



Analysis of Social Novels in Terms of Goals of Teaching Social Studies

Toplumsal Romanların Sosyal Bilgiler Öğretimi Amaçları Açısından Analizi

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Öz

Bu araştırmada, toplumsal romanlarda sosyal bilgiler dersi amaçlarına yönelik eğitici iletileri analiz etmek ve bunların ne sıklıkta bulunduğunu ortaya koymak amaçlanmıştır.

Araştırmanın veri kaynağını toplumsal romanlar; çalışma grubunu ise Milli Eğitim Bakanlığı'nın ilköğretim öğrencileri için tavsiye ettiği "100 Temel Eser" okuma listesindeki on beş (15) toplumsal roman oluşturmaktadır. Bu romanların sekiz (8)'i Türk edebiyatından, yedi (7)'si Dünya edebiyatındandır. Araştırmada analizi yapılacak yazılı materyaller romanlar olduğundan, veri toplama yöntemi olarak doküman incelemesi kullanılmıştır. Nitel araştırma yöntemi çerçevesinde doküman analizi tekniği kullanılarak elde edilen verilerin analizi betimsel analiz yoluyla yapılmıştır.

Çalışma grubunu oluşturan toplumsal romanlarda en fazla sosyal katılım becerisine yönelik kavramların yer aldığı görülmüştür. Onu değerler ve insan hakları kavramları takip etmiştir. En az bulunan ise demokrasi kavramları olmuştur. Onu vatandaşlık kavramları izlemiştir.

Anahtar Kelimeler: Toplumsal roman, insan hakları, demokrasi, sosyal katılım becerisi, değerler.

Abstract

In this research, it is aimed to analyse the educational messages about goals of social studies lessons in social novels and to show how often they are found.

Data source of this research constitutes social novels, and the working group is fifteen (15) social novels on the "100 Temel Eser-100 Main Books" list which are suggested for primary school students by Educational Secretary Minister. Belongs in these list of novels eight (8) are Turkish literature and seven (7) are World literature. Since the written materials to be analysed in the research are novels, a document review was used as the data collection method. The analysis of the data obtained by using the document analysis technique within the context of the qualitative research method has been done through descriptive analysis.

In the social novels that constituted the working group, it has been observed that concepts related to social participation skill were found to be involved the most common. It was followed by values and concepts of human rights. And the democracy concepts were found the least. It was followed by concepts of citizenship.

Keywords: Social novel, human rights, democracy, social participation skills, values.

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1. Introduction

In the early 19th century, educators and social workers in the United States prepared a new citizenship program. The aim of the program was to teach all children how to live in urban life, how to live in the world of the 19th century briefly. It was decided that the social problems had to be resolved without passing by, and that the decision-making process should be made in a democratic society not just by politicians. Individuals had to learn to take part in social problems and its solution processes. The social studies education program should emphasize problems affecting the quality of life of anyone (Barth, 1991).

Social studies according to the National Council of Social Studies [NCSS]; “[...] encompasses areas of activity that scrutinizes human relationships and social events which examines the role of the individual in a democratic society designed to protect human honor, dignity and social science fields” (Evans & Brueckner, 1990). Öztürk & Otluoğlu (2002) defines social studies as “a civic education program aiming to integrate and simplify the findings of social sciences according to the level of the learners and use them to provide the knowledge, skills, attitudes and values that students need to adapt to social life and to solve social problems”

According to NCSS’s teaching guide which was published in 1970, four aims for teaching social studies are: (a) improving the ability of people to learn about past, present and future situations; (b) acquiring the skills necessary to process information; (c) improving the ability to interpret beliefs and values; (d) applying knowledge for active social participation as a citizen (Barth, 1991). Michaelis (1985) gathered the universal aims of social studies education in four groups including those related to knowledge, skills, attitudes / values and social participation (Michaelis & Garcia, 1996). İnan (2014) identified the aim of social studies education as (a) to guide to being a virtuous person (b) to educate effective citizens; (c) to teach the process of political governance (democracy); (d) to acquire basic history, place, and social thinking skills.

