and 10 biographies in the 5th grade textbook. In some units, more biographies were used and in some units less. On the other hand, it was determined that no biography was used in some units. It is quite striking that all 24 people whose biographies were used in the research were male and Turkish nationals, and no biographies of females or foreigners were used. According to the results of the research, suitable people to be used in all units in the Social Studies textbook were researched and suggestions were made to ensure equal distribution in the use of biographies and to include more biographies of women and foreign people.

Keywords: Social studies course teaching, Social studies textbook, biography

Sosyal Bilgiler Öğretim Yöntemi Olarak Biyografi Kullanımının 5. ve 6. Sınıf Ders Kitaplarında Kullanım Durumunun Analizi

Öz

Çalışmanın temel amacı 2022/2023 eğitim öğretim yılında 5. ve 6. sınıf Sosyal Bilgiler ders kitaplarında biyografi kullanım durumunun incelenmesidir. Araştırmada nitel araştırma yöntemlerinden doküman inceleme yöntemi kullanılmıştır. Araştırmada doküman olarak Milli Eğitim Bakanlığı (MEB) tarafından hazırlanan İlköğretim Sosyal Bilgiler 5. ve 6. sınıf ders kitaplarından yararlanılmıştır. Araştırmanın sonucunda elde edilen veriler içerik analizine tabi tutularak çözümlenmiştir. Yapılan araştırmanın sonuçlarına göre 6. sınıf ders kitabında 14 biyografi 5. sınıf ders kitabında ise 10 biyografi olmak üzere toplam 24 kişinin biyografisine yer verildiği görülmüştür. Bazı ünitelerde çok bazı ünitelerde az biyografi kullanılmıştır. Buna karşılık bazı

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ünitelerde ise hiç biyografi kullanılmadığı tespit edilmiştir. Araştırmada biyografisi kullanılan 24 kişinin tamamının erkek ve yerli olması, hiç kadın ve yabancı kişi biyografisinin kullanılmaması oldukça dikkat çekicidir. Araştırmanın sonuçlarına göre Sosyal Bilgiler ders kitabındaki bütün ünitelerde kullanılacak uygun kişiler araştırılarak biyografi kullanımında eşit dağılım yapılması ve kadın kişilerin ve yabancı kişilerin biyografilerine daha fazla yer verilmesi önerileri sunulmuştur.

Anahtar Kelimeler: Sosyal bilgiler dersi öğretimi, Sosyal bilgiler ders kitabı, biyografi

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Introduction

The education system provides the student with various values and experiences in terms of knowledge, skills and equipment and offers various opportunities to develop their personalities. Primary school, which is the first and most important stage of education, is of great importance in terms of providing these knowledge and skills necessary for life and preparing the student for life psychologically and socially (Kavcar, 1997). It is important to present teaching models that can contribute to the social, cognitive and affective development of children to adopt new and positive behaviors in primary school in terms of preparing the student for life. Educational materials are of great importance for healthy and efficient educational activities. Textbooks are at the forefront of educational materials. The high quality of textbooks undoubtedly increases the quality of educational processes. The results of the study conducted by Ceylan, (2023) et al. revealed that the importance of educational materials increased further with the pandemic period. In addition, the examination of textbooks, which are indispensable for education and training processes, and making them more efficient are also of vital importance for educational studies. For this reason, it is important that the various biographies used in Social Studies textbooks follow the example of well-known people in this developmental age in terms of gaining positive behaviors.

Biography, which is a type of writing in which the achievements of the works of well-known people are explained, is a literary genre and is frequently used not only in literature but also in all areas of education. Therefore the only issue that the biography touches on is the people and what they do. For this reason, it is an undeniable fact that biographies are used in classes to raise successful individuals who know their responsibilities to society (Kavcar, 1997). Biography, which is defined as the resume and life history of individuals in the Turkish Language Association Dictionary (1998), is defined as the literary genre that examines the lives of people who have become famous for their lives and their individual actions based on official documents (Oğuzkan, 2001). To explain the biography with a different definition, we can say that the lives of people who come to the fore with their works and lives in fields such as scientific, artistic, literary, political and sports on behalf of their countries and who have gained a reputation in the society are evidenced by documents (Kaymakçı & Er, 2009).

