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Investigation of the Primary School Life Science Textbooks and Hidden Program in Acquiring Intercultural Understanding Skills

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Abstract: The main purpose of this research is to examine the primary school life sciences textbooks and hidden curriculum in gaining intercultural understanding skills. Document analysis method was used when examining primary school life sciences textbooks and curriculum. The study group of the research consists of 15 classroom teachers working in Kilis province. The case study design, one of the qualitative research methods, was used in the research. "Semi-Structured Interview Form" and "Demographic Information Form" created by the researcher were used as data collection tools. MAXQDA program was used to analyze the data. Content analysis was used to analyze qualitative data. As a result of the interviews with the classroom teachers, it was determined that the teachers did not use materials representing different cultures in the classroom environment, that they organized joint activities and gave verbal messages in order to carry out education in harmony and resolve any conflicts that may arise, that they sang songs to ensure communication between different cultures they include visual activities, in the classroom environment. In order to internalize the skills of respecting different cultures, make animations, use visual tools to introduce different cultures, organize activities to introduce and explain cultures, and find the life sciences textbooks and achievements in the life sciences curriculum sufficient. It was concluded that there were suggestions that more space should be given.

Keywords: Life Science, Intercultural Understanding, Hidden Curriculum.

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Introduction

Different views have been presented from past to present on issues such as how education should be, its function and quality. Many writers and thinkers have defined education in this context. For example, physician-educators have defined the concept of education as the task of adapting to a life in which the needs of the individual to be educated are followed and fulfilled day by day (Karlı, 2012). Education is the learning process aimed at improving individuals' knowledge, skills and values (Şimşek and Yıldırım, 2011). Education is a process in which people participate in the learning process towards a goal and contribute to their personal and social development (Akçay, 2017). Looking at these definitions, it can be inferred that writers and thinkers generally see education as a learning process that contributes to the individual and changes and develops the individual. An education program was needed in societies and countries where this process existed.

The expression "education program" dates back to ancient times. The Latin word "curriculum" describes the circular track where horses run. This concept has changed over time and is used as the equivalent of today's program concept (Oliva, 2013). According to Oliva (2023) training programs are plans that show all the activities carried out for the purpose of creating a change in the behavior of the individual. It is possible to find many different studies on education programs in the literature. These different studies are generally about the elements and definition of the training program. In addition to these studies, they mentioned that there is a program carried out in schools regarding the education program that is not clearly stated or written alongside the official program, but is effective on students. This program is a knitted program, which is a program created by informal teaching activities (Yüksel, 2004). Unlike other researchers, Tezcan (2003) did not use the concept of hidden curriculum but preferred to use the concept of "hidden curriculum". The researcher who first used the concept of hidden program was Philip Jackson (Yüksel, 2004). According to Jackson (1968), students learn some knowledge and skills that are not in the official curriculum as a result of the education and training activities they attend at school (Jackson, 1968). These education and training activities are shaped by different factors such as politics, economy and culture (Ergün, 1994).

This research focuses on the concepts of culture and interculturality, which are one of the elements affecting education. Culture is a person's environment created by other people. There are two types of culture. The first of these 2 material culture and the second is spiritual culture. Material culture is our environment, which consists of tangible elements such as our buildings and roads. Spiritual culture, on the other hand, is the whole of culture consisting of a nation's traditions and customs (Bilgeseven, 1974). Every culture has an impact on the individual in terms of its values and traditions. Therefore, difficulties may arise in people from different cultures understanding each other and communicating (Zhang, 2010). When viewed from the perspective of these difficulties, the expressions communication competence and intercultural competence gain importance. Intercultural competence can be defined as the ability to respect people from other cultures, having an idea about their culture, and establishing good relationships, unlike the individual's culture (Foncha & Sivasubramaniam, 2014). Individuals who want to acquire intercultural competence skills must have intercultural understanding skills as well as being respectful of other cultures (Matveev & Merz, 2014). In our country, skills such as recognizing individuals from different cultures, being respectful to them, and intercultural understanding are included in the "Life in Our Country" unit in life sciences textbooks at the primary school level. However, it is thought that intercultural understanding skills are acquired through activities carried out in the education environment outside the official program and through the interaction and behavior of school stakeholders. In this context, we determined our research questions as follows: How are the intercultural understanding skills in Life Science textbooks within the scope

of the research? What are the teachers' views on how to use the implicit program in gaining intercultural understanding skills? Therefore, the aim of this study was to examine how intercultural understanding skills are addressed in the primary school life science textbooks and the hidden curriculum. While the textbooks were analyzed by the researchers, data on the hidden curriculum were collected through classroom teachers' views and classroom practices.

Methodology

Research Model

Qualitative research model was used in the research to learn the opinions of classroom teachers about life sciences textbooks and curriculum in the context of intercultural understanding skills, and the activities and practices they carried out in this context in the classroom. Qualitative research is a research that uses methods such as observation, document analysis and interview, and aims to examine the events in their own environment and reveal them in a realistic way (Yıldırım, 1999). Document analysis method, one of the qualitative research methods, was used to examine and analyze life science textbooks in the context of cultural understanding skills. In document analysis, existing documents are examined and data is collected. Document analysis is the entire process of examining and evaluating printed or electronic resources (Bowen, 2009). However, document analysis is the acquisition of official or private documents and the systematic examination of these documents (Ekiz, 2015). In research using the document analysis method, two types of documents are used: primary and secondary documents. Primary documents are documents created by people who have experienced a situation or behavior within the scope of examination. Documents created by people who did not experience the crime scene but examined the statements given by eyewitnesses to collect documents are secondary documents (Bailey, 1994).

