EĞİTİMDE KURAM VE UYGULAMA (EKU)
JOURNAL OF THEORY AND PRACTICE IN EDUCATION
ISSN: 1304-9496
EKU, 2026: 22(1), 91–109

RESEARCH ARTICLE

DIFFICULTIES EXPERIENCED BY SOCIAL STUDIES TEACHERS IN TEACHING ABSTRACT CONCEPTS AND SUGGESTED SOLUTIONS: THE CASE OF TOKAT PROVINCE *

Samet **ÖZKAYA**[1], Gökhan **ABANOZ**[2]

[1] Amasya University, Amasya, Türkiye. sozkaya2812@gmail.com
[2] Amasya University, Faculty of Education, Amasya, Türkiye. gkhnabnz@gmail.com

Abstract

Since the social studies course includes abstract concepts such as democracy, justice, and freedom, the teaching process involves various challenges. This study aims to determine the difficulties social studies teachers face in teaching abstract concepts and the instructional approaches they adopt to overcome them. The study was conducted using the case study design, one of the qualitative research methods. The study group consisted of 28 social studies teachers working in Tokat province. Data were collected through semi-structured interviews and analyzed using thematic analysis. The findings were organized under two main themes. The first theme concerns the difficulties experienced in teaching abstract concepts. Teachers reported that they have difficulty in concretizing concepts, students have trouble relating these concepts to daily life, and students' readiness levels are insufficient. Time constraints, lack of instructional materials, and the exam-oriented system were also identified as factors negatively affecting the process. The second theme focuses on instructional approaches to overcome these difficulties. It was stated that student-centered methods such as drama, case studies, discussions, and the use of visual materials are effective. In conclusion, the study highlights the necessity of planned and interaction-based approaches in the teaching of abstract concepts.

Keywords: Social studies education, social studies course, social studies teachers, teaching abstract concepts.

Received: 31 March 2026 **Accepted:** 24 April 2026

This study was developed from the master's thesis prepared by the first author under the supervision of the second author.

Corresponding Author: Samet ÖZKAYA

Citation: Özkaya, S., & Abanoz, G. (2026). Difficulties experienced by social studies teachers in teaching abstract concepts and suggested solutions: The case of Tokat province. *Eğitimde Kuram ve Uygulama, 22*(1), 91–109. https://doi.org/10.17244/eku.1920316

ARAŞTIRMA MAKALESİ

SOSYAL BİLGİLER ÖĞRETMENLERİNİN SOYUT KAVRAMLARI ÖĞRETİRKEN YAŞADIKLARI GÜÇLÜKLER VE ÇÖZÜM ÖNERİLERİ: TOKAT İLİ ÖRNEĞİ*

Öz

Sosyal bilgiler dersi; demokrasi, adalet ve özgürlük gibi soyut kavramları içermesi nedeniyle öğretim sürecinde çeşitli zorluklar barındırmaktadır. Bu araştırmanın amacı, sosyal bilgiler öğretmenlerinin soyut kavram öğretiminde yaşadıkları güçlükleri ve bu güçlüklerin aşılmasına yönelik benimsedikleri öğretim yaklaşımlarını belirlemektir. Araştırma, nitel araştırma yöntemlerinden durum çalışması deseninde yürütülmüştür. Çalışma grubunu Tokat ilinde görev yapan 28 sosyal bilgiler öğretmeni oluşturmaktadır. Veriler yarı yapılandırılmış görüşmeler yoluyla toplanmış ve tematik analizle çözümlenmiştir. Bulgular iki temel tema altında toplanmıştır. İlk tema, soyut kavram öğretiminde yaşanan güçlüklerdir. Öğretmenler, kavramların somutlaştırılmasında zorlandıklarını, öğrencilerin günlük yaşamla ilişki kurmakta güçlük yaşadıklarını ve hazırbulunuşluk düzeylerinin yetersiz olduğunu belirtmişlerdir. Zaman sınırlılığı, materyal eksikliği ve sınav odaklı sistem de süreci olumsuz etkileyen unsurlar arasındadır. İkinci tema, güçlüklerin aşılmasına yönelik öğretim yaklaşımlarıdır. Drama, örnek olay, tartışma ve görsel materyal kullanımı gibi öğrenci merkezli yöntemlerin etkili olduğu ifade edilmiştir. Sonuç olarak çalışma, soyut kavram öğretiminde planlı ve etkileşim temelli yaklaşımların gerekliliğini ortaya koymaktadır.

Anahtar Kelimeler: Sosyal bilgiler öğretimi, sosyal bilgiler dersi, sosyal bilgiler öğretmenleri, soyut kavram öğretimi.

Geliş: 31 Mart 2026 **Kabul:** 24 Nisan 2026

,

* Bu çalışma, birinci yazarın ikinci yazarın danışmanlığında hazırladığı yüksek lisans tezinden üretilmiştir.
Sorumlu Yazar: Samet ÖZKAYA
Kaynak Gösterimi: Özkaya, S., & Abanoz, G. (2026). Difficulties experienced by social studies teachers in teaching abstract concepts and suggested solutions: The case of Tokat province. *Eğitimde Kuram ve Uygulama, 22*(1), 91–109. https://doi.org/10.17244/eku.1920316

INTRODUCTION

Education is a lifelong and dynamic process that enables individuals to adapt to social life, develop their potential, and acquire multifaceted skills. In this process, schools function not only as institutions where individuals gain academic knowledge, but also as fundamental social learning environments in which they internalize democratic values, develop a sense of social responsibility, and acquire effective citizenship competencies (Varış, 1996: 23; Şişman, 2011: 45; Kerr, 1999: 81–86). The Social Studies course is one of the core subjects that aims to strengthen individuals' interaction with society and to foster an awareness of rights and responsibilities. It seeks to develop students' critical thinking skills and to raise conscious citizens who are committed to democratic values. In this context, the teaching of abstract concepts such as democracy, justice, equality, rights, and freedom plays a significant role in enabling individuals to participate in social life consciously and responsibly (Öztürk, 2009: 21; Öztürk, 2012: 59).