The examination of the studies on the subject indicates that the benefits of biography are listed as follows (Kaymakçı, 2013): The courses focus on the works of well-known people whose biographies are used as examples and whose biographies are accepted by the society, their victories and the success stories behind them, and the products they bring to the society or period they live in. The goals and behaviors that should be given to the student in the courses taught with biography are presented in a two way. The well-known person whose life history is selected to be the subject of the course is selected carefully because it must be in accordance with the subject covered in the unit mentioned and the message to be given to the student. The primary objective is to create an optimal learning environment for students. This involves selecting a suitable learning area, preparing the groundwork,

and choosing the life story of a significant figure to make the lesson more engaging and historically enriching. The teacher's biography will then be integrated to enhance the effectiveness and enjoyment of the lesson. In addition, it aims to pave the way for permanent learning for the student by increasing the attractiveness of the subjects for the students. Therefore the studies of the people who are the subject of the biography arouse both admiration and curiosity in the student therefore they are the people who have gained the appreciation, respect, love, trust and sympathy of the society with the benefit they provide to the society or the victories they have gained. As a result, learning becomes much easier, effective and permanent as it turns into behavioral learning. The use of biography in lessons is also important in terms of setting an example for the lives of well-known leaders, scientists, and artists who have made a name for themselves in society from the past to the present, and in terms of bringing positive emotions such as being connected to their nation and state to the student.

In addition to all these, one of the main reasons for including biography in Social Studies courses is that the student compares himself/herself and makes some inferences about himself/herself while explaining the life, place of birth, childhood, abilities, tendencies, lifestyle of the person whose life history is told. From this point of view, it is possible to that the student's ability to compare, empathize, look critically and think critically can improve. The main purpose of addressing the life stories of people who have won various victories suitable for the historical course in the lessons and who have fought for their homeland is to raise children who respect the past of their nation, are loyal to their homeland, and love their nation and state (Kaymakçı, 2013).

Since the biography type deals with human and human life in terms of the subject, the person whose life story is told may be the hero of a nation that has earned the respect of the society with his exemplary deeds and achievements, a world-famous thinker or someone who has made an important contribution to science. It is for this reason that biography, which has its origins centuries ago, is used at every level of education and that exemplary people who have been the subject of history in all textbooks in the Social Studies course, which is one of the most basic courses, have done useful works for science and have gained a reputation for their achievements, are given great importance. (Öztürk, & Otluođlu, 2003). Considering the benefits it provides to children, biographies have been frequently used for easier and permanent teaching of the Social Studies course. Therefore it is possible to say that it is important for the person whose life story is discussed to be a model for the student, for the behaviors to be desired to be acquired by the student to be permanent in this way and to guide them while making their own life decisions. In the studies of Öztürk and Otluođlu (2003), the types of biography used as a teaching technique in textbooks and the development of biography in Turkish Literature are explained, and how and in what form biographies will be used in the goals and behaviors to be achieved in the teaching of Social Studies courses determined by the Ministry of National Education are explained in detail.

Use of Materials, Concepts and Literature in Social Studies Teaching

The study on the use of concepts, visual material and literature to increase effectiveness in social studies teaching is given below.

Utilizing Different Materials in Social Studies Teaching

Regarding the methods and tools and equipment used in the teaching of the social studies course, according to the results of the study conducted by Arslan (2000) on 110 teachers, it was seen that teachers used the expression and question-answer method in the teaching of all subjects; in terms of teaching tools and equipment, they used tools that appealed to a single sense organ (eye-pleasing pictures, posters, graphics and blackboards); in some schools, moving and still films were used and television and video were used. In particular, very little use of computers has been considered thought-provoking. The desire of teachers to use the methods they should use was found to be 73.6%. This ratio reveals the contrast between the fact that teachers mostly use the question-answer method while teaching and their willingness to use new methods (Kan, 2003). Teachers' willingness to use new methods and not using them are important in terms of showing that they focus on the methods they are

used to, that the classroom environment or class hours are not suitable for performing them, or that they do not have sufficient knowledge about new methods and techniques. Kirman and Jackson (2000) argue that teaching with an interesting and popular course material can be realized by using postage stamps. They explained that students can access the stamps of different countries on politics, history, geography, international education, culture, technology and peace education from the internet and use them in social studies course (Arslan, H 2000). Yalin (2002) states that these tools can be used in the learning and teaching process to support teaching. The fact that teaching tools and equipment are well designed is a factor that increases learning. It is stated that tools and equipment provide multiple learning environments in teaching; they help students' different learning styles and learning needs; these tools are important to attract students' attention and make it easier to remember; they embody abstract things; they help save time; they provide the opportunity to observe things that are impossible to bring to the classroom safely (for example, movie projectors and videos) and simplify the content and make it easier to understand (Kirman, 2000). The development of different materials and the use of these materials by social studies teachers in the classroom is important in increasing the effectiveness of the course. In addition, necessary studies should be carried out to access information sources on the internet.