Document analysis generally includes the analysis of written materials containing information about the phenomena intended to be investigated. Documents are one of the important information sources used in qualitative research. In qualitative research, the researcher can obtain the necessary data without any observation or interview. In this respect, document analysis actually helps save time. On the other hand, document Analysis will contribute to the validity of the research when used together with data collection methods such as observation and interview (Yıldırım & Şimşek, 2005). Interview method, one of the qualitative research methods, was used to reveal how classroom teachers carry out activities and practices in their classrooms within the scope of their intercultural understanding skills and to learn their opinions about the adequacy of life sciences textbooks and life sciences curriculum.

Research Design

In the research, case study design, one of the qualitative research designs, was used to learn the opinions of teachers in the context of intercultural understanding skills. In case studies, several data collection methods are often used to try to obtain data that will confirm each other. Case studies can be done qualitatively or quantitatively. The main purpose of qualitative case studies is to investigate many situations in depth. However, case study is a research method based on "how" and "why" questions (Yıldırım & Şimşek, 2005). A structured interview form was prepared and applied to the teachers in order to reveal the opinions of the classroom teachers through pre-prepared questions. In the structured interview form, the researcher can ask additional questions in addition to asking the questions he has previously determined. The researcher does not need to list the questions in the interview in any order of priority. The researcher can change the structure of the questions he asks during the interview and ask some topics in more depth (Yıldırım & Şimşek, 2005). In this research, interviews were conducted with classroom teachers who had foreign students in their classes, and the data obtained was analyzed in the MAXQDA program.

Working Group

This research; It was carried out in the 2023-2024 academic year with 15 classroom teachers working in the central district of Kilis. While determining the sample of the research, "Criteria Sampling Method", one of the purposeful sampling methods, was used (Burak, 2022). Yildirim and Şimşek (2005) stated that the main purpose of this method is some predetermined criteria. The criteria mentioned here can be prepared by the researcher, or previously prepared criteria can also be used. In this research, the criteria were determined as having foreign students in the classroom of the classroom teachers and teaching life sciences courses.

Data Collection Tools

"Demographic Information Form" was used as a data collection tool to reach the demographic information of the classroom teachers participating in the research, and a semi-structured interview was used to learn how they used the hidden curriculum in gaining intercultural understanding skills and to learn the adequacy of the achievements in the life sciences textbooks and life sciences curriculum in the context of intercultural understanding skills. Form was used. Information about the data collection tools used is given below.

Demographic Information Form: Information about the classroom teachers participating in the research (gender, age, marital status, years of service, education level, department graduated from, total number of students, number of foreign students in their class, class taught) is included in this form and is prepared by the researcher has been prepared.

Semi-Structured Interview Form: It was prepared by the researcher in order to find out how classroom teachers gained intercultural understanding skills and to reach their opinions about whether the acquisitions in life sciences textbooks and life sciences curriculum are sufficient in the context of intercultural understanding. While the first section includes the prepared demographic information form, the second section includes a semi-structured interview form consisting of 8 questions. Before preparing the semi-structured interview form, sample questions were prepared and expert opinions were obtained from 3 faculty members. There are blank spaces under the questions in the form where suggestions and explanations can be made. In line with the opinions received from experts, one of the questions was removed and arrangements were made on the questions that were thought to be problematic in terms of meaning.

Data Collection Process

In the research, document analysis method was used to collect data on how intercultural understanding skills are included in life sciences textbooks. Within the scope of this research, 6 primary school life sciences textbooks belonging to the 1st, 2nd and 3rd grade levels were examined. Two books belonging to 2018 and 2019 at the 1st grade level of primary school, two books belonging to 2017 and 2021 at the 2nd grade level of primary school, and two books belonging to 2019 at the 3rd grade level of primary school were examined, and the books are approved by the Board of Education and Discipline. The books are suitable for the life sciences curriculum and achievements. While selecting primary school life sciences textbooks, care was taken to ensure that the books were up-to-date (2017-2021) and approved by the Board of Education and Discipline. The texts, dialogues and images in the books are aimed at providing intercultural understanding skills and are reflective of different cultures was taken into consideration and added to the research. Semi-structured interview forms were applied to 15 classroom teachers to determine their views on how they use the hidden curriculum in teaching intercultural understanding skills. While selecting the teachers to be applied, care was taken to ensure that there were foreign students in the teachers' classes. While selecting teachers teaching foreign students, the necessary assistance and permissions were obtained from the school administration. Afterwards, preliminary interviews were held with the teachers, the permissions of the teachers were taken during these meetings, and the date, time and place of the meeting were determined according to their convenient time. Care was taken to ensure that the interview

questions were revealing of the teachers' practices and activities in the classroom environment and were understandable in terms of language and expression, and to ensure this, expert opinions were obtained from 3 faculty members. The duration of the interviews was approximately 20 to 30 minutes.

