

The Problems Encountered in the Teaching of Social Studies in Turkey

Ozkan AKMAN
Gaziantep University

Bulent ALAGOZ
Gaziantep University

Abstract: The aim of social studies education is to improve the knowledge, attitudes and skills that the individual can use in solving the problems he / she may encounter and to be in harmony with the society with age. In addition, citizenship and responsibilities, the Turkish nation, to give love, respect and confidence to the flag and the Turkish army, to develop the skills of democratic life rules, to live together, to take responsibility, to help and to make decision-making skills, to rights and responsibilities against each other, The development of the technique is to train individuals who know that human beings will affect life. However, when we look at the studies conducted together, it seems that social studies are inadequate. The purpose of this study is; social studies in Turkey between the years 2014-2017 is to reveal the problems encountered in teaching. This study was prepared by qualitative research methods using document analysis technique. For this purpose, the relevant document was examined in the field. Document review involves the reorganization, synthesis and interpretation of subdivisions for the purpose of evaluating research based on a specific field and developing an information base. At the beginning of the research, it is seen that the most important problems are caused by the problems caused by the application of the curriculum and the lack of extracurricular activities. Suggestions are presented in the light of the obtained data.

Keywords: Social studies instruction, Problem, Education

Introduction

The general focus of the Social Studies course is human behavior. Social studies are organized and managed by independent variables and circles of individuals in united backgrounds and days, and by mutual means (Welton-Mallan, 1999). Social Studies is the integration of social sciences and human sciences to improve citizenship. Throughout the past century, the definition of Social Studies has had a tendency to change more about how children and young people construct meaningful knowledge than to increase knowledge of the subject area. Educators of Social Studies always emphasize the importance of teaching democratic future to new generations and argue that Social Studies education should be an effective process in which the student understands the social world and is accepted as a citizen of this world (Deveci, 2005; Sunal ve Haas, 2002).

The social studies course is a descriptor that is obtained by combining social sciences such as History, Geography, Sociology, Political Science and Psychology with an interdisciplinary approach to bring the children at primary education level to the level of perception (Sözer, 1998). The main objective of this course is to train effective citizens who will develop democratic processes in a democratic country (Doganay, 2002, NCSS, 1992). The Social Studies course develops the skills necessary for students to survive in mutual solidarity in democratic societies with diverse cultural characteristics (Michaelis and Garcia, 1996). For this reason, Social Studies is not only a teaching field of social sciences, but also a social profession of individuals. For the development of social competences, social studies education should be effective at the same time, meaningful, integrative, value-based, and compelling. (NCSS, 1992).

The history of social studies dates back to the 1920s. But it is quite new to establish a program of social information curriculum with a truly interdisciplinary approach as in our country in the United States. The aim of the newly established social studies education program is to capture the objectives, to determine the problems encountered in the area and to improve the educational policies to be prepared for the identified problems. Teachers who are practitioners of the program have a major role in achieving the goals outlined in the social science curriculum effectively. Therefore, it is important to put forward the problems that teachers, but also students and parents have already encountered (Özdemir and Yalin, 2000; Yilmaz and Tepebeş, 2011).

Research has shown that teachers who are new to their profession have problems in their relations with their students, school administrators, colleagues and the school environment, they meet with disciplinary problems in their classrooms, they do not see interest and support from other teachers in sufficient level and have difficulty in adaptation to school organization and social structure, depression, anxiety and fatigue (Ryan, 1980). It has been determined that similar problems have also been seen in teachers who have just started their profession in our country (Üstüner, 2004).

Yanpar (1997) found that teachers in social studies teaching in primary education were not able to follow new developments, had to teach in crowded classes, had difficulty in providing teaching materials and some teachers had lack of technical knowledge on how to use these tools.

Sword, Attila and Baykan (2002) have found that primary school teachers sometimes have difficulties in implementing and evaluating lesson plans for social studies. In a quantitative study of teachers' professions and faculties of classroom teachers who graduated from different faculties (economics, agriculture, engineering etc.), the majority of teachers saw and loved sacred teaching professions, but about 80% physical conditions, lack of professional knowledge, inadequacy of tools and equipment, negative attitudes of local people, administrators, students and other teachers (Battal, Yurdakul and Sahan, 1998; Ulu Kalin & Topkaya, 2017).