Utilization of Concepts in Social Studies Teaching

Howard (1999) and Kirman and Jackson (2000) conducted study on the use of concepts, which is one of the important bases of the new social studies program. In the age when students have the opportunity to access information immediately, "generalization" and "concepts" based on the curriculum should be used rather than knowledge based on memorization. The use of information with symbols makes it more useful. Howard (1999) tells students that important concepts should be shown in figures and graphics according to the appropriateness of the subject; in this way, students can transform abstract-level information into concrete; this method extracts a situation or idea from unnecessary details; and students' skill levels will increase in conceptualizing information that is not known in this way. In short, Howard states that making connections between causes and effects and explaining this with graphics and diagrams will facilitate the understanding of the event or idea (Yalin, 2002). Using concept maps to provide students with complex information in social studies course can help increase the effectiveness of the course.

Use of Literature in Social Studies Teaching

It is possible to say that the use of literature in Social Studies teaching contributes to the development of students' reading, writing and language skills, increase their motivation, and gain positive attitudes and behaviors towards the course. In addition, it has been stated by various researchers that it is effective in mobilizing students' abstract thoughts and in their ability to look at the lessons taught in a historical course both intellectually and critically. In addition, literary products such as epics, legends, fairy tales, folk tales are frequently used in the acquisition of some of our national values such as love of country, respect for the nation, loyalty to the past, and our traditions, which are one of the purposes of the social studies course. In this way, we can say that effective and permanent learning will be realized as a result of increased interest and curiosity in the course that recognizes the student culture and history. It is possible to say that the transfer of culture, which is defined as the transfer of the cultural characteristics of a nation to new generations, takes place as a result of the use of literary works in the Social Studies course (Howard, 1999). Sills-Briegel and Camp (2000) stated in their study that literature is effective in students' understanding and solving these problems while social issues and problems are taught in the Social Studies course. Especially stories and using the storytelling method in the lesson is an effective method. Şimşek (2000) conducted a research on 6th-7th Grades of primary education. The study consists of a total of 120 subjects from two experimental and two control groups of 30 people. Here, a significant difference was found between the experimental and control groups. It was concluded that the knowledge and comprehension levels of the students increased in the experimental group, that is, in the groups where the storytelling method was used, and therefore they were more successful. In addition, it is known that using literary products as a course tool supports multiple perspectives, the ability to use language effectively and beautifully, the development of skills related to time and chronology, embodies abstract subjects and concepts, and

increases interest, attention and motivation for the course (Çençen, 2010; Tekgöz, 2005). The common point of all these studies and the opinions on the subject is to search for the answer to the question of how the teaching of the Social Studies course will be more effective. As a matter of fact, both mental and social development in the student is clearly seen as a result of the findings.

Other Methods and Techniques Used in Social Studies Course

Social Studies course teaching is given to students with many methods and techniques in both primary and secondary schools. While the classroom teacher uses these methods and techniques in primary school, the Social Studies branch teacher gives this course because the subjects are more detailed and richer in terms of content in secondary school and therefore uses various methods and techniques with it. As a result of the findings obtained from the studies, it is seen that the methods and techniques used in Social Studies teaching positively affect student success, learning is easier and permanent, and the achievements turn into behavior.

A few methods and techniques used in the Social Studies course are emphasized below and brief information is given about the effect of these methods and techniques on the success of the students.