Teachers, who play a decisive role in achieving the stated aims of the Social Studies course, encounter various challenges during the implementation process. A significant dimension of these challenges concerns the teaching of concepts—particularly abstract concepts—which constitute the fundamental building blocks of learning. Concepts are cognitive structures that form the basic mental foundations of individuals' processes of recognizing, distinguishing, selecting, and organizing their environment; they also constitute the core components of cognitive tools such as schemas, scripts, and semantic networks (Bozkurt, 2018: 7). Abstract concepts, on the other hand, are conceptual structures that do not possess directly accessible perceptual features and for which sensory-motor experience alone is not sufficient for acquisition (Löhr, 2022: 559–560). In addition, abstract concepts involve higher-order cognitive processes that require rule-based reasoning about relationships among stimuli and the ability to transfer these rules to entirely new situations (Katz, Wright, & Bodily, 2007: 80). This distinction becomes particularly evident in social studies education. Aashamar et al. (2024: 4) classify concepts in social studies into two groups. Accordingly, first-order concepts, such as parliament, refer to concrete entities, whereas compound concepts are conceptually more complex, multidimensional, and abstract, incorporating combinations of related attributes, a complex concept like democracy encompasses elements such as citizen participation, rights, and actual democratic structures and institutions.

In this context, the teaching of abstract concepts in Social Studies is of great importance for students' understanding of history, geography, and citizenship knowledge (Ünal & Er, 2017: 12). This is because the Social Studies course, particularly in its citizenship education dimension, includes many abstract concepts such as justice, freedom, equality, democracy, rights, and responsibilities. Küçükbatman and Kılıç (2018: 2467) emphasize that acquiring values as abstract concepts at the middle school level represents a critical threshold and argue that these values should be understood through the process of critical thinking. Similarly, Veugelers (2019: 10) highlights that moral values should not be treated merely as abstract moral constructs but should be addressed as embedded within social and cultural practices. In contrast, Rombout (2024: 8) notes that while the importance of moral values such as justice, freedom, and equality is widely accepted at an abstract level, people often disagree on how these values should be realized and maintained in concrete situations. This is because the concept of democracy does not merely define a form of government; it also contributes to students' understanding of their rights and responsibilities within social life. From this perspective, the accurate, meaningful, and lasting teaching of abstract concepts emerges as one of the fundamental functions of the Social Studies course (Yeşilbursa, 2019: 195). In other words, concepts serve not only as tools for acquiring knowledge but also as essential means for students to internalize civic and moral values and to develop democratic citizenship skills.

From this perspective, the accurate, meaningful, and lasting teaching of abstract concepts emerges as one of the fundamental functions of the Social Studies course. Tünkler (2021: 180)

emphasizes that concept teaching plays a central role in Social Studies and enables students to understand an increasingly complex world effectively. Kartal and Turan (2015: 373) found that some students hold misconceptions related to citizenship concepts and noted that one of the main reasons for this is the abstract nature of these concepts. Students experience difficulties in learning abstract concepts. As also stated by İlter (2017: 1137), due to the dense use of abstract terminology in social studies texts, students find social studies textbooks boring and have difficulty understanding explanatory texts because of unfamiliar words.

According to Yıldırım and Çelik (2022: 216), who emphasize that learning abstract concepts in Social Studies is critical for students' cognitive and social development, the intensive coverage of abstract topics in the 5th, 6th, and 7th grades may lead to conceptual confusion and misconceptions. Similarly, Soylu and Memişoğlu (2019: 472) reported teachers' views and highlighted that difficulties in the teaching process arise due to students' tendency toward concrete thinking, misconceptions, and the inadequacy of instructional materials. Gönenç and Açıkalın (2017: 31) also stated that abstract concepts and topics that are not supported by visuals and various materials constitute one of the major problems in Social Studies teaching. Learning strategies and visualization techniques presented to students facilitate the understanding of abstract concepts and contribute to the development of their knowledge and skills (Tay, 2005: 215). Within this framework, the teaching of abstract concepts in Social Studies plays a fundamental role in students' cognitive and skill development. Therefore, it is of great importance that abstract concepts are presented in a clear and systematic manner in the classroom.

However, teachers face challenges, such as the mismatch between these concepts and students' cognitive development levels, misconceptions, and the lack of instructional materials (Çelik & Çakmak, 2023: 65). In the literature, proposed solutions to these problems include the visualization of concepts, relating them to students' life experiences, and the use of student-centered teaching methods (Çal-Pektaş, 2021: 114-116; Yılmaz & Çolak 2012: 1-2, 9). In addition, the Turkey Century Maarif Model (Türkiye Yüzyılı Maarif Modeli) emphasizes value-oriented learning outcomes and higher-order cognitive goals, while also highlighting the importance of presenting abstract concepts in a gradual and concretized manner (Akpınar & Köksalan, 2024: 65).

There are numerous experimental and quantitative studies in the literature on the teaching of abstract concepts in social studies (Alkar & Yalçın, 2023; Şeker, 2014; Yılmaz & Çolak, 2012; Altıntaş & Altıntaş, 2008). However, qualitative studies that deeply examine the pedagogical challenges teachers personally experience in the process of concretizing abstract concepts, the systemic constraints they encounter, and their unique efforts to develop solutions remain quite limited. Existing research shows that teachers' experiences and perspectives play a critical role in the effective implementation of the Social Studies curriculum and in developing practical solutions to the challenges encountered (Yıldırım, 2024; Karaca, 2017; Akşit, 2011). In light of the findings presented in the literature, this study aims to address the existing problems and propose solutions to these issues. However, it has been observed that existing studies focus only on specific provinces, and Tokat province has remained outside this scope. To address this gap, the present study examines the difficulties faced by Social Studies teachers in Tokat while teaching abstract concepts and the methods they use to overcome these difficulties. Since identifying the challenges encountered in teaching abstract concepts and presenting strategies to address them have the potential to improve the effectiveness and efficiency of the course, this study is expected to make a significant contribution to the relevant literature.

Purpose of the Study

The aim of this study is to identify the difficulties experienced by Social Studies teachers in teaching abstract concepts and to reveal the instructional approaches they adopt to overcome these difficulties. The study is expected to contribute to the improvement of practices related to the teaching of abstract concepts by presenting teachers' experiences and to fill a gap in the literature.

In this context, the main research question of the study is formulated as follows: What difficulties do Social Studies teachers encounter in teaching abstract concepts, and which instructional approaches do they adopt to overcome these difficulties? Based on this main research question, the following sub-questions are addressed:

What are the difficulties faced by Social Studies teachers in teaching abstract concepts?

What factors contribute to the emergence of these difficulties?

Which instructional methods and strategies do teachers use to overcome the difficulties encountered in teaching abstract concepts?

METHODOLOGY

Research Model

This study adopted a qualitative research approach to examine the difficulties Social Studies teachers face when teaching abstract concepts, as well as the solutions they develop to overcome these challenges. The qualitative approach was chosen because it allows for an in-depth exploration of individuals' experiences, perceptions, and perspectives within their natural context. This approach facilitates understanding the complexity of social phenomena and provides a detailed account of participants' experiences (Creswell, 2013: 55).