In the study of the problems faced by the new science teachers who started their profession (Erdemir, 2007), it was determined that the participants were not able to prepare for the real teaching and learning environment of the school, especially the graduate education they had taken from the administrators, especially the teaching practice was carried out seriously and insufficiently. In other studies, lack of social interaction, communication problems, classroom management problems, inadequacy of tools and materials, failure to develop appropriate materials to support the teaching of subjects, teaching only by adhering to the textbook, implementation of constructive approach based instruction in the real classroom environment, sufficient time to teach the curriculum and crowded classroom environments have been reported as frequent problems in the teaching of social studies (Arslan, 2007, Aykaç, 2007, İskender, 2007, Kan, 2006, Kılıç et al., 2002, Yeşil, 2009, Yilmaz, 2009; Koçoğlu, 2013; Koçoğlu;2014; Ulu Kalin, 2017a; Ulu Kalin, 2017b).

Ersoy and Kaya (2009) have shown that a significant number of students find textbooks very inadequate in terms of information. Similarly, according to Aykaç and Başar (2005), teachers found the Social Studies course inadequate in terms of information. There have also been some who emphasize that there are inconsistencies between students who have indicated the inadequacy of books and study books and workbooks. Kaya and Ersoy (2007) reported that teachers found that books were inadequate in terms of information, and that the Social Studies textbook had inconsistencies between the student workbook and the teacher's guide book.

One of the most common problems faced by students is about research assignments. They stated that factors such as the lack of sufficient resources, the number of researches, the lack of sufficient economic power to conduct research, the inability to conduct research because they did not know how to use the internet, the level of research topics, and the lack of sufficient number of computers made research difficult (Ersoy and Kaya, 2009). These findings are similar to the findings of Aykaç and Başar (2005) and Kaya and Ersoy (2007) investigations. These results show that although the social studies class has a lot of research activities, the students can not carry out researches due to certain problems. Some students have pointed out that the lack of sufficient economic power to conduct research is an important problem. Acun and Kamber (2007) reached the conclusion that teachers' economic incapacities had a negative effect on the full application of the activities in Social Studies class. Dündar, Kayhan and Yel (2006) stated that factors such as high cost of instructional technology, higher material requirements compared to the previous program, and costly efficiency of photocopies are the success factors.

Another reported problem is that there are a lot of activities in the Social Studies course and that the time allocated to the course is insufficient (Ersoy and Kaya, 2009). Öztürk and Tuncel (2006) have shown that teachers say that the activities take a lot of time and that they do not find enough time to realize the

achievements. According to Acun and Kamber (2007), teachers emphasized that there is an insufficient number of students to be able to apply and evaluate Social Studies activities, and that increasing the number of hours in the new Social Studies Instruction Curriculum is an important problem. Güven, Gökbulut and Yel (2006) have found that teachers say that the time allocated for the implementation of the activities and the measurement-evaluation is insufficient. The results show that the number of activities in the Social Studies class is high and there is a lot of time trouble.

Another question is "Level Placement Exam". The students stated that they did not provide support for preparation of the Social Studies Curriculum (2004) Level Placement Examination (Ersoy and Kaya, 2009). Ozturk and Tuncel (2006) have shown that the teachers do not take a positive view of the new primary education program due to the fact that the teachers can not prepare for the exams, especially the entrance examination for secondary education institutions. The findings of Kaya and Ersoy (2007) revealed that the teachers did not find the exams appropriate for the new primary school curriculum.

It is argued that there is a need to improve the time and the physical infrastructure possibilities of schools especially for the new curriculum implemented in 2004. deep gap between urban and rural schools, the program makes it difficult to standards applicable throughout Turkey. The lack of a curriculum based on constructivist understanding and activities in teacher training institutions (Titiz, 2005; Yapıcı, 2005) can be considered as a worrying situation for the future of constructivist understanding. The new program leads to concerns about students and parents as well as teachers in terms of OKS type examinations. Teachers continue their old and classical assessment and evaluation habits. Measuring evaluator's direction towards measuring process is technically forcing teachers because of lack of pre-learning. School physical infrastructure and classroom availability make the applicability of the new program difficult. The level of anxiety also increases as we move towards village schools. The multiplicity of measurement and evaluation tools is forcing teachers. It appears that there are disagreements among teachers regarding the implementation of the new program (Constructor and Demirdelen, 2007; Koçoğlu, 2015; Sever & Koçoğlu, 2014; Hacı, 2018a; Hacı, 2018b).