Discussion Method

The discussion method can be defined as two or more people presenting their opinions on the given subject and each individual defending their own opinions. For this method, which is used by teachers when necessary in lessons, the subject to be discussed is first determined and then the students who will discuss the subject come together. In this method, students convey their own ideas and thoughts to the other party within the framework of respect, suggestion for the solution of the given problem. The discussion method is an effective technique in which active learning is provided by the students by seeking solutions to a subject, thought or problem given through the teacher during the lesson as much as possible. In this method, the role of the teacher is to ensure that the students do not go beyond the subject and to keep the students within the boundaries of the subject with small interventions and tips. If we list the important features of the method, we can say that the responsibility of the student is to direct him/her to think, to make him/her comprehend the incomprehensible places in different ways, to strengthen the communication between the teacher and the student, and to develop feelings such as respect and equality since he/she is centered on the student. In addition, in this method, it is another remarkable feature of the method that the student is provided with the opportunity to both listen and speak, and to express and comment on their ideas (Demirel, 1999). In this method, which is used by Social Studies teachers in the 5th, 6th, 7th, and 8th grades of secondary school, since it is student-centered as mentioned above, it can be said that the student gains cooperation and communication skills in which their creative innovative egalitarian aspect develops while defending their own thoughts and ideas.

Question and Answer Method

The question and answer method is an effective method that makes it easier for the student to understand the given subject that develops his/her thinking skill and establishes connections between the subjects that feed the learning process. As in other courses, in this method, which is frequently used by teachers during the course, a strategy is followed that targets all students and allows them to give different answers, not in the classical sense of one-to-one question and answer logic. When students are in an approving and supportive classroom environment, considering the types of questions asked to them during the lesson, the way they are asked, the answers given by the student to these questions and their participation, it can be stated that it is possible for them to feel more respected and more valuable with this method. This student-centered method keeps the student constantly active in the lesson with the questions asked instantly during the lesson, improves the student's ability to comment and allows the student to make some inferences. Thus, the student is expected to develop high-level thinking skills thanks to the method. One of the most important goals in the question and answer technique is to reveal the thought. The questions positively affect students' thinking skills and learning. Thus, it is recommended to use the question-answer technique in lessons to teachers in order

to train creative, analytical and study students. (Morgan, 1991). It is also emphasized that teachers should ask their students to create questions in order to search for cause and effect relationships and reveal alternatives.

Collaborative Teaching Method

Collaborative learning can be defined as a method in which learning occurs when small mixed groups of students come together to achieve a common goal. One of the most important goals of the Social Studies course is that the student who leaves the school can continue his/her life independently and effectively in cooperation with people in the society. With the affective maturity gained by cooperative learning, the individual can establish healthy, social relationships, adapt to his/her environment, exhibit positive attitudes towards people and show strong personal identity, ask for help when he/she needs help, or help someone who needs help. However, thanks to this method, we can say that the student can internalize a democratic life and live a more democratic life as a result of effective work with the group since kindergarten. It is also stated that the students working with the group are successful using much more methods than the students working alone (George 1994). This group work, which includes many methods, increases students' characteristics such as asking questions, taking notes, helping each other, increasing interest in learning, and vitality. It has been determined that the method has a greater effect on success in cases where the student is well motivated by this method (George 1994).

Considering the results of the study conducted by Barth and Demirtaş (1997), in the collaborative learning method, the student is both active in group work and has a team spirit as he works with the group. Since this learning method is based on learning by living, we can say that it is a learning in which permanent learning takes place in all students in the team. The outputs of Lederer's experimental study conducted in 2000 with 128 students who had difficulty in learning the subjects related to the 4th, 5th and 6th Grade Social Studies course were remarkable. Here, children who had difficulty in learning the subjects were divided into teams according to certain criteria, and then a team leader was selected for these teams. Then, the topics distributed by the teacher to these team leaders were shared by the leaders to their own teams, and everyone in the groups was told the tasks to be done by the team leaders. Then, each student in the teams working on the subject shared the subject they learned with their teammates and continued to share what they learned among these other groups. Finally, after sharing the subject between all groups, it was seen that the student both learns and teaches his/her groupmates while explaining the subject. Based on these findings, it is possible to say that the cooperative teaching method can make positive contributions to the Social Studies course teaching.

Multiple Intelligence Method

The theory of multiple intelligence, which suggests that intelligence is not in a standard dimension but operates in different degrees and in different ways in each individual, was first put forward by Gardner in 1983. The most important feature of the method is that it is designed according to the individual characteristics, interests and abilities of the learner, that is, the student. Yılmaz (2002) conducted an experimental study on 16 students attending 4th grades of primary school for the use of multiple intelligence method in Social Studies course. According to the findings of the study, he saw that different types of intelligence were dominant in each student and proved that there was a significant difference. When the study is examined, it is revealed that there is a parallelism between the individual characteristics that distinguish the students from each other and the intelligence group they have. In addition, in the study, it was observed that the degree of dominance of mathematical, linguistic, physical, social, visual and musical intelligence in each student was different and paralleled with the type of intelligence in which the students' degree of understanding and remembering Social Studies course subjects was dominant. Considering the studies on the subject, we can state that teachers' designing activities to support the types of intelligence that students dominate while planning lessons in Social Studies teaching, taking into account individual differences, can contribute positively to the teaching and permanence of the course.