Social information is a “democratic citizenship education” program as can be understood from the various definitions of social studies and purposes of social studies education. Taking this into consideration, the overall aim of social studies education is to ensure that individuals are active citizens with capability that a democratic society needs (Barth, 1991). Today, the most important goal for social studies stated by experts is effective democratic citizenship education (NCSS, 1993; Barr, Barth & Shermis, 1978). At this point, social studies also contribute to the development of democratic processes. The main purpose of social studies in a democratic country is to educate effective citizens who can take part in and develop the democratic process. Because democracy can only be developed by people who have equipped with the knowledge, values and skills necessary for it and who have made it a part of their life by believing in (Doğanay, 2004).

The main purpose of having these knowledge and skills is to enable people to attribute various meanings to their lives and use this information to improve the quality of life in areas such as decision making and problem solving (Öztürk & Dilek, 2004).

The other purpose category of social studies is values. Value is “a collective thought, purpose, fundamental moral principle or beliefs that is considered as correct or necessary by the majority of members of a social group or society in order to provide and maintain societies existence, unity, functioning and continuation” (Bilgili, 2006). In order to continue their existing cultural values, every society wants to convey those values to new generations. Period that the new generations gain these values is called socialization. The aim of socialization is to keep society alive by protecting the unity between the individuals (Doğanay, 2004). In a democratic society within a rapidly changing world, the aim of teaching social studies should not just be to educate citizens who accept the existing social order without questioning but should be to educate citizens who can only critically and creatively think, producing new values by questioning existing social values (Öztürk, 2007).

One of the important tasks of social studies is to bring democratic values and beliefs to new generations. Democratic values are criteria or standards that assessed by personal or group behaviour and make social life more meaningful. Democratic beliefs mean commitment to those values. NCSS (1984) determined these values as “freedom, equality, human dignity, diversity, fairness, trueness, honesty, loyalty, privacy, responsibility, justice, international human rights, rule of law and authority” (Öztürk & Dilek, 2004). It is important to apply effective social studies education to individuals in transmitting these values to new generations.

In order to enable citizens to live together effectively in a democratic society, they need to have some important skills as well as some basic knowledge and values (Öztürk & Dilek, 2004). Skills are “the abilities that are intended to

be acquired, developed and transmitted to life during the learning process by students” (Bilgili, 2006). Students need skills to transform the knowledge and the values they possess into behaviour. Effective democratic citizenship can be improved by ensuring individuals to use these skills in life (Öztürk & Dilek, 2004). Many of the skills used in social studies education involve processing information, analyzing attitudes and values, and taking an active role in social activities (Michaelis, 1985).

The “Information Age and Globalization” phenomenon forces the societies that want to follow this age to grow up the individuals required by the 21st century. Individuals of this century must have the ability to compete and be open to cooperate. This individual should acquire skills related to knowledge, skills, attitude/value and social participation (Öztürk, 2007). The individual must have some personal skills, group interaction skills and social/political participation skills in order to be able to maintain as a qualified citizen in a democratic society (Öztürk & Dilek, 2003). The aim of social studies education is to provide these skills to citizens of future. The school should be a model of society in which first experiences of these skills are gained (Barth, 1991).

The three dimensions summarized above, which should be found in effective citizenship, form the basis for the purposes of teaching social studies. These three areas should be developed in a coordinated manner (Öztürk & Dilek, 2004). As in all lessons, the institution that set Turkey’s national/state standards in social studies education is Ministry of National Education. The main purpose of the social studies curriculum, “To educate effective and responsible Turkish citizens” (İnan, 2014).

Significant part of the program aims to teach the national culture and institutions and adopt the related attitudes and values. The explanations related to the application, “This course ensures that students are educated as individuals who adopt and protect secular, democratic and contemporary values that are connected to the principles and reforms of Atatürk. The students are taught that they must realize the ideal of Atatürk that “to bring our national culture above the level of modern civilization. (...) The feelings of students of love, respect and confidence are strengthened for the Turkish nation, the Turkish flag, the people serving to the Turkish army and the country; the importance of national unity and solidarity is grasped (...)” (Güleryüz, 2001; Öztürk & Dilek, 2004) shows that social studies curricula in our country aims to educate effective and responsible Turkish citizens.