Data Analysis

Content analysis was used to conduct a more in-depth examination of the data. This method helps identify words, phrases, sentences, concepts, and themes, and quantify their occurrences (Kızıltepe, 2015). The main goal of content analysis is to uncover the underlying meanings and patterns within the data. In this context, it aims to reveal implicit information that may not be immediately visible. Prior to the analysis, the classroom teachers' responses to the interview questions were organized into Word documents. These documents were then imported into the "Documents" section of the MAXQDA program. The responses were thoroughly analyzed using the content analysis technique.

Findings

When the Primary School Life Sciences 1 Course Book (Demir, 2018) is examined within the scope of intercultural understanding skills, there are 3 written expressions and 4 pictures in the book. Below are the written expressions:

"My name is Emma. I live in Antalya. My family immigrated to Turkey from Germany. My mother and father really liked the natural beauty of Turkey and the hospitality of the Turkish people. That's why they immigrated to Turkey. Türkiye is now my homeland too. I am learning Turkish from my friends. "And I teach them German."

"My name is Firuz. My family emigrated from Afghanistan and settled in Turkey. We currently live in Tokat. "I can speak Turkish because I was born in Turkey."

"My name is Muhammad. We migrated from Syria to Turkey. I speak Arabic. My friends and teachers at school help me. "I started learning Turkish.

Based on the texts in the book, students' desire to communicate with each other in the school environment in the context of intercultural understanding skills enables foreign students to learn Turkish, and non-foreign students have the opportunity to learn other languages.

The pictures related to intercultural understanding skills are as follows (Demir, 2018):



Picture 1. *Intercultural understanding in the primary school life sciences 1 course book images of your skills (Demir, 2018)*

When the images in Picture 1 are examined, it can be seen that children from different countries are holding hands around a globe, symbolizing love, unity, and intercultural solidarity. The student was given a place. What is implicit here is that not all people can be similar to each other and the message was intended to be given that we have differences. Primary school life sciences 1st grade "Realizing that we live with people from different cultures in our country" in the curriculum. People from different cultures are included in accordance with the "equals" achievement can be seen. When the Primary School Life Sciences 1 Course Book (Alemdar, 2021) is examined, 4 written statements and 1 picture regarding intercultural understanding skills there are. These written statements are given below:

"In our country, we live together with people from different cultures who immigrated to our country either voluntarily, such as a job situation, or for compulsory reasons, such as war."

"Hello friends, my name is Eflin. We immigrated to Turkey from Syria two years ago. The war in our country forced us to do this. It was very difficult at first, but we got used to it now. "I am also very happy to be in Turkey." "Hello, my name is Shota. I came to Turkey from Georgia when I was four years old. My father works in a company in Turkey. Since I came here when I was little, I can speak Turkish very well. I'm happy to be here too."

When the texts in the book are examined, it is mentioned that people may leave their own countries and live in different countries for different reasons (economy, war, etc.). The message is given that living with people from different cultures may occur for various reasons and that this situation cannot cause any problems. The picture regarding intercultural understanding skills is as follows (Alemdar, 2021).



Picture 2. *Image of intercultural understanding skills in the primary school life sciences 1 course book (Alemdar, 2021)*

When the images in picture 2 in the book is examined, there is an environment where students from different cultures receive education together. Although it is not explicitly stated through this environment, the message of respecting intercultural differences and being aware of people with different cultures is implicitly given to students. Primary School Life Sciences 2 Textbook Dokumacı et al. (2021), there are 2 written statements and 2 pictures regarding intercultural understanding skills in the book. Written statements are given below:

"One day our teacher came to our class with a new student. He said his name was Rashid and he came from Afghanistan. He stated that they migrated because of violence and unemployment in their countries. He said he understood our language but could not speak it fully. He asked us to help him with this. Rashid tried to introduce himself. We also introduced ourselves. We asked questions on topics we were curious about:

Emre: Which games do you play in your country?

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Rashid (Rashid): Tillapittik

Ebru: What does hello mean in your language?

Rashid: Hello.

Şeyma: What are the famous dishes of your country?

Rashid: Afghan rice.

What Rashid said was interesting to us. We were happy to learn something about his language and culture. We went out to the garden with Rashid. We started playing games. "We all loved it."

"People from different cultures live in our country. Some of them immigrated to our country for reasons such as education, work, war and illness. The clothing, languages, family structures, thoughts, beliefs and lifestyles of people from these different cultures living in our country are different from our culture. We must respect them for these differences. Differences also contribute to our cultural richness. Respecting and helping them is an indispensable condition of humanity."

When the texts in the book are examined, it is stated that people with different cultures can live in our country for many reasons. In this way, interaction occurs between different cults, students can learn about different cultures and have the opportunity to explain their own culture. The texts try to provide students with the ability to communicate in the context of intercultural understanding skills. It can be said that the texts are aimed at gaining the ability to respect people from different cultures, in line with the objective of "Respects the lifestyles and habits of people from different cultures living in our country", which belongs to the 2nd grade in the primary school life sciences course curriculum. Pictures related to intercultural understanding skills are as follows.