Problem Solving Method

A person faces various problems throughout his/her life from birth to death. And to solve these problems, he looks from different perspectives and tries to find various solutions. When we look at it as a teaching method, problem solving method is used effectively in almost every lesson. The process of coping with a problematic situation is attempted to be understood by the student through the subjects given in the lessons. (Kalaycı, 2001, p.20) The classroom environment is the same as we use problem solving skills in daily life. For example, if the issue of environmental pollution is addressed in the Social Studies course, this is a problem and solutions are sought. Here, we can say that the solutions that the teacher seeks to address the problem include the student in the subjects while looking for these solutions, that they are in interaction together, and that this method can positively contribute to the child's solution to the problems he/she encounters in life. The main purpose of this method is for the student to focus on a problem and look for new ideas for its solution, to use his/her mind at the highest level while looking for these solutions, to be able to reason among the solutions he/she finds, and ultimately to gain practicality while solving all kinds of problems that he/she may encounter in real life in the future. Kan (2003) obtained positive results on the experimental group students of the problem solving method in his study. In other words, according to the findings of this study, it is possible to say that the use of problem solving method in the Social Studies course increases the success of the student in favor, contributes to the production of solutions to personal and social problems and can improve scientific thinking skills.

Purpose and Importance of the Study

The main purpose of the study is to reveal the use of biographies in primary school 5th and 6th grade Social Studies textbooks within the scope of Social Studies Course Teaching.

Since this study will reveal the use of biographies in primary school 5th and secondary school 6th grade Social Studies textbooks, it is considered very important in terms of the development of biographies, which is one of the teaching methods of the Social Studies course. In addition, when we look at the literature studies on this subject, the lack of study and studies on textbooks prepared in line with the Social Studies Curriculum, which was renewed and updated in 2005, increases the importance of this study.

Method

In this section, information about the purpose and importance of the study, the model of the study, the population, the sample and data collection tools, and the analysis of the data will be given.

Research Model

In this study, the document analysis method, which is one of the qualitative study methods, was used. In the document review method, a literature review is made on the subject to be investigated and different written and visual materials such as archive records, books, journals, biographies, diaries, letters, if any, are examined (Balci, 2001). However, while Kıral (2020) considered document analysis as a qualitative data analysis method, O'Leary (2017) focused on document analysis as a data collection technique and also as an indirect data analysis method. In this study, the reason for choosing the document analysis method is its suitability for the purpose of the study as a method and its suitability for examining the textbooks to be evaluated within the scope of written material.

Population and Sample

Since the situation will be determined through document review in the study, no population and sample selection was made. The use of biographies in secondary school 5 and 6 grade Social Studies textbooks was prepared by the Ministry of National Education.

Data Collection Tools

In the study, the books taught in the Social Studies course published by E Kare Yayıncılık in the 5th grade and Anadol Yayıncılık in the 6th grade of the schools affiliated with the Ministry of National Education in the 2022/2023 academic year were used as a data collection tool.

- MEB. (2018). Primary Education 5 Social Studies Textbook. Ankara: E Kare Eğitim Yayıncılık Matbaacılık.
- MEB. (2019). Primary Education 6 Social Studies textbook. Ankara: Anadol Matbaacılık Yayıncılık

Data Analysis

The data obtained in the study were analyzed by subjecting them to content analysis. Since the contents of the written sources will be analyzed in the study, it was preferred to use content analysis. Therefore, the data obtained on the use of biographies in the Social Studies 5th and 6th grade textbooks, which are the subject of the study, are analyzed within the framework of criteria such as grade level, learning area, unit, subject and person and presented in tables.

Limitations

The study was limited to the 2022/2023 academic year and this academic year with the 5th grade E Kare Publishing and 6th grade Anadol Publishing distributed by the Ministry of National Education and taught in public schools and the Social Studies textbook published by.

Findings

In line with the purposes of the study, the 5th grade textbook of the Social Studies course was examined, and the biographies used in the themes of the textbook were specified in Table 1, respectively, and the following findings were reached by subjecting them to document analysis:

Tablo 1.