The research was conducted within the framework of a case study, which is one of the qualitative research designs. Case studies enable the detailed and multifaceted investigation of a specific phenomenon or situation within its real-life context (Yıldırım & Şimşek, 2018). The aim of this design is not only to describe the situation but also to understand the processes, relationships, and contextual factors that influence it.

An important feature of case study research is the use of multiple data sources, which allows for a holistic examination of the phenomenon. The combined use of interviews, observations, documents, and various records ensures a more comprehensive and reliable understanding of the situation under investigation (Yin, 2018). Stake (1995) defines the case study as a research approach that aims to gain a deep understanding of a specific situation within its real-life context. Merriam (2013) emphasizes that case studies are particularly suitable for educational research, as they allow for the contextualized examination of teaching processes, classroom practices, and educational environments.

In this study, a case study design was chosen because the goal was to examine in detail, within the natural educational setting, teachers' experiences in teaching abstract concepts in Social Studies, the challenges they encounter, and the instructional strategies they develop (Yıldırım & Şimşek, 2018; Yin, 2018).

Study Group

The study group of this research consists of 28 Social Studies teachers working in Tokat during the 2024–2025 academic year. Participants were selected using a convenience sampling method. Convenience sampling is a sampling method in which the researcher includes participants who are accessible, taking into account factors such as time, cost, and ease of access (Yıldırım &

Şimşek, 2018). In this method, participants are typically chosen from the researcher's immediate environment or work setting. According to Yıldırım and Şimşek (2018), convenience sampling is frequently preferred in qualitative research due to its practical ease of implementation; however, it has certain limitations regarding the generalizability of the findings. Similarly, Creswell (2013) defines a convenience sample as a sample composed of individuals who are easily accessible to the researcher and willing to participate in the study, noting that this method is particularly common in descriptive and exploratory research.

Data Collection Tools

A semi-structured interview form was used as the data collection tool in this study. In line with the research objectives, the interview form was developed by the researcher and consists of eight open-ended questions. To ensure the content validity of the interview questions, opinions were obtained from three experts in Social Studies education and educational measurement, each with at least five years of academic experience. Necessary revisions were made based on their feedback. The interview form is divided into two sections. The first section includes questions regarding the participants' demographic and professional characteristics. The second section consists of open-ended questions aimed at determining teachers' perceptions of teaching abstract concepts in Social Studies, the challenges they encounter during the teaching process, the instructional methods and strategies they use to overcome these challenges, and their views on the curriculum.

Interviews were conducted individually at times convenient for the participants. Before the interviews, participants were informed about the purpose of the study, and their consent was obtained on a voluntary basis. They were also informed that they could withdraw from the study at any time. All interviews were audio-recorded with the participants' permission and later transcribed verbatim. To ensure confidentiality, all recordings were anonymized and used solely for research purposes. The researcher was directly involved in planning the study, conducting interviews, analyzing the data, and interpreting the findings. During data collection, a neutral and empathetic approach was maintained to ensure participants could freely express their views. In the analysis phase, care was taken to systematically code the data and develop themes. Ethical principles were followed throughout the study, participants' identities were kept confidential, and the data were used solely for research purposes.

Data Analysis

The data obtained in this study were analyzed using thematic analysis. Thematic analysis is a method that allows for the identification, analysis, and reporting of meaningful patterns within qualitative data (Braun & Clarke, 2006: 91). According to Braun and Clarke (2006: 91), thematic analysis consists of six phases. In the first phase, the researcher familiarizes themselves with the data by repeatedly reading the interview transcripts. In the second phase, meaningful statements are identified within the data and initial codes are generated. In the third phase, similar codes are grouped together to form themes. In the fourth phase, the themes are reviewed and assessed for alignment with the entire data set. In the fifth phase, the themes are clearly defined and named. Finally, in the sixth phase, the themes are integrated to produce a comprehensive report addressing the research questions. Through this analytical process, the experiences of Social Studies teachers in teaching abstract concepts, the challenges they encounter, and the instructional strategies they develop were systematically revealed.

Ethics Statement

Ethical approval for this study was obtained from the Amasya University Social and Human Sciences Ethics Committee on January 9, 2025, with reference number E-30640013-108.01-237037. Participation was voluntary, personal information was kept confidential, and the data collected were used exclusively for scientific purposes.

FINDINGS

The data obtained in this study were organized under two main themes. This section presents the findings derived from the perspectives of Social Studies teachers working in Tokat regarding the teaching of abstract concepts. In line with the qualitative research approach, the data were analyzed using content analysis, and the findings were organized into themes corresponding to the research questions.

1. Perceptions of the Concept of Abstractness

Social Studies teachers' perceptions of the concept of abstractness are presented in Table 1.

Table 1. Perceptions of the concept of abstractness

Main Theme	Sub-Themes	Sample Statements from Participants	f
Perceptions of Abstract Concepts	Cannot be perceived through the five senses	"Abstract concepts are those that cannot be perceived with the five senses." (P3, P7, P9, P17, P23)	15
	Cognitively and intuitively based concepts	"These are concepts whose existence is mainly accepted through intuition and thought." (P1, P5, P8, P19, P24)	9
	Associated with values and the affective domain	"They evoke values such as love, respect, justice, and morality." (P1, P6, P11, P18)	7
	Intangible / invisible structures	"These are concepts that cannot be physically touched or seen." (P4, P12, P13, P20, P21)	10
	Imagining and visualizing	"They are things we can imagine or visualize in our minds." (P21, P27, P28)	6
	Difficult for students to grasp	"Concepts that exceed the student's level and are hard to understand are seen as abstract." (P16, P25)	3

Examining Table 1, it is evident that teachers' perceptions of abstract concepts are concentrated around specific themes. The majority of participants defined abstract concepts as those that cannot be directly perceived through the five senses and are intangible and invisible. This indicates that teachers tend to distinguish abstract concepts from concrete reality, positioning them primarily as structures that cannot be physically experienced. Indeed, participant statements frequently emphasized that such concepts cannot be directly observed and are difficult to concretize.

Furthermore, teachers noted that abstract concepts are not merely devoid of sensory perception but also derive meaning through cognitive and intuitive processes. Participants indicated that these concepts are understood through thinking, interpretation, reasoning, and meaning-making, highlighting the critical role of cognitive activity in learning abstract concepts. This finding underscores the importance of cognitive processes and higher-order thinking skills in the teaching of abstract concepts.

The findings also reveal that teachers associate abstract concepts significantly with values and the affective domain. The frequent reference to concepts such as love, respect, justice, and morality suggests that teachers adopt an understanding aligned with the values education dimension of Social Studies. In this context, teachers perceive abstract concepts not only as cognitive learning elements but also as affective contents that shape individuals' attitudes, values, and behaviors.