With the introduction of the constructivist education into the social studies education program, integration of literature and social studies, issues related to multiculturalism, ethics and values, social issues, technology, examination of topics deeply and education programs based on service to the society were the developments that affected the program (Öztürk & Dilek, 2004). Literary products are the most basic element of literature-based social studies teaching. Stories, novels, poems, tales, riddles, letters, jokes, legends, epics, proverbs etc. are literary products that can be used in teaching social studies (Demir & Akengin, 2011).

Literature has an important place in the teaching of social studies. Among the children’s literature products topics of history education and teaching, geography teaching, archeology education, environmental education, character and moral education, social consciousness, teaching of cultural values, teaching of economic and social topics (migration, slavery, multiculturalism, genocide, recognition of other cultures, war, etc.) can be used in social studies course (Şimsek, 2006). The literary work introduces people and the environment. It speaks of conflicts in which people live in their daily lives, with other people, the natural and social environment. Literary works soften the soul of people by love of human, country, life and nature and help to develop human-specific attitudes and values such as goodness, friendship, tolerance, forgiveness, solidarity, diligence and honesty. Literary works educate people in the direction of goodness, goodwill and trueness in relation to both individual and social life and to bring new values (Kavcar, 1999; Öztürk & Otluoğlu, 2011).

Literary works are the products of the accumulations of nations that have survived for centuries. These products include the vision and ideals of the society in which they were created. The cultural and social values of the people are subject to literary texts and are transmitted to the next generations in this way (Özcan, 2008). Introducing literature to social studies helps students to acquire positive qualities by expanding their experience. It also makes it easier to remember events and concepts even after a long time. Striking events and colorful details excite students, classroom discussions come to life, and the level of critical reading is broadened (Davis & Palmer, 1992; Çuhadar, 2005).

The novels, which are one of the earliest works when literary text is mentioned, have an important place in the education of children because they enter into the fictionalized worlds and establish emotional parallelism (Yalçın & Aytaş, 2011). The novels are long proses that describe “the adventures, characters, thoughts and feelings of people in their own particular way”. In the novels, attempts are made to explain or resolve the habits and customs of communities,

interpersonal relationships, passions and spiritual events (Oğuzhan, 2009).

Especially social novels that reveal the social problems of a society have an important place in the education of children, such as Halide Edip Adıvar's *Sonsuz Panayır*, Yasar Kemal's *İnce Memed* novels (Aytaş et al., 2013). In social novels, children can find many problems and their solutions, information, opinions and comments that explain the events. Social novels enable children to expand their limited life experiences and to gain insight into the types of human beings, and help to clarify value judgments. Thus, novels facilitate the accommodation to the environment and society (Oğuzhan, 2009).

The events that children see in the novels give them experiences about life. If they meet in various situations in their own lives, the ability to predict how they should act in the face of these events makes them less likely to make mistakes. Because a novel tells all aspects of life and creates a link between the past and the future, it has a more special and important place than any other types in terms of education. Children can easily follow a existence and formation through novels (Yalçın & Aytaş, 2011).

When the body of literature is examined, it is seen that there are researches on the analysis of global values and values of social studies curriculum.

Gedik (2012) analyzed the values in the story books on the hundred basic readings list by the Ministry of National Education for elementary school students and intensely found the values about responsibility, helpfulness and honesty. Findings about sensitivity to natural environment, diligence, fairness were found to be less frequent. Values of being scientific, sensitivity to cultural heritage, respect for rights and freedoms, respect for diversity, patriotism, aesthetics, peace were found only in a small number.

Aktan (2012) has seen that values of love, helpfulness, respect, aesthetics and freedom are the most frequent values in hundred basic readings studied by analyzing the values in social studies curriculum. Being scientific, attaching importance to be healthy, tolerance, peace and independence were the least frequent values. Aesthetics, hospitality, attaching importance to be healthy and cleanliness values were not encountered.

Sivrikaya (2010), as a result of his research on global values in the books on the list of hundred basic readings recommended by the Ministry of National Education for elementary school students; morality, knowledge, individual, individual development, modernization, democracy, empathy, equality, ethics, entrepreneurship, rights, state of law, liberty, communication, human rights, personal self-confidence, secularism, rationalization, freedom, competition culture, prestige, social state, socialization, total quality, nation state, productivity values were determined. Democracy value was seen as the first place in terms of the frequency of processing. Ethics, individual development, liberty, empathy, knowledge, total quality and productivity values followed democracy. In the works, the least frequent value was the value of modernization.