The success of a new program is directly proportional to the effective execution of all factors in the implementation phase. When evaluated in this direction, it was determined that the program was brought to the hurry, the necessary conditions and conditions were not prepared, the classroom availability was not reduced, only certain courses were taken to the trial application. It seems difficult to use active teaching methods in this way, to take individual differences of the students into consideration and to be effective at the desired level in the students' teaching process. It takes a long time for each student to be assessed individually because of the fact that the teacher is not sufficient in this regard and because the classes are crowded, in spite of the positive observation of the teacher, not only through written and verbal evaluations but also with different measurement techniques in the process. Teachers have not been able to obtain sufficient information about the constructivist theory on which the program is based, because the duration of the in-service training seminar given to teachers in relation to the new Social Studies Curriculum is limited to a very short period of one week and only information about the curriculum is given. This makes it difficult for teachers to understand enough about the philosophy and nature of the program. It will be difficult for teachers who have practiced traditional methods for years to achieve a new seminar, a new program, as soon as a week. Teachers do not have enough knowledge on teaching strategies and models, structuralist approach theory, student-centered teaching methods, multiple intelligence theory and evaluation techniques. Classes are crowded. There is a lack of equipment and materials in order to implement the necessary physical structures and activities for the implementation of the new program. The role of the teacher in the new model is to be at the center and adopt the narrative style. There is a lack of coordination between the activities and the evaluation process. Some gains are far from being measurable. In the evaluation process, the use of multiple evaluation techniques together seems to be a positive, but it prevents the functional use of individual assessment techniques, especially because teachers do not have adequate equipment for these techniques and because the classes are crowded (Aykaç, 2007).

On the other hand, teachers see themselves adequately in the types of tests most commonly called traditional methods. Other methods consider themselves moderate enough. At the beginning of the methods which are not sufficient at all are methods based on student evaluation. The lack of examples of how these methods are not widely used in the education system and how these tools are used and how their outcomes are to be assessed can be the reason for the teachers' difficulties in this area. Teachers are more likely to use the methods of assessment and evaluation they see as adequate. Half of the teachers do not have any problem in using the methods of measurement. Most of the respondents see the classes as crowded, lack of time and difficulty in preparing them (Gelbal and Kelecioğlu, 2007).

Method

Research data were obtained from qualitative research methods using a document review. A document review involves analysis of written materials that contain information about the cases or phenomena targeted for investigation. A document review makes it possible to analyze a research problem based on documents produced within a certain time frame, or documents based on a wide range of documents produced by multiple sources in the subject and at various intervals.

Results and Discussion

Social studies education has many problems coming from years. In the 21st century, science, technology and the industry have begun to become ineffective by developing new systems and technologies with the changes and developments that have emerged. Turkey also were on the agenda since the 1970s. According to this approach, it was too late, and in 1997 it was passed on from eight years a year. It can be collected under the main title of the psychology encountered in teaching in social environment;

- 1-Student addition problems,
- 2- Problems of teaching,
- 3- Administrative issues,
- 4- Systematic problems are adequate.

The amendment of the National Council for the Social Studies (NCSS).

Conclusion

Educational programs, and therefore course content, should be prepared for this purpose if training ensures that learners learn to learn and improve themselves rather than learning what they will think. Social Studies, which is one of the most appropriate courses to learn how to learn, has a wide range of subject areas due to its interdisciplinary nature. The necessity of being tightly connected to daily life requires flexibility in shaping course contents and achieves a contribution from every aspect of life. All these positive features are also influenced by the negativities of daily life and problems such as program preparation, course content shaping, writing of course materials, preparation of materials, methods and techniques, structuring of physical conditions of the class, exams and student- teacher- and it affects the process of raising the citizens of the future in undesirable ways and conditions.

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Author Information

Ozkan Akman

Gaziantep University Nizip Education Faculty,
Gaziantep, Turkey

Bulent Alagoz

Gaziantep University Nizip Education Faculty,
Gaziantep, Turkey
balagoz@gantep.edu.tr