Additionally, teachers reported that students often comprehend abstract concepts through visualization and imagination. This highlights the importance of imagery, analogy, and mental representation processes in teaching abstract concepts. However, some participants noted that understanding these concepts can be challenging for students, particularly depending on their developmental level, with students in the concrete operational stage experiencing greater difficulty.

Overall, teachers define abstract concepts as those that cannot be directly perceived by the senses, are understood through cognitive processes, and encompass a strong value dimension. These findings indicate that both cognitive and affective dimensions should be addressed in the teaching of abstract concepts and emphasize the importance of instructional strategies that are developmentally appropriate, support concretization, and actively engage students' mental processes.

2. Challenges in Teaching Abstract Concepts in Social Studies

The challenges that Social Studies teachers encounter in teaching abstract concepts are presented in Table 2.

Table 2. Challenges in teaching abstract concepts in social studies

Main Theme	Sub-Themes	Sample Statements from Participants	f
Challenges in Teaching Abstract Concepts	Concepts related to democracy and citizenship	"Students cannot concretize concepts such as democracy and national sovereignty." (P1)	16
	Historical and political concepts	"Abstract concepts are particularly prominent in history topics, which makes teaching difficult." (P2)	15
	Concepts related to geographical location and spatial orientation	"Students struggle greatly when learning about parallels and meridians." (P2)	12
	Concepts related to values and the affective domain	"Concepts such as empathy, justice, and tolerance are difficult for students to understand." (P22)	11
	Concepts that are difficult to perceive based on student level	"Due to their young age, children have difficulty understanding concepts such as era and chronology." (P6)	8
	Interdisciplinary and highly abstract concepts	"Concepts such as geopolitics and forms of government remain quite abstract for students." (P1)	7

Examining Table 2, it is evident that the challenges teachers face in teaching abstract concepts are concentrated around specific concept groups and exhibit a multidimensional nature. According to participant responses, the most frequently reported difficulties are associated with concepts related to democracy and citizenship. Concepts such as democracy, national sovereignty, independence, and human rights were reported as difficult for students to concretize. The inability to directly experience these concepts and the difficulty of relating them to everyday life were identified as factors that complicate the learning process. This finding can be linked not only to the high level of abstraction of these concepts but also to their value and attitudinal dimensions.

Another significant area of difficulty concerns historical and political concepts. Participants indicated that concepts such as era, chronology, feudalism, and constitutional monarchy are

particularly challenging for students during history lessons. The temporal, processual, and contextual nature of these concepts requires students to mentally structure past events, which complicates comprehension and meaning-making. Insufficient development of historical thinking skills was also noted as a contributing factor to these difficulties.

The findings further reveal that abstract concepts related to geographical location and spatial orientation present notable challenges in teaching. Concepts such as parallels, meridians, and geographiccoordinates were perceived as abstract and complex by students. Mastery of these concepts requires map-reading skills, spatial thinking, and understanding coordinate systems, which makes mental visualization difficult. This challenge is particularly pronounced for students in the concrete operational stage.

In addition, difficulties were reported in teaching concepts associated with values and the affective domain. Participants emphasized that understanding concepts such as empathy, justice, and tolerance at a purely cognitive level is insufficient; transforming these concepts into behavior and internalizing them is a more complex process. Consequently, teaching abstract concepts within the scope of values education may fail to ensure lasting learning unless they are meaningfully connected to students' experiences.

Furthermore, some interdisciplinary abstract concepts were identified as challenging in the teaching process. Since these concepts span multiple learning areas and require multidimensional thinking, students' limited ability to establish connections among them can hinder the learning process.

Overall, the findings suggest that the difficulties encountered in teaching abstract concepts stem from the level of abstraction of the concepts, students' cognitive and developmental characteristics, and the inherent structure of the learning domains. These results highlight the need to employ instructional strategies that are developmentally appropriate, support concretization, and promote visualization and active engagement in the teaching of abstract concepts.

3. Instructional Approaches to Overcoming Challenges in Teaching Abstract Concepts

The instructional approaches that Social Studies teachers employ to address the challenges encountered in teaching abstract concepts are presented in Table 3.

Table 3. Instructional approaches to overcoming challenges in teaching abstract concepts

Main Theme	Sub-Themes	Sample Statements from Participants	f
Instructional Approaches to Overcoming Challenges in Teaching Abstract Concepts	Concretization-based instruction	"I ensure abstract concepts are concretized so they do not remain 'in the air.'" (P28)	18
	Drama- and role-play-based instruction	"I try to help students experience abstract concepts through drama and educational games." (P1)	14
	Instruction supported by audiovisual materials	"Visuals and videos facilitate the understanding of abstract concepts." (P9)	16
	Relating to daily life	"Concepts become more understandable when connected to everyday events." (P20)	13
	Learning by doing and experiencing	"When learned through doing and experiencing, abstract concepts become more permanent." (P13)	10

	Language-based cognitive support	"I make concepts more understandable through storytelling and analogies." (P12)	9
	Suggestions for curriculum and environment adjustments	"These activities require more time and an appropriate environment." (P2)	8

Examining Table 3, it is evident that teachers adopt multidimensional and enriched instructional strategies rather than a single-faceted approach in teaching abstract concepts. The most frequently employed strategy reported by participants is concretization-based instruction. In this regard, teachers indicated that they often utilize practices such as providing examples from daily life, using various tangible materials, and employing visualization techniques to make abstract concepts more comprehensible for students. This finding suggests that connecting abstract concepts to students' existing experiences plays a facilitative role in the teaching process.

Furthermore, teachers emphasized that drama- and role-play-based instructional practices are particularly effective in teaching concepts related to values and citizenship. Such approaches not only enable students to learn concepts cognitively but also allow them to experience these concepts affectively, thereby contributing to more meaningful and lasting learning. In this context, methods that place students' active participation at the center can be considered functionally significant in teaching abstract concepts.

Participant responses also highlighted that the use of audiovisual materials is an important factor in facilitating the understanding of abstract concepts. Tools such as maps, videos, animations, and digital content support students' mental visualization processes and help to approach concepts on a more concrete basis. This indicates that technological tools serve a supportive function in the teaching of abstract concepts.

Participants further reported that relating concepts to daily life and learning by doing and experiencing contribute to a deeper understanding of abstract concepts. Accordingly, learning environments that emphasize active, experience-based participation facilitate the internalization of these concepts. In addition, language-based supportive strategies, such as storytelling, analogies, and exemplification, were identified as playing a significant role in concept instruction. These methods help students construct mental schemas and establish meaningful connections among concepts.