The studies were focused on the analysis of values in literary texts, and the harmonization of hundred basic works with the values of the social studies education program. In this context the problem definition is identified as "What are the educational messages in social novels about teaching social studies?"

2. Aim

The aim of this research is to analyze the educational messages in social novels for social studies lessons and to show how often they are. Within this purpose, answers will be sought for the following questions:

1. What are the educational messages about human rights, democracy and citizenship in social novels?
2. How often are educational messages about human rights, democracy and citizenship in social novels?
3. What are educational messages about social participation skills in social novels?
4. How often are educational messages about social participation skills in social novels?
5. What values are there for social and family issues in social novels?
6. How often are values for social and family issues in social novels?

3. Method

3.1. Research Design

The main purpose of this research is to analyze educational messages for social studies lessons in social novels. The

most appropriate research method to achieve this goal is the use of document analysis methodology in the context of qualitative research.

Qualitative research is an approach in which qualitative data gathering methods such as observation, interview and document analysis are used and a qualitative process is done to examine and understand the perceptions and events in the environment they are connected to in a realistic and holistic way (Yıldırım & Şimşek, 2013). Document analysis is a method that includes systematic analysis of written materials as a data source that have information about events and phenomena aimed to be studied (Yıldırım & Şimşek, 2004; Karasar, 2009). The analysis of the document was made in five stages; (1) accessing the documents, (2) checking the authenticity, (3) understanding the documents, (4) analyzing the data, (5) using the data (Forster, 1995; Yıldırım & Şimşek, 2004).

3.2. Study Group

The data sources of the research are social novels; the study group constitutes fifteen (15) social novels on the “100 Temel Eser-100 Main Books” reading list recommended by the Ministry of National Education for the primary education students through the circular numbered 2005/70. Eight (8) of these novels are from Turkish literature, and seven (7) are from World literature.

In order to determine the social novels that constitute the study group, Yıldırım’s (2005) classification which classifies recommended hundred works into literary genres was taken in consideration. During the market research, it is seen that there are many editions published by different publishers of the works on the list published by MoNE. The most printed and preferred publications and translations are preferred by considering the data of internet bookstores. Later, the works were grouped as native and foreign authors Fifteen (15) works of the study group and their authors are given in Table 1.

Table 1. Works That Constitutes Study Group.

TURKISH LITERATURE		WORLD LITERATURE	
Work	Author	Work	Author
1. Misginler Tekkesi	Reşat Nuri GÜNTEKİN	1. Oliver Twist	Charles DICKENS
2. Bağrıyanık Ömer	Mahmut YESARİ	2. The Pearl	John STEINBECK
3. Gururlu Peri	Mehmet SEYDA	3. Pollyanna	Eleanor H. PORTER
4. Kuklacı	Kemalettin TUĞCU	4. My Sweet Orange Tree	Jose Maura de VASCONCELOS
5. Bir Osmanlık Vardı	Hasan Nail CANAT	5. My Left Foot	Christy BROWN
6. 87 Oğuz	Nimet ve Rakım ÇALAPALA	6. The Flying Classroom	Erich KÄSTNER
7. Yonca Kız	Kemal BİLBAŞAR	7. The Children of Noisy Village	Astrid LINDGREN
8. Yankılı Kayalar	Yılmaz BOYUNAGA		

3.3. Data Collection Tools

As the written materials analyzed in the research were social novels, a document review was used as the data collection method. Educational messages in social novels that can be used in teaching social studies were found, read, tagged and evaluated with a plan.

Concepts and values have been determined by examining social studies curricula to ensure that the works are evaluated objectively. For 2005 Social Studies Curriculum and 2017 Social Studies Curriculum Draft, human rights, democracy, citizenship, social participation skills and learning areas towards society and family, values, skills, achievements and interdisciplinary achievements were analyzed. As a result of this analysis, the concepts and values in Table 2 were determined.

Table 2. Concepts and Values for Social Studies Course Objectives.