Social Studies 5th Grade Textbook Biography Use

Theme	Subject	Person
I have an Idea	Science, Technology and Social Life	İbn-i Sina Aziz Sancar Cahit Arf Isaac Newton Gazi Yaşargil Thomas Edison Louis Pastör Charles Messier Dilhan Eryurt
Our National Values	Power, Management and Society	Hüsni Dağlarca Ahmet Köklügiller Şahinbey

As can be seen in Table 1, the use of biography in the Social Studies course book at the 5th grade level of primary education is presented in detail.

Accordingly, it was determined as 2 themes as 'I Have an Idea and Our National Values' in 5th grade social studies teaching. These learning areas took place in 2 units: "Science, Technology and Social Life" and "Power, Management and Society", respectively. Although the total number of biographies used in the two units was 10, the number of achievements related to these units was determined as 6. When Table 1 is examined, it is seen that biographies of a total of nine people are used, especially in the theme of "Science, Technology and Social Life". This can be interpreted as probably due to the importance of the unit. The most significant finding in the study is that all of the people whose biographies are used in the 5th grade Social Studies textbook are male, while no biography for a female are used. Again, it has been determined that 6 of the 10 biographies used in the book are domestic and 4 are foreign. In addition, it was seen that in the book examined, 5th grade students were explained what biography was and how biographies could be prepared. In addition, it was seen that in the book examined, students were asked to make biographies of people they considered important among the people around them, as homework.

Again, for the purposes of the study, the following findings were obtained as a result of the analysis of the documents by examining the 6th Grade book of the Social Studies Course and indicating the biographies used in the themes of the textbook in Table 2, respectively:

Table 2.

Social Studies 6th Grade Textbook Biography Use

Theme	Subject	Person
Journey to History	Asian Hun State Kutluk State Culture and Civilization in the First Turkish-Islamic States The Great Seljuk State	Mete Han
		Bilge Kağan
		İbni Sina
		Biruni
		Alp Arslan
		Nizamül Mülk
		Mevlana Celaleddini
Technology in Our Lives	Development of Science and Technology in Turkey	Rumi
		Ahi Evran
		Mazhar Osman
		Hulusi Behçet
I Am Producing, Consuming, Conscious	Qualified Manpower	Cahit Arf
		Oktay Sinanoğlu
I Participate in Management	Importance of Democracy	Mehmet Nuri Demirağ
		Ömer Halisdemir

As can be seen in Table 2, the use of biography in the Social Studies textbook at the 6th grade level of primary education is presented in detail.

According to the analysis, biographies were used in a total of 4 themes in 6th grade social studies teaching: 'Journey to History, Technology in Our Lives, I Am Producing, Consuming, Conscious and

'I Participate in Management'. It was observed that the number of biographies used in the four themes was 14 in total. When Table 2 is examined, biographies of 8 people were used in the theme of "Journey to History", 4 people in the theme of "Technology in Our Life", 1 person in the theme of "I am Producing, Consuming, Conscious" and 1 person in the theme of "I Participate in Management". It can be interpreted that the use of few biographies in some learning areas and no biographies in others is probably due to the difference in the importance given to the units. In addition, it is quite remarkable that all of the 14 biographies used in the analyzed book are male and no female biography is preferred. Again, it has been determined as a result of the analysis that all of the biographies used are domestic persons and no foreign person is preferred. In addition, there are biographies in the form of visuals in some texts and listening texts in others. Again, in the book, it was seen that 6th grade students were simply explained what the definition of biography was and how it could be prepared in a way that 6th grade students could understand, and reinforcement studies were carried out with practices such as asking people around them to prepare a biography of what they considered important and making a presentation in front of the classroom.

Conclusion, Discussion and Recommendations

Although biography is frequently used in the field of education as a literary genre, it is an educational method not only used in the field of literature, but also used in all courses of education and training studies. In this study, the use of biography in primary school 5th and 6th grade Social Studies textbooks within the scope of the Social Studies Course Curriculum was examined.

The study was carried out with the document analysis technique, which is one of the qualitative study methods. The books examined in this study are the textbooks published by Ankara-Anadol Matbaacılık Yayıncılık for 6th grades distributed to public schools by the Ministry of National Education in the 2022-2023 academic year and by Ankara-E Kare Eğitim Yayıncılık Matbaacılık for 5th grades.