Picture 3. Images of intercultural understanding skills in the primary school life sciences 2 course book (Dokumacı et al., 2022)

When the images in picture 3 in the book are examined carefully, it is seen that the clothes worn by foreign students are different from those of other students. In this way, it seems that students are trying to introduce different cultures, and the message that people's cultures and lifestyles may differ is implicitly given. When the Primary School Life Sciences 2 Course Book is examined, there is 1 written statement and 1 picture regarding intercultural understanding skills in the book. The written statement is given below:

"People around the world migrate from their own countries to other countries either compulsorily or for various purposes. There are people who immigrated to our country from other countries due to war or for purposes such as education, finding a job or settling down. The languages, beliefs, clothing

styles, food, habits and games of these people may seem different to us. We must understand their differences. “We must respect differences.”

When the text in the book is examined, students are informed that people can move for many reasons such as war, migration, and education. It has been stated that we should respect the aspects of these people that are different from us in the context of intercultural understanding skills. The picture related to cultural understanding skills is as follows (Yetimoğlu, 2022):



Picture 4: *Images of intercultural understanding skills in the primary school life sciences 2 course book (Yetimoğlu, 2022)*

When the images in picture 4 in the book is examined, it is seen that people from different cultures communicate and interact with each other. The message that communication is important for people to adapt to environments with different cultures is implicitly given through the pictures. When the Primary School Life Sciences 3 Course Book (Çelikbaş et al., 2019) is examined, there are 3 written expressions and 2 pictures regarding intercultural understanding skills in the book. Written statements are given below:

“It was a beautiful sunny day and everyone in the park was having a great time. Our surroundings echoed with the sounds of children playing hide and seek, chase, and blindfold. Suddenly I noticed a child sitting alone and watching the surroundings, I ran and went to him. “Do you want to play with us?” He didn't understand me when I asked. Just “My name is İmad.” and could say the name of his country. Apparently he was just learning our language. That's why we asked for help from Mehmet. Mehmet had lived in the country where İmad came from because of his father's job. He knew the language of that place at least a little. He talked to İmalad. We learned that İmad and his family had to immigrate to our country. We realized that he didn't have any friends because he didn't speak our language. Our teacher explained that we should include people from different cultures in our games to facilitate their adaptation to school. So I held his hand and took him to my friends who were playing blindfold. We didn't have to speak the same language to play blindfold. He played with us. It was obvious that he was having a lot of fun. "We now had a new friend from a different culture."

“People migrate for reasons such as the desire for a better life, education or to get away from dangers. There are people in our country who immigrated for these reasons. These people may encounter various difficulties due to cultural differences. “We have to help them adapt to where they live.”

“Özge was a 3/C class student. A new student came to Özgeler's class. His name was Abdulhamid Ramı. His teacher stated that Abdulhamid had to immigrate to your country from another country and that he did not know our language well. "He asked for help from the students to help Abdulhamid get used to the classroom and school and adapt."

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When the texts in the book are examined, the problem of harmony between students from different cultures is emphasized. In order to solve this problem, it is emphasized that children can communicate through games and the problem of adaptation between differences can be solved, and the message is given to students that they can communicate with their friends from different cultures through games. The picture related to cultural understanding skills is as follows.



Picture 5. *Interculturalism in the primary school life sciences 3 course book (Çelikbaş et al., 2019)*

The game in the texts based on the images in picture 5 in the book the concept is also included here. Although it is not explicitly stated, the message is implicitly given that students from different cultures can communicate with each other through games.

When the Primary School Life Sciences 3 Course Book (Karabıyık, 2019) is examined, there are 2 written statements and 4 pictures regarding intercultural understanding skills. Written statements are given below:

“People can migrate to other countries for reasons such as work and education. People can also go to other countries for compulsory reasons such as war. Whether these people migrate for compulsory or voluntary reasons, they have to live in a foreign country. They suffer because they do not know the language and habits of the country they migrate to. We must help people who have immigrated to our country from foreign countries and treat them fairly. We must support them to get used to our country. “We must respect their habits and lives.”

“Teacher: Children, you know that there are Syrian families migrating to our country. In our school, children of Syrian families are being educated after you. These children need classroom equipment and clothing. Regarding this, a social responsibility project was started in our school. Who wants to participate?”

Irmak: My father is a stationer. I tell my father that I can bring materials such as notebooks, pencils and erasers.

Yağız: I tell my mother, I will bring clothes and shoes that are too small for me and my brother.

Bulut: I'll bring my toys.

Teacher: Has anyone ever helped those who immigrated to our country?

Ece: In the flat above us, there are students coming from other countries to study. Neighbors in our apartment building gave these students the items they had collected and completed the missing items in their homes. My mother gave them the extra plates, forks and spoons in our house.

Serkan: A family that immigrated from Iran came to our neighborhood. They have a child our age. His name is Hamed. Because he did not know Turkish,

he could not join us while we were playing. We took Hamed into our game. We helped Hamed, who has a different culture, to adapt to our country.

Teacher: Well done, kids. These people are our brothers who left their homes and belongings and took refuge in our country. They are our guests. We should treat our neighbors and guests the same way we treat them. A person who has to settle in a different country feels like a stranger there. That's why we must approach them with love, respect and compassion. We must help them forget the bad events they experienced. "We should include them while playing games."