Theme	Concept / Value
1. Human Rights	right, freedom / liberty, equality, justice / fair trial right, European convention on human rights, right to life, right to health, expression of thought / freedom of expression, the right to citizenship, election right to vote, children's rights, convention on rights of the children, the right to education and training, women's rights, freedom of religion and conscience, freedom of science / the right to spread science and art, freedom of settlement and travel, copyright and patent right, consumer rights, employee and employer rights, environmental right, right to work, the right to freely choose the work, immunity of domicile, right to acquire property and right of succession, person / personality rights, right to physical integrity, right of security, the privacy and protection of private life, the right to petition and information, freedom of publication and press / freedom of mass communication, freedom to receive news, right to receive accurate information
2. Democracy	democratic environment, separation of powers, legislation / legislative independence, jurisdiction/ judicial independence, executive / executive independence, political parties, deputy, minister, law / constitution / legal rules, law / rule, regime, centralized management, local government
3. Citizenship	homeland, fatherland, nation, state, social role, citizenship responsibilities, democratic attitude, contract, fairness, respect, national consciousness, national sovereignty / independence, patriotism, national unity and solidarity, Atatürk's principles and reforms, National festivals, diligence, contribution to production, conscious consumption, saving, taxation, doing military service, culture, peace, public, public space, mathematical location, private location, geopolitical location
4. Social Participation Skill	individual, self-recognition, recognizing differences, effective citizens, problem solving, sensitivity, social responsibility, volunteerism, entrepreneurship, group work / cooperation, harmony, leadership, interview, discussion, reconciliation, planning, project, confidence, social problem, social need, community service, participation, activity, helping each other, solidarity, sharing
5. Values	tolerance, respect, responsibility, communication, honesty, attach importance to family members, etiquette, hospitality

3.4. Data Analysis

The analysis of the data obtained by the document analysis technique within the scope of the qualitative research method has been done through descriptive analysis. According to this approach, the obtained data are interpreted according to the previously determined themes (Yıldırım & Şimşek, 2004). The purpose of such analysis is to present the findings to the reader in an organized and interpreted way. For this purpose the obtained data is first described in a logical and understandable way. Afterwards these descriptions are explained and cause-effect relations are examined and some results are achieved (Altunışık et al., 2007).

In this respect, the collected data were analyzed in terms of values of human rights, democracy and citizenship issues, issues related to social participation skills, social and family issues, and the related results to social studies course aims were analyzed. The detected data is classified under the themes to which they relate. Frequency of the educational messages has been determined related to the purposes of the social studies course. In the frequency tables, concepts such as democracy and citizenship, social participation skills, values for society and family are expressed in terms of frequency.

Comparisons were made with similar research results to prevent errors from subjective assumptions. The results are consistent with the results of relevant researches. The obtained data within the scope of the research, prepared frequency tables for the analysis stage and the concluded judgments are stored to be examined by others when necessary.

4. Findings

The results of the research are classified under four headings: judgments related to the concepts of human rights, democracy and citizenship; judgments related to the concepts of social participation; judgments related to values; and overall judgments.

4.1. Findings Related to Concepts of Human Rights, Democracy and Citizenship

4.1.1. Findings related to concepts of human rights.

There were findings about right, freedom / liberty, equality, justice / fair trial right, right to life, right to health,

expression of thought / freedom of expression, the right to citizenship, children's rights, the right to education and training, women's rights, freedom of religion and conscience, freedom of settlement and travel, employee and employer rights, right to work, the right to freely choose the work, immunity of domicile, right to acquire property and right of succession, person / personality rights, right to physical integrity, right of security, freedom of publication and press / freedom of mass communication, right to receive accurate information while there was no findings European convention on human rights, election right to vote, convention on rights of the children, freedom of science / the right to spread science and art, copyright and patent right, consumer rights, environmental right, the privacy and protection of private life, the right to petition and information, freedom to receive news from the concepts of human rights in the works constituting the study group.