When the 5th and 6th grade textbooks examined within the scope of the study are evaluated in general, it is possible to say that the use of biography is intensively included. The biographies used were not distributed equally to the units, and it was determined that some units were used a lot, some were used a little, and some units were not used at all. In general, it was observed that the biographies used in both books were selected from the people the students would take as examples, and they were supported with visual materials to be permanent in the minds of the students. Yiğittir and Öcal (2010) reached a similar conclusion by finding that primary school 6th grade students increased their diligence by taking as an example the exemplars whose biographies were given. If evaluated according to the grades, a total of 10 biographies were used in the 5th grade textbook, but when the number of biographies used according to the themes was compared, it was determined that the least use of biographies was 1 time in the theme of "Power, Management and Society", and the most use of biographies was 5 times in the theme of "Science, Technology and Social Life". In this case, it is possible to say that the use of biography in the 5th grade Social Studies textbook is used more and less than the units given importance. On the other hand, in the 6th grade textbook, 8 biographies were used for the theme of "Journey to History", 4 biographies were used for the theme of "Technology in Our Life", and biographies were used once for the themes of "I Produce, I Consume, I Am Conscious" and "The Importance of Democracy".

To compare the classes in the use of biography, it was seen that there were 14 biographies in the 6th grade textbook and 10 people in the 5th grade textbook, and it was determined that a close number of biographies were used in both books. Again, in both books, it was determined that intensive biography was used in some units and no biography was used in others, and it was seen that there was

no rate in the use of biography in the units. It is the most striking finding of the study that all the biographies used in both books were selected from male and domestic people, whereas no biographies of females and foreigners were preferred. In both books examined, the biography of Turkish scientists who have made significant contributions to science in the past on scientific developments is also included in detail.

Teaching the lessons to the students in a more permanent way with the use of biography, thus providing detailed information about the personalities who have made valuable contributions to the subject in the past. Thus, it is thought that students will achieve the targeted gains by taking valuable people as an example for the society whose biography is used. In a similar study conducted by Er (2010), it was determined that primary school students considered the people they wrote as role models by studying and writing the biographies of people who are exemplary in society and who arouse curiosity with their lives. Regarding the examination of biographies in textbooks, Karabulak and others (2023), as a result of their research on the use of biography in 5th grade Turkish textbooks within the scope of Turkish teaching, revealed in detail the use of biography in the textbooks they examined, and examined the biographies and biographies used in the textbooks. drew attention to the method. In addition, the fact that there is a positive relationship between success and diligence in the opinions of these people about the characteristics reveals the importance of using biographies in textbooks. Another noteworthy issue in the study is the prominence of the authors by briefly emphasizing the lives of the authors of the texts used in the themes during the teaching of the subjects to be given to the students and including the biographies of these authors. It is seen that some of the people whose biographies are used in both books have lived in the past and some are still living people. In addition, as a result of Doğan and Er Tuna's (2023) research on the use of biography in textbooks in secondary school Social Studies teaching, they revealed in detail the use of biography in the 4th, 5th and 6th grade textbooks they examined, and the biographies used in the textbooks and They drew attention to the biography method.

Based on the outputs of the study, the following suggestions were made for a more effective Social Studies teaching on students. In the study, it has been determined that there is a great difference in the use of biographies of males compared to females. In this case, the number of uses of biographies of females and males in textbooks should be as equal as possible.

Again, in both books examined, it was determined that a lot of biographies were used in some units and no biographies were used in some units. Considering the effect of the use of the biographies of the appropriate people in the appropriate units in the textbooks on the positive and permanent learning of the students, especially the biographies of the indigenous people should be sufficiently included in all units covered in the textbooks.

Ministry of National Education should give the necessary importance to courses related to biography during the preparation and planning of in-service training courses. In other textbooks, in accordance with the interests and orientations of the students, studies should be carried out to develop the biographies of the people who live and who will arouse the curiosity of the students. While teaching Social Studies lessons, more than one method and technique can be used together with the biography that will support the biography technique, and suggestions can be made to make more use of the internet and interactive boards in the lessons.

Declaration regarding Contribution Rate

All authors who contributed to this work contributed equally.

Declaration regarding Conflicts

In this work, the authors declare that there is no interest relationship between them.

Ethical Declaration

The authors involved in the writing of this article declare that there is no need for the approval of the ethics committee for the materials and methods they use in their studies.

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