When the texts in the book are examined, it is mentioned that we need to treat them fairly and help them in terms of understanding skills between different cultures. It was tried to provide students with the knowledge that people from different cultures may also need many basic living materials and that everyone should contribute to this issue.

The pictures related to cultural understanding skills are as follows (Karabiyik, 2019):



Picture 6. *Images of intercultural understanding skills in the primary school life sciences 3 course book (Karabiyik, 2019)*

The images in picture 6 in the book support the texts and try to teach people the skills of helping people from different cultures. In this way, the message that harmony, communication and understanding skills will improve between different cultures is implicitly given. In addition, the pictures were arranged in accordance with the social responsibility projects, in line with the 3rd grade objective of the primary school life sciences curriculum, "Participates in responsibility projects for the problems of people from different cultures living in our country."

Findings of Interview

A semi-structured interview consisting of 8 questions was conducted regarding how classroom teachers used the hidden curriculum in teaching intercultural understanding skills, and the findings of these interviews are given below. In order to learn how classroom teachers ensure that foreign students and other students in their classes receive education and training in harmony, the question "How do you ensure that foreign students and other students receive education and training in harmony in your classroom?" The question was asked and codes were created in line with the answers received and these codes were modeled. This model is shown in figure 1.

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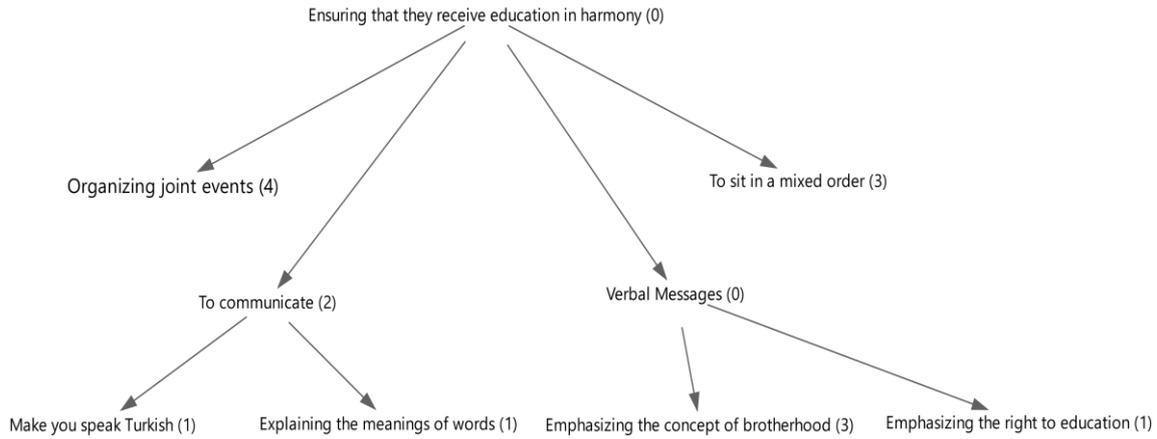


Figure 1. Classroom teachers ensuring harmonious education and training

When Figure 1 is examined, the frequency value of the theme "Organizing joint activities" is 4 and the percentage value is 26.6%, the frequency value of the theme "Setting in a mixed order" is 3 and the percentage value is 20%, the frequency value of the theme "Ensuring communication" is 4 and the percentage value is 26.6%, The frequency value of the "Verbal messages" theme is 4 and the percentage value is 26.6%. Teachers' opinions regarding the theme of "Organizing joint activities" are stated below.

"I also give foreign students the right to speak and do group work. In this way, they feel more comfortable and not excluded in the classroom, which strengthens their sense of belonging and makes it easier to adapt."

"In this regard, I only show people cartoons about behavior."

"I know that this is now a necessity, so I try to do my best to integrate students. I ask Turkish students to help foreign students and I help them integrate through group work."

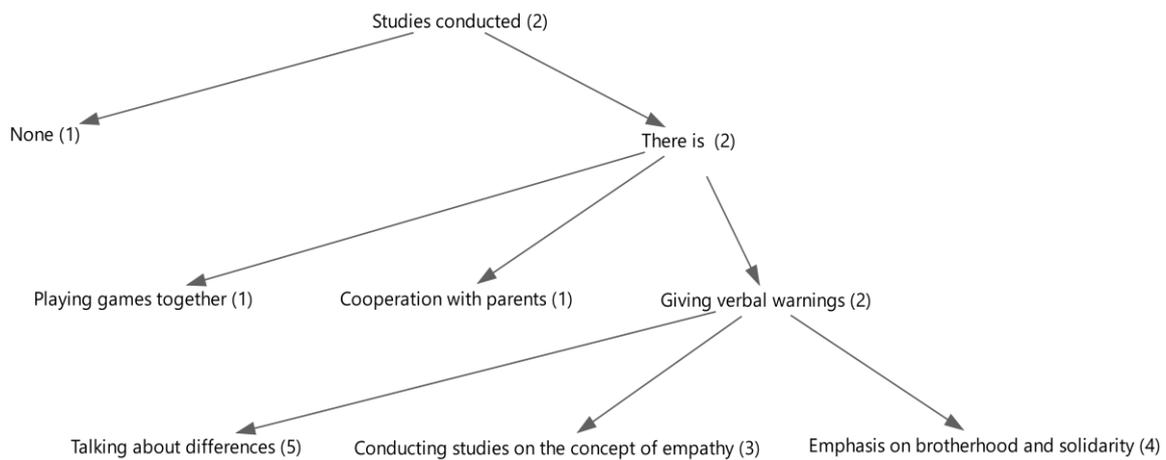


Figure 2. Work done in the classroom

In order to get information about the work they do to prevent negative attitudes towards foreign students in their classes, teachers were asked: "Are there any studies you do to prevent negative attitudes towards foreign students in your classroom?" If so, what are these studies? The

question was asked and codes were created in line with the answers received and these codes were modeled. This model is shown in figure 2.