Table 3. Frequency Distribution of Relevant Findings Related to Concepts of Human Rights

Theme	Novels of Native Authors	Frequency (f)	Novels of Foreign Authors	Frequency (f)	Total (f)
Human Rights	Miskinler Tekkesi	19	Oliver Twist	48	67
	Gururlu Peri	22	Pollyanna	10	32
	Yonca Kız	23	The Flying Classroom	12	35
	Bağrı Yanık Ömer	11	My Left Foot	10	21
	87 Oğuz	4	My Sweet Orange Tree	12	16
	Bir Küçük Osmanlık Vardı	23	The Pearl	6	29
	Yankılı Kayalar	8	The Children of Noisy Village	1	9
	Kuklacı	12			12
	Total (f)	122		99	221

When the native and foreign novels are examined, concepts of human rights mostly appear in the "Oliver Twist" novel (f = 48). It is followed by the novels of "Yonca Kız" and "Bir Küçük Osmanlık Vardı" (f = 23), "Gururlu Peri" (f = 22) and "Miskinler Tekkesi" (f = 19). The novel with the least concepts of human rights is "The Children of Noisy Village" (f = 1). It is followed by novels such as "87 Oğuz" (f = 4), "The Pearl" (f = 6) and "Yankılı Kayalar" (f = 8).

The concepts of human rights that native novels have and foreign novels do not have are the concepts of employee and employer rights, immunity of domicile, right to receive accurate information. The concepts of human rights that foreign novels have and native novels do not have are expression of thought / freedom of expression, freedom of religion and conscience.

The concepts of human rights were mostly included in the novel "Oliver Twist". The novel that has least concepts of human rights was the novel "The Children of Noisy Village". It is seen that the concepts of human rights mostly included in "Yonca Kız" and "Bir Küçük Osmanlık Vardı" for the native novels and in "Oliver Twist" for the foreign novels. It is seen that the concepts of human rights rarely included in "87 Oğuz" for the native novels and in "The Children of Noisy Village" for the foreign novels.

4.1.2. Findings related to concepts of democracy

There were findings about democratic environment, jurisdiction/ judicial independence, political parties, deputy, law / constitution / legal rules, law / rule, regime, centralized management, local government while there was no findings separation of powers, legislation / legislative independence, executive / executive independence, minister from the concepts of democracy in the works constituting the study group.

Table 4. Frequency Distribution of Relevant Findings Related to Concepts of Democracy

Theme	Novels of Native Authors	Frequency (f)	Novels of Foreign Authors	Frequency (f)	Total (f)
Democracy	Miskinler Tekkesi	17	Oliver Twist	11	28
	Gururlu Peri	9	Pollyanna	0	9
	Yonca Kız	10	The Flying Classroom	2	12
	Bağrı Yanık Ömer	3	My Left Foot	1	4
	87 Oğuz	1	My Sweet Orange Tree	4	5
	Bir Küçük Osmanlık Vardı	3	The Pearl	1	4
	Yankılı Kayalar	1	The Children of Noisy Village	1	2
	Kuklacı	4			4
	Total (f)	48		20	68

When the native and foreign novels are examined, concepts of democracy mostly appear in the "Miskinler Tekkesi" (f=17) novel. It is followed by the novels of "Oliver Twist" (f=11), "Yonca Kız" (f=10) and "Gururlu Peri" (f=9). In the no-

vel "Pollyanna", there were found no findings regarding the concepts of democracy. The novels with the least concepts of democracy are "The Children of Noisy Village", "The Pearl", "My Left Foot", "Yankılı Kayalar" and "87 Oğuz" (f=1). They are followed by novels such as "The Flying Classroom" (f=2), "Bir Küçük Osmancık Vardı" and "Bağrı Yanık Ömer" (f=3), "My Sweet Orange Tree" and "Kuklacı" (f=4).

The concepts of democracy that native novels have and foreign novels do not have are the concepts of democratic environment, jurisdiction/ judicial independence political parties, deputy. There is no concept of democracy that foreign novels have and native novels do not have.

The concepts of democracy were mostly included in the novel "Miskinler Tekkesi". In the novel "Pollyanna", there were found no findings regarding the concepts of democracy. The novels that has least concepts of democracy were the novels "The Children of Noisy Village", "The Pearl", "My Left Foot", "Yankılı Kayalar" and "87 Oğuz". It is seen that the concepts of democracy mostly included in "Miskinler Tekkesi" for the native novels and in "Oliver Twist" for the foreign novels. It is seen that the concepts of democracy rarely included in "Yankılı Kayalar" and "87 Oğuz" for the native novels and in "The Children of Noisy Village", "The Pearl" and "My Left Foot" for the foreign novels.