On the other hand, the findings indicate that teachers face certain structural limitations in the process of teaching abstract concepts. Insufficient lesson time, large class sizes, and limited access to instructional materials were identified as factors negatively affecting the effectiveness of the teaching process. This suggests that teachers encounter practical constraints in implementing their pedagogical strategies.

Overall, the findings reveal that while teachers employ concretization, active learning, and visually supported instructional strategies in teaching abstract concepts, the effectiveness of this process depends not only on instructional methods but also on the physical and structural conditions of the learning environment. These results underscore the need to address both pedagogical and structural arrangements in the teaching of abstract concepts.

4. Additional Findings Based on Participants' Views

Additional findings obtained based on participants' views are presented in Table 4.

Table 4. Additional findings

Main Theme	Sub-Themes	Sample Statements from Participants' Views	f
Additional Findings Based on Participants' Views	Student characteristics and individual differences	"Concepts should be appropriate to the student level… individual differences should be taken into account." (P1)	3
	Quality of the teaching process and methods	"Abstract concepts should be well analyzed… studies should be conducted on how to teach them." (P13)	3
	Curriculum and structural arrangements	"The sequence of topics should be reviewed… the placement of units should be reorganized." (P2)	2
	Learning environment and physical conditions	"The large class size makes it difficult to provide individual attention." (P6)	1
	Family and social support	"Parents should also be encouraged… students should be helped to develop a reading habit." (P27)	1

Responses to the open-ended questions posed at the end of the interviews reveal teachers' more in-depth and holistic evaluations of teaching abstract concepts. The findings indicate that the teaching of abstract concepts is not limited to classroom practices alone; rather, it should be addressed within a broader framework ranging from student characteristics to the learning environment. In this context, participants particularly emphasized that students' individual developmental levels and their socio-cultural backgrounds play a decisive role in understanding abstract concepts. Students' cognitive development stages, levels of readiness, and prior experiences directly influence their processes of making sense of abstract concepts, highlighting the need for differentiated approaches in the teaching process.

Teachers' views also draw attention to structural factors that make the teaching process more challenging. Crowded classrooms, limited instructional time, and insufficient access to teaching materials are among the main factors that hinder the effective teaching of abstract concepts. Such constraints make it difficult for teachers to implement student-centered and interactive teaching methods, thereby negatively affecting the quality of the instructional process.

In addition, participants offered various suggestions to enhance the effectiveness of teaching abstract concepts. Diversifying and enriching instructional materials, increasing in-service training opportunities for teachers, and reorganizing curricula in accordance with students' developmental levels were among the prominent recommendations. These suggestions indicate the need to support teachers at both pedagogical and structural levels.

Overall, the findings clearly demonstrate that the teaching of abstract concepts has a multidimensional nature. In this process, not only teaching methods but also students' individual characteristics, the physical and social conditions of the learning environment, and the quality of curricula should be considered together. Therefore, adopting a holistic approach to teaching abstract concepts will both improve the quality of the instructional process and contribute to students' learning concepts in a more meaningful and lasting way.

CONCLUSION AND DISCUSSION

This study examined, within a multidimensional framework, the difficulties experienced by Social Studies teachers in teaching abstract concepts and the instructional approaches they adopt to overcome these difficulties. The findings indicate that teachers experience greater difficulty particularly in teaching value-laden concepts such as democracy, citizenship, rights,

freedom, sovereignty, and justice, as well as concepts with historical and political content. The in heren't difficulty in teaching these specific topics arises because, as Diktaş and Baş (2020: 3270) state, values and social concepts function as 'hiddenlaws' that regulate society. The irintangible and philosophical nature requires a deep cognitive structure that students often find difficult to grasp. The fact that these concepts cannot be directly observed, cannot be reduced to concrete objects, and often contain normative meanings makes the process of meaning-making more challenging for students. Moreover, the fact that such concepts carry different layers of meaning depending on the context may lead students to perceive them in a one-dimensional way or to develop superficial understanding. Therefore, the difficulty arises not only from the level of abstractness but also from the multi-layered and value-laden nature of these concepts.

The findings of the study are consistent with research in the literature indicating that the teaching of abstract concepts is closely related to the level of cognitive development (Levin & Belfield, 2003: 295). According to Jean Piaget's theory of cognitive development, students who have not fully reached the stage of formal operations may have limited abilities in hypothetical thinking, establishing cause–effect relationships, and developing multiple perspectives (Piaget, 1972: 87). Parallel to this perspective, Berti (2002: 69-74) argues that cognitive development is not merely a general structural change but is also shaped by domain-specific knowledge acquisition. Accordingly, the difficulties students face in constructing abstract social concepts, such as the state or sovereignty, stem from the institutional nature of these concepts. Particularly, children in the concrete operational stage tend to make sense of abstract institutions only through concrete individuals—such as police officers orpresidents—and often conflate institutional roles with personal characteristics.

Supporting these views, Beydoğan and Hayran (2016: 313-315) conclude that the use of multi-media tools significantly enhances students' ability to internalize abstract concepts by providing the necessary cognitives caffolds. The ir results suggest that when external stimuli are supported with visual and auditory materials, students demonstrate a higher tendency to as sign correct meanings to concepts, there by bridging the gap between concrete perception and abstract reasoning. Similarly, Memişoğlu and Tarhan (2016: 9-11) emphasize that development alreadiness is critical in concept teaching and that abstract concepts can only be taught by concretizing them in accordance with students' cognitive levels.

This situation becomes particularly evident in the teaching of concepts such as democracy and citizenship, which require higher-order thinking. Indeed, insufficient levels of student readiness, difficulties in relating concepts to everyday life experiences, and the presence of misconceptions are among the problems frequently expressed by teachers. Similarly, studies conducted by Soylu and Memişoğlu (2019: 472) and Çelik and Çakmak (2023: 65) also emphasize that alternative conceptualizations and cognitive deficiencies related to abstract concepts make the teaching process more difficult.

On the other hand, Lev Vygotsky's (1978: 84) social constructivist approach argues that abstract concepts are constructed through social interaction and language. In this context, it can be stated that students need guidance, peer interaction, and structured experiences in order to internalize concepts. Teachers' statements in the findings that students have difficulty transferring abstract concepts to everyday life contexts suggest that this dimension of social interaction is not sufficiently supported. This disconnect is further highlighted by Diktaş and Üztemur (2016: 81), who suggest that concepts like justice and democracy often remain 'book knowledge' for students unless they are transformed in to a 'lifestyle' and discussed with in the context of students' social realities. In addition, as emphasized in Jerome Bruner's (1966: 74) spiral curriculum approach, concepts should be presented progressively in accordance with developmental levels and through different modes of representation (enactive, iconic, and symbolic). In this study, teachers' tendency to rely on concretization-based instruction is also consistent with Bruner's representation-based view of teaching.