When Figure 2 is examined, the frequency value of the teachers who stated that they do not do any work is 1, the percentage value is 6.6%, the frequency value of the "Cooperation with Parents" theme is 1 percent value is 6.6%, the frequency value of the "Playing Games Together" theme is 1 percent value is 6.6%. The frequency value of the theme "Giving Verbal Warnings" is 12 percent and the percentage value is 80%. Teachers' opinions regarding the theme of "Playing Games Together" are stated below:

“Somehow I get them to play with other kids. So they bond more. "I attach importance to their empathy, and in this case, it helps to increase children's empathy levels."

Teachers' opinions regarding the theme of "Giving Verbal Warnings" are stated below:

“Negative attitude doesn't seem to actually happen. However, I explain that differences are normal to prevent them from occurring. “I give examples from the cultures of students from different cultures.”

Teachers were asked "Are there any materials you use to improve your students' intercultural understanding skills?" in order to find out whether they have materials they use in their classrooms to improve their intercultural understanding skills and, if so, what these materials are. If so, what are they? The question was asked, codes were created as a result of the answers obtained, and these codes were modeled. This model is shown in figure 3.

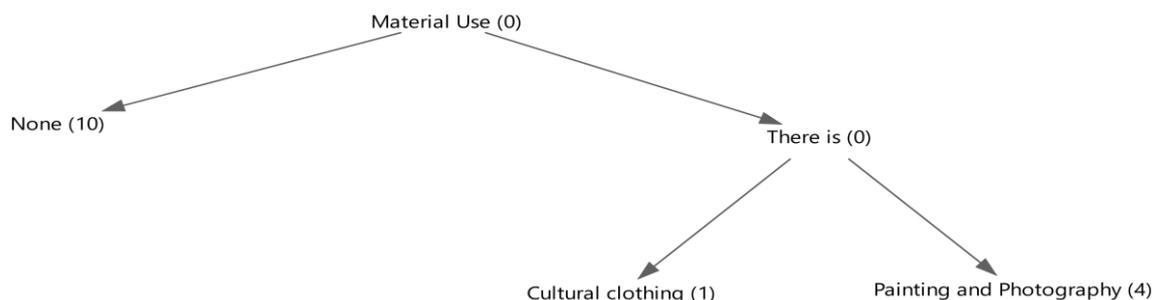


Figure 3. *Materials used to improve intercultural understanding skills*

When Figure 3 is examined, the frequency value of the teachers who stated that they did not use any materials is 10, the percentage value is 66.6%, and the frequency value of the theme "There is" is 5 and the percentage value is 33.3%.

Teachers were asked "Are there disagreements arising from intercultural differences in the classroom environment?" in order to find out whether there are disagreements arising from differences in intercultural understanding in their classes and, if so, what the verbal and non-verbal messages they give are. "What are the verbal or non-verbal messages you give to eliminate these, if any?" The question was asked, the question was asked, codes were created as a result of the answers obtained, and these codes were modeled. This model is shown in figure 4.

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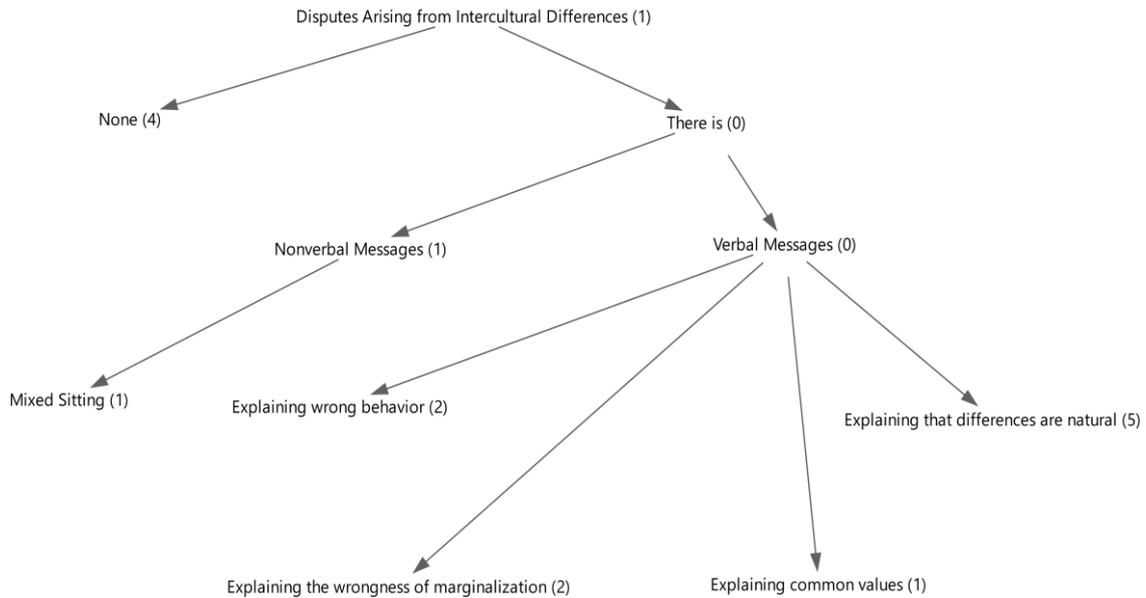