4.1.3. Findings related to concepts of citizenship.

There were findings about homeland / fatherland, nation, state, social role, citizenship responsibilities, democratic attitude (democratic solutions, peaceful solutions), fairness, respect (respect for cultural heritage, respect for Turkish elders, respect for flag, respect for independence anthem), national consciousness, national sovereignty / independence, patriotism, national unity and solidarity, Atatürk's principles and reforms, National festivals, diligence, contribution to production, conscious consumption, saving, taxation, doing military service, culture (customs / traditions), peace, private location while there was no findings contract, public, public space, mathematical location, geopolitical location from the concepts of citizenship in the works constituting the study group.

Table 5. Frequency Distribution of Relevant Findings Related to Concepts of Citizenship.

Theme	Novels of Native Authors	Frequency (f)	Novels of Foreign Authors	Frequency (f)	Total (f)
Citizenship	Miskinler Tekkesi	27	Oliver Twist	2	29
	Gururlu Peri	2	Pollyanna	0	2
	Yonca Kız	15	The Flying Classroom	3	18
	Bağrı Yanık Ömer	7	My Left Foot	3	10
	87 Oğuz	20	My Sweet Orange Tree	5	25
	Bir Küçük Osmancık Vardı	8	The Pearl	3	11
	Yankılı Kayalar	7	The Children of Noisy Village	1	8
	Kuklacı	8			8
Total (f)		94		17	111

When the native and foreign novels are examined, concepts of citizenship mostly appear in the "Miskinler Tekkesi" (f=27) novel. It is followed by the novels of "87 Oğuz" (f=20), "Yonca Kız" (f=15), "Bir Küçük Osmancık Vardı" and "Kuklacı" (f=8). In the novel "Pollyanna", there were found no findings regarding the concepts of citizenship. The novel with the least concepts of citizenship is "The Children of Noisy Village" (f = 1). It is followed by novels such as "Oliver Twist" and "Gururlu Peri" (f=2), "The Pearl", "My Left Foot" and "The Flying Classroom" (f=3), "My Sweet Orange Tree" (f=5).

The concepts of citizenship that native novels have and foreign novels do not have are the concepts of homeland / fatherland, nation, state, social role, citizenship responsibilities, democratic attitude (democratic solutions, peaceful solutions), fairness, respect (respect for cultural heritage, respect for Turkish elders, respect for flag, respect for independence anthem), national consciousness, national unity and solidarity, Atatürk's principles and reforms, conscious consumption, taxation, doing military service. The concept of citizenship that foreign novels have and native novels do not have are peace.

The concepts of citizenship were mostly included in the novel "Miskinler Tekkesi". In the novel "Pollyanna", there were found no findings regarding the concepts of citizenship. The novel that has least concepts of citizenship was the novel "The Children of Noisy Village". It is seen that the concepts of citizenship mostly included in "Miskinler Tekkesi" for the native novels and in "My Sweet Orange Tree" for the foreign novels. It is seen that the concepts of citizenship rarely included in "Gururlu Peri" for the native novels. In the novel "Pollyanna" from foreign novels, there were found no findings regarding the concepts of citizenship. The novel that has least concepts of citizenship was the novel "The Children of Noisy Village".

4.2. Findings Related to Concepts of Social Participation Skill

According to the analysis of the third and fourth aim of the research, there were findings about individual, self-recognition, recognizing differences (feature, talent), effective citizens, problem solving, sensitivity, social responsibility, volunteerism, entrepreneurship, group work / cooperation, harmony (adaptation to the dynamics of different groups and situations), leadership, interview, discussion, reconciliation, planning, confidence, social problem, social need, community service, participation (non-governmental organization), task (to work on important days and weeks), activity, helping each other, solidarity, sharing while there was no findings project from the concepts of social participation skill in the works constituting the study group.

Table 6. Frequency Distribution of Relevant Findings Related to Concepts of Social Participation Skill.

Theme	Novels of Native Authors	Frequency (f)	Novels of