Another important finding of the study is that structural factors negatively affect the teaching process. Limited instructional time, a dense curriculum, and an exam-oriented education system prevent teachers from allocating sufficient time to interactive methods such as discussion, drama, role-playing, and problem-solving. Indeed, Baş and Diktaş (2024: 38) identify these issues as 'classical (traditional) problems' that have persisted in social studies education for years, noting that the lack of instructional materials and time remain primary hurdles regardless of curriculum updates. This situation may lead to a superficial, transmission-oriented teaching process rather than an in-depth exploration of concepts. This finding is consistent with Kenneth Zeichner (2010: 93), who highlights the structural constraints faced by teachers. Similarly, Linda Darling-Hammond (2000: 28) emphasizes the decisive role of teacher quality and pedagogical flexibility in student achievement, noting that effective teaching is shaped by teachers' strategic interventions. In the present study, it was also observed that teachers develop pedagogical adaptations and seek alternative instructional approaches despite systemic constraints. This highlights the importance of teachers' professional autonomy and pedagogical creativity.

It was determined that the most frequently used method by teachers to overcome difficulties in teaching abstract concepts is concretization-based instruction. In this process, teachers make use of analogies, case examples, stories, and everyday life scenarios. In addition, drama, role-playing, audio-visual materials, digital content, and discussion-based activities come to the forefront. These approaches contribute to students' understanding of concepts not only at the cognitive level but also at the affective and experiential levels. Yılmaz & Çolak (2012: 1-2) states that supporting abstract concepts with visualization and experience-based activities enhances retention. Furthermore, Richard Mayer's (2009) cognitive theory of multimedia learning demonstrates that the combined use of visual and verbal elements strengthens the meaning-making process. In this study, teachers' preference for audio-visual materials indicates that the use of multiple representations is functional in the teaching of abstract concepts.

The emphasis in the Turkey Century Maarif Model that abstract values should be presented in a developmentally appropriate, staged, and concretized manner aligns with the findings of this study (Akpınar & Köksalan, 2024: 65). The model also emphasizes that value-based education should be connected to experience, practice, and the social context. In this regard, the results of the study parallel the ongoing transformation in current teaching approaches and confirm the importance of constructivist, student-centered, and experience-based methods in teaching abstract concepts.

Overall, the findings indicate that the difficulties encountered in teaching abstract concepts stem not only from students' cognitive limitations but also from the nature of the concepts, the density of the curriculum, and the structural characteristics of the education system. At the same time, teachers' efforts to develop pedagogical strategies demonstrate that the instructional process is adaptable. This points to the need to strengthen concept teaching in teacher education programs, expand practice-oriented in-service training opportunities, and support pedagogical flexibility through appropriate structural arrangements.

From a holistic perspective, teaching abstract concepts in Social Studies should be understood as a multi-layered process shaped by the interaction of cognitive, pedagogical, and structural factors. Students' developmental characteristics play a decisive role in this process. In particular, middle school students' transition from the concrete operational stage to the formal operational stage may make it more difficult to grasp abstract concepts such as justice, freedom, democracy, responsibility, and rights. In this respect, how teachers structure concepts, the examples and experiences they provide, and the extent to which students are actively engaged in the learning process are critical for meaningful understanding.

The findings also show that, despite various challenges, teachers employ a range of pedagogical strategies to facilitate learning. Prominent among these are active learning approaches such as concretization, drama and role-playing, linking concepts to everyday life, the use of audio-visual materials, and learning by doing and experiencing. Such practices indicate that abstract concepts need to be internalized not only at a definitional level but also through experiential and affective engagement. Accordingly, the teaching of abstract concepts involves a comprehensive learning process that encompasses cognitive, affective, and behavioral dimensions.

In addition, structural factors—such as curriculum density, limited instructional time, the exam-oriented nature of the education system, and insufficient teaching materials—significantly influence the effectiveness of this process. Inaddition, structural factors—such as curriculum density, limited instructional time, and in sufficient teaching materials—significantly influence the effectiveness of thisprocess. As emphasized by Baş and Diktaş (2024: 41), the lack of physical and technological materials in classrooms often limits the teachers pedagogical creativity, forcing them back in to more traditional, teacher-centered methods. Therefore, improving the teaching of abstract concepts requires not only classroom-level pedagogical practices but also broader adjustments at the levels of curriculum design and education policy. Furthermore, for a holistic improvement, Diktaş and Üztemur (2016: 96) argue that education must transcend the 'four walls of the classroom' to ensure that abstract values are not just taught but lived. The time required for interactive and experience-based activities may constrain teachers' ability to plan and implement such practices within existing class schedules, which can result in a more superficial treatment of abstract concepts. Therefore, improving the teaching of abstract concepts requires not only classroom-level pedagogical practices but also broader adjustments at the levels of curriculum design and education policy.

In conclusion, enhancing the teaching of abstract concepts in Social Studies necessitates a comprehensive and coordinated approach. Supporting teachers through targeted in-service training, increasing opportunities for practice-based professional development, and systematically integrating activities that facilitate the concretization of abstract concepts into curricula are essential steps. Further more, allocating sufficient time for interactive learning and employing alternative assessment methods may further support this process.

This study contributes to the literature on regionally focused research by highlighting teacher experiences in the context of Tokat province. Findings derived from teachers' perspectives provide guidance for both practitioners and curriculum developers. The study demonstrates that teaching abstract concepts is not limited to classroom practices; rather, it is an area that should be approached integratively, taking into account pedagogical formation, curriculum design, and the structural characteristics of the education system.

RECOMMENDATIONS

Based on the findings of the study, the following suggestions can be offered to improve the teaching of abstract concepts in Social Studies:

- Greater emphasis should be placed on concretization-based activities such as drama, case studies, role-playing, and learning by doing and experiencing.

- The use of supportive tools, including audio-visual materials, digital content, and interactive instructional devices, may be enhanced to facilitate the concretization of abstract concepts.

- Class time and curriculum density can be reconsidered to allow more time for discussion and experiential learning.

- Teachers can be supported through practical in-service training programs focusing on pedagogical strategies for teaching abstract concepts.

- Abstract concepts can be presented gradually and progressively, taking into account students' readiness and cognitive development levels, while addressing any gaps in understanding.

- More activities that relate abstract concepts to students' everyday life experiences can be included in the curriculum.

- Similar studies should be conducted in different provinces and at various educational levels in order to obtain comparative results.

Researchers' Contribution Rate
All authors contributed equally to this study.

Support and Acknowledgements
The authors received no financial support for this study.

Conflict of Interest
The authors declare that there is no conflict of interest in this study.

Ethics Statement
Ethical approval for this study was obtained from the Amasya University Social and Human Sciences Ethics Committee on January 9, 2025, with reference number E-30640013-108.01-237037. Participation was voluntary, personal information was kept confidential, and the data collected were used exclusively for scientific purposes.

REFERENCES

Aashamar, P. N., Klette, K., & Christensen, A. S. (2024). Teaching higher-order thinking in social studies: The role of content coverage and intellectual challenge. *Journal of Social Science Education, 23*(1), 1–31. https://doi.org/10.11576/jsse-5808

Akşit, M. (2011). *İlköğretimde görev yapan sosyal bilgiler öğretmenlerinin sosyal bilgiler öğretiminde karşılaştıkları sorunlar (Denizli–Erzurum örneği)* [Unpublished master's thesis]. YÖK Ulusal Tez Merkezi.

Akpınar, B., & Köksalan, B. (2024). *Türkiye Yüzyılı Maarif Modeli ve değer temelli eğitim yaklaşımları* (*Turkey Century Education Model and Value-Based Education Approaches*). Millî Eğitim Yayınları.

Alkar, E., & Yalçın, A. (2023). Ortaokul öğrencilerinin sosyal bilgiler programında yer alan coğrafi soyut kavramlara yönelik bilişsel yapılarını keşfetmek. *Cumhuriyet International Journal of Education*, 12(3): 557-567. https://doi.org/10.30703/cije.1216057

Altıntaş, G., & Altıntaş, S. (2008). İlköğretim 5. sınıf sosyal bilgiler dersinde "kavram haritası" kullanımının öğrenci akademik başarısı üzerindeki etkisi. *Kastamonu Education Journal*, *16*(1), 61-66. https://izlik.org/JA38CR36KB

Baş, K., & Diktaş, A. (2024). Sosyal bilgiler öğretmenlerinin yaşamış olduğu klasik (geleneksel) ve güncel (popüler) sorunlar. *Trakya Eğitim Dergisi, 14*(Özel Sayı), 30-45. https://doi.org/10.24315/tred.1505549

Berti, A. E. (2002). Children's under standing of politics. In M. Barrett& E. Buchanan-Barrow (Eds.), *Children's under standing of society* (pp. 69–103). Psychology Press.

Beydoğan, H. Ö., & Hayran, Z. (2016). Ortaokul öğrencilerinin kavramları anlamlandırma eğilimleri. *Millî Eğitim*, *45*(210), 303-317. https://dergipark.org.tr/tr/pub/milliegitim/article/406027

Bozkurt, B. Ü. (2018). Kavram, kavramsallaştırma yaklaşımları ve kavram öğretimi modelleri: Kuramsal bir derleme ve sözcük öğretimi açısından bir değerlendirme (*Concepts, conceptualization approaches, and concept teaching models: A theoretical review and an evaluation for vocabulary teaching*). *Dil Dergisi, 169*(2), 5–23. https://doi.org/10.1501/Dilder_0000000252

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77–101. https://doi.org/10.1191/1478088706qp063oa

Bruner, J. S. (1966). *Toward a theory of instruction*. Harvard University Press.

Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). Sage.

Çal Pektaş, Ü. T. (2021). Sosyal bilgiler öğretmenlerinin literatürdeki sosyal bilgiler dersi kavram yanılgılarına ilişkin görüşleri. *Journal of Innovative Research in Social Studies*, *4*(2), 101–121. https://doi.org/10.47503/jirss.1015043

Çelik, A., & Çakmak, Z. (2023). Sosyal bilgiler öğretiminde kavram yanılgıları ve çözüm önerileri (*Conceptual mis under standings and proposed solutions in social studies instruction*). *Sosyal Bilgiler Eğitimi Araştırmaları Dergisi, 14*(2), 60–78.

Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archives, 8*(1), 1–44. https://doi.org/10.14507/epaa.v8n1.2000

Diktaş, A., & Baş, K. (2020). Değer eğitimi dersinin sosyal bilgiler öğretmen adaylarına kazandırdıkları. *Turkish Studies- Educational Sciences*, 15(5), 3261-3275. https://doi.org/10.47423/TurkishStudies.44473

Diktaş, A., & Üztemur, S. S. (2016). Kritik öneme sahip bazı sosyal meselelerle ilgili ilköğretim 8. sınıf öğrencilerinin düşünceleri. *INESJOURNAL: Uluslararası Eğitim Bilimleri Dergisi*, 3(8), 79-104. https://doi.org/10.16991/INESJOURNAL.276

Gönenç, S., & Açıkalın, M. (2017). Sosyal bilgiler öğretmenlerinin sosyal bilgiler öğretiminde karşılaştıkları sorunlar ve bunlara getirdikleri çözüm önerileri. *Trakya Üniversitesi Eğitim Fakültesi Dergisi, 7*(1), 26–41. https://dergipark.org.tr/tr/pub/trkefd/article/287419

İlter, İ. (2017). Concept-teaching practices in social studies classrooms: Teacher support for enhancing the development of students' vocabulary. *Educational Sciences: Theory & Practice, 17*(4), 1135–1164. https://doi.org/10.12738/estp.2017.4.0343

Karaca, A. (2017). *Ortaokullarda görev yapan sosyal bilgiler öğretmenlerinin sosyal bilgiler öğretiminde karşılaştıkları sorunlar ve çözüm önerileri (Çorum ili örneği)* [Unpublished master's thesis]. YÖK Ulusal Tez Merkezi.

Kartal, A., & Turan, İ. (2015). İlköğretim 5. Sınıf öğrencilerinin zihin haritalarında vatandaşlık bilgileri ile ilgili kavram yanılgıları. *The Journal of Academic Social Science Studies, 34*, 373–383. https://doi.org/10.9761/JASSS2781

Katz, J. S., Wright, A. A., & Bodily, K. D. (2007). Issues in the comparative cognition of abstract-concept learning. *Comparative Cognition & Behavior Reviews, 2*, 79–92. https://doi.org/10.3819/ccbr.2008.20005

Kerr, D. (1999). Citizenship education: An international comparison. *International Review of Education, 45*(1), 81–95.