Figure 4. Teachers efforts to prevent disputes arising from intercultural differences

When Figure 4 is examined, the frequency value of the teachers who stated that they did not do any work is 4 percentile value is 26.6%, the frequency value of the "Non-Verbal Messages" theme is 1 percentile value is 6.6%, the frequency value of the "Verbal Messages" theme is 10 and the percentile value is 66.6% . is.

In order to find out what practices they use to ensure communication between students from different cultures in their classrooms, teachers were asked: "What kind of practices do you use to ensure communication between students from different cultures in your classroom?" The question was asked, codes were created as a result of the answers obtained, and these codes were modeled. This model is shown in figure 5.

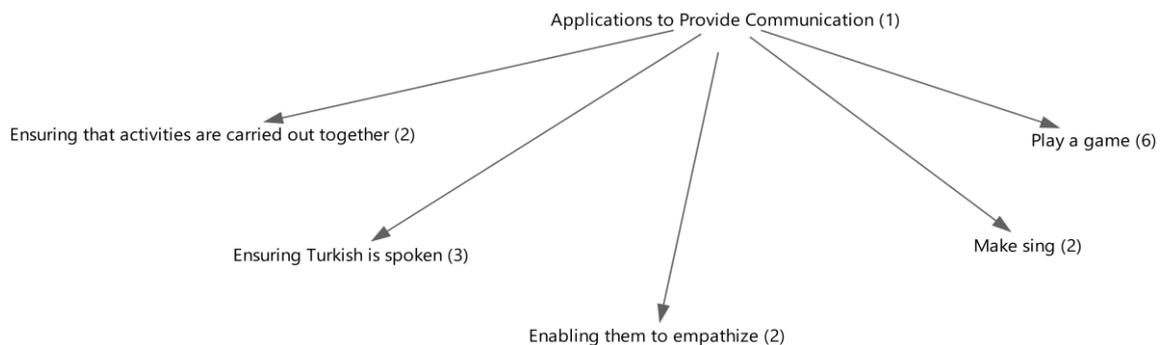


Figure 5. Teachers' efforts to prevent disputes arising from intercultural differences

When Figure 5 is examined, the frequency value of the "Ensuring Activities Together" theme is 2, the percentage value is 13.3%, the frequency value of the "Ensuring Turkish Speaking" theme is 3, the percentage value is 20%, the frequency value of the "Ensuring Empathy" theme is 2, the percentage value is 13.3%, the frequency value of the "Making Singing" theme is 2 and the percentage value is 13.3%, and the frequency value of the "Playing Games" theme is 6 and the percentage value is 40%.

The answers given by teachers regarding the theme of "Ensuring Turkish is Spoken" are as follows:

“I remind you that our common language in our class is Turkish. I say that they should speak their native language outside and within the family. Because if students speak different languages, they do not understand each other and this makes communication difficult and friendship relations deteriorate. So they pay more attention to learning Turkish”

“I generally want Turkish to be spoken in the classroom and at school, apart from that, I make them play games to help them get along, and I make them sing together or individually because I think it is effective in ensuring communication.”

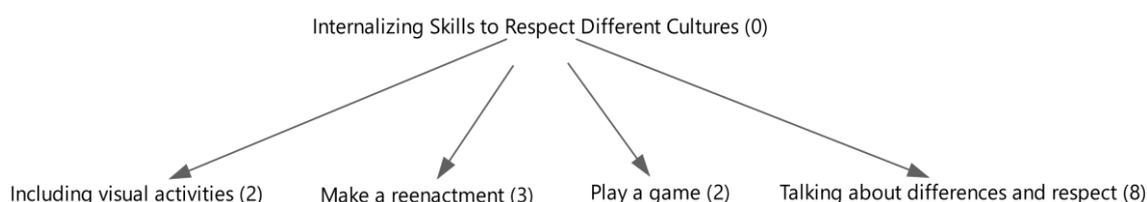


Figure 6. *Internalizing skills to respect different cultures*

In order to find out how teachers internalize the skills of respecting different cultures, teachers were asked "How do you ensure that your students internalize the skills of respecting different cultures?" The question was asked, codes were created as a result of the answers obtained, and these codes were modeled. This model is shown in figure 6.