Küçükbatman, L., & Kılıç, D. (2018). İlköğretim beşinci sınıf öğrencilerinin eleştirel düşünme becerileri ile sahip oldukları değerler arasındaki ilişki [The relationship between fifth graders' critical thinking skills and their values]. *Atatürk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 22*(4), 2465–2484. https://dergipark.org.tr/en/pub/ataunisosbil/article/501064

Levin, H. M., & Belfield, C. R. (2003). The educational and social costs of inadequate education. *Education Economics, 11*(3), 295–311.

Löhr, G. (2022). What are abstract concepts? On lexical ambiguity and concreteness ratings. *Review of Philosophy and Psychology, 13*(3), 549–566. https://doi.org/10.1007/s13164-021-00542-9

Mayer, R. E. (2009). *Multimedia learning* (2nd ed.). Cambridge University Press.

Memişoğlu, H., & Tarhan, E. (2016). Sosyal bilgiler öğretmenlerinin kavram öğretimine ilişkin görüşleri. *Eğitim ve Öğretim Araştırmaları Dergisi*, *5*(Özel Sayı), 6-20. http://www.jret.org/FileUpload/ks281142/File/02.hatice_memisoglu.pdf

Merriam, S. B. (2013). *Qualitative research: A guide to design and implementation* (3rd ed.). Jossey-Bass.

Öztürk, C. (2009). *Sosyal bilgiler öğretimi: Demokratik vatandaşlık eğitimi [Social studies instruction: Democratic citizenship education].* Pegem Akademi.

Öztürk, C. (2012). *Sosyal bilgiler öğretimi ve program geliştirme [Social studies instruction and curriculum development]*. Pegem Akademi.

Piaget, J. (1972). *The psychology of the child*. Basic Books.

Rombout, F. (2024). Teaching value-loaded critical thinking in philosophy education. *Journal of Didactics of Philosophy, 8*, 1–16. https://doi.org/10.46586/JDPh.2024.11318

Stake, R. E. (1995). *The art of case study research*. Sage.

Soylu, Y., & Memişoğlu, H. (2019). Sosyal bilgiler dersinde soyut kavram öğretiminde karşılaşılan sorunlar [Problems encountered in teaching abstract concepts in social studies]. *Kuram ve Uygulamada Eğitim Bilimleri, 19*(3), 465–482.

Şeker, M. (2014). The research of acquisition levels of concepts regarding social studies lesson: A quantitative research. *International Online Journal of Educational Sciences, 6*(1), 183–197. http://dx.doi.org/10.15345/iojes.2014.01.016

Şişman, M. (2011). *Eğitim bilimine giriş [Introduction to educational science]*. Pegem Akademi.

Tay, B. (2005). Sosyal bilgiler ders kitaplarında öğrenme stratejileri [Learning strategies in social studies textbooks]. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi, 6*(1), 209–225. https://dergipark.org.tr/tr/pub/kefad/article/856348

Tünkler, V. (2021). Concept learning and teaching in social studies. In Ö. Akman, F. O. Atasoy, & T. Gür (Eds.), *Education, social, health and political developments in Turkey between 2000–2020* (pp. 175–189). ISRES Publishing.

Ünal, F., & Er, H. (2017). Öğretmen adaylarının sosyal bilgiler dersinde öğretimi zor olan soyut kavramlara ilişkin bilişsel yapılarının incelenmesi [Pre-service teachers' cognitive structures regarding difficult-to-teach abstract concepts in social studies]. *Bartın Üniversitesi Eğitim Araştırmaları Dergisi, 1*(1), 6–24. https://dergipark.org.tr/tr/pub/bujer/article/369372

Varış, F. (1996). *Eğitim bilimine giriş [Introduction to educational science]*. Alkım Yayınları.

Veugelers, W. (2019). *Learning and teaching in critical-democratic citizenship education*. University of Humanistic Studies.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

Yeşilbursa, C. C. (2019). Kavram öğretimi ve sosyal bilgiler eğitimi [Concept teaching and social studies education]. In C. Öztürk (Ed.), *Sosyal Bilgiler Öğretimi [Social Studies Instruction]* (pp. 189–210). Pegem Akademi.

Yıldırım, A., & Şimşek, H. (2018). *Sosyal bilimlerde nitel araştırma yöntemleri [Qualitative research methods in social sciences].* Seçkin Yayıncılık.

Yıldırım, C. (2024). *Sosyal bilgiler öğretmenlerinin sosyal bilgiler öğretiminde karşılaştıkları sorunlar (Bitlis ili örneği)* [Unpublished master's thesis]. YÖK Ulusal Tez Merkezi.

Yıldırım, G., & Çelik, M. E. (2022). Sosyal bilgiler 5–7. Sınıf ders kitaplarının kavram haritaları açısından incelenmesi [Analysis of concept maps in 5th–7th grade social studies textbooks]. *Uluslararası Türk Eğitim Bilimleri Dergisi, 10*(18), 208–221. https://doi.org/10.46778/goputeb.969291

Yılmaz, K., & Çolak, R. (2012). *Sosyal bilgiler öğretiminde kavram haritaları kullanımının öğrencilerin tutum, akademik başarı ve bilgilerinin kalıcılık düzeylerine etkisi*. *Cumhuriyet Uluslararası Eğitim Dergisi, 1*(1), 1–16. http://cije.cumhuriyet.edu.tr/en/pub/article/57532

Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). Sage.

Appendix 1. Interview Form

1.Demografik Sorular

Yaş: ..... Meslekteki Görev Süresi: .....

Eğitim Seviyesi: .....

ARAŞTIRMA SORULARI

1- Soyut kavram ifadesini nasıl tanımlarsınız, bu ifade sizde ne çağrıştırmaktadır?

2- Soyut kavram öğretimi Sosyal bilgiler dersi açısından sizce önemli midir, açıklayınız.

3- Soyut kavram öğretiminde yöntem ya da teknik kullanıyor musunuz,

3.1. Evet ise kullandığınız yöntem ya da tekniği açıklayınız.

3.2. Hayır ise öğretme-öğrenme sürecini hangi alternatif uygulamalarla destekliyorsunuz?

4- Sosyal bilgiler dersinde soyut kavramlar en fazla hangi üniteler veya konular içinde yer almaktadır?

5- Sosyal bilgiler dersinde hangi soyut kavramların öğretiminde daha fazla güçlük yaşıyorsunuz?

6- Sosyal bilgiler dersinde soyut kavramların öğretiminde yaşanılan güçlüklerin çözümü adına önerileriniz nelerdir?

7- Soyut kavram öğretiminde yaşanılan güçlükler;

7.1. Öğretim sürecini nasıl etkilemektedir?

7.2. Öğrenme çıktılarını nasıl etkilemektedir?

8- Yukarıdaki soruların dışında eklemek istediğiniz bir şeyler varsa lütfen belirtiniz.