Considering the teachers' opinions, the frequency value of the theme "Including Visual Activities" is 2, the percentage value is 13.3%, the frequency value of the "Animating" theme is 3, the percentage value is 20%, the frequency value of the "Playing Games" theme is 2, the percentage value is 13%. ,3, The frequency value of the theme "Explaining Differences and Respect" is 8 and the percentage value is 53.3%. Some of the teachers' opinions regarding the theme of "Explaining Differences and Respect" are given below:

“I make them play games together. I promise everyone equally in the course exam. “I constantly explain that it is natural for everyone to have different cultures and that marginalizing them is wrong.”

“I generally use the empathy method in my class, and sometimes I help them respect each other by explaining that having different beliefs and cultures is actually a wealth.”

“I show them images and films from different cultures, as if this is not enough, I actually give explanatory information about the differences when necessary.”

Discussion and Conclusions

In this section, the findings and results of teachers' opinions on how intercultural understanding skills are included in primary school life sciences textbooks and primary school life sciences curriculum, and how the hidden curriculum is used in teaching intercultural understanding skills are discussed and included. It was concluded that the primary school life sciences textbooks within the scope of the research included the efforts of students from different cultures to learn each other's languages in order to gain intercultural understanding skills. Bezuglova et al. In parallel with this result, in the study titled "Development of intercultural competence of economic undergraduate students" conducted by (2020), it was concluded that the use of foreign languages

is one of the most effective ways to build intercultural skills. It was observed that the books included messages of unity and solidarity, which have an important place in the development of intercultural understanding skills, in texts and pictures. In order to contribute to the awareness of students in terms of intercultural understanding, people from different cultures living in our country, such as migration, unemployment, etc. The reasons why they started to live in our country are included in the books.

In the books, information is given that in societies with a multicultural structure, each culture may be different from each other in terms of lifestyles, values, languages, thoughts and beliefs, and it is stated that all differences should be respected and welcomed. In line with this information, it was concluded that students will be more understanding of different cultures and their prejudices will decrease. Similar to this result, in the study titled "The Effect of a Foreign Language Teaching Program Supported by Multicultural Educational Practices on Students' Respect for Differences, Critical Thinking Skills and Conceptions of Democracy" conducted by Dimici (2021), it was found that creating the curriculum with a multicultural understanding will provide students with intercultural communication, intercultural skills and intercultural skills in terms of respect for differences. It was concluded that it would help in breaking down prejudices. To improve intercultural understanding skills in the dialogues in the books examined. It is seen that teachers invite students from different cultures to play and try to integrate students through games.

It has been determined that the books contain information and images about participating in social responsibility projects for foreign students who are in a difficult situation in order to improve students' cooperation skills in an intercultural context. In the texts and images in the books within the scope of the research, elements of Turkish culture (helpfulness, tolerance, hospitality) are included within the scope of intercultural understanding skills, and elements such as traditions and customs, clothes and food types belonging to different cultures are included, and the dialogues in the texts are limited in number. It was concluded that. As a similar study, in the study titled "Examination of Listening Texts in Turkish Teaching Textbooks for Foreigners in the Context of Intercultural Communication and Understanding" conducted by Çiğdem (2022), Turkish textbooks prepared for foreigners were examined and it was concluded that many information belonging to Turkish culture were included in the books.

Elements of our own culture such as hospitality, neighborly relations and cooperation are included in the books. However, it has been determined that the texts of the book, which is the subject of the research, are insufficient to provide information about different cultures. It has been observed that conversations are insufficient in activities that are in the form of dialogue. In the study titled "Examination of Primary and Secondary Education Level Imported and Local German Coursebooks in the Context of Interculturality" conducted by Şanlı (2021), the main characters in the books examined have friends from different cultures. It has been determined that books can share a lot of information about the cultures of people from different cultures.

When the elements in the books are considered within the scope of interculturality, it is seen that the texts have a connection with real life, are given according to the level of the students and are supported by pictures. Before entering the unit on interculturalism, information about the country of the target language was given in the books, thus aiming to increase the level of readiness. In the study titled "An Evaluation Of A Course Book In The Development Of Intercultural Competence" conducted by Çalman (2017), it was seen that the textbooks examined included elements of international culture as well as elements of local culture. Intercultural skills it has been concluded that it is important to include elements of international culture in textbooks in teaching education. The research also included textbooks.

Suggestions

The importance of including elements of our own culture in primary school life sciences textbooks included in the scope of the research in order to provide intercultural understanding skills was mentioned, but since it was determined that these elements were few in the textbooks, elements of our own culture could be included more in order to contribute to intercultural understanding skills.

Based on teachers' opinions, it has been concluded that the texts and images in the books within the scope of the research are sufficient in number but can be further improved in terms of attracting attention, so the books can be brought to a level that will attract the attention of students.

Since it was concluded that the information given about different cultures in the books examined was limited, information about different cultures could be increased.

Based on teachers' opinions, it was concluded that the objectives in the primary school life sciences curriculum are sufficient in number, but the activities are included in a small number, so the activities can be increased. Future studies can include teachers from other branches and examine different course curricula. Since there are few document analyses on intercultural understanding skills in the literature, it is important to review various textbooks, especially considering the presence of foreign nationals in our country.

Future studies can include teachers from other branches and examine different course curricula. Since there are few document analyses on intercultural understanding skills in the literature, it is important to review various textbooks, especially considering the presence of foreign nationals in our country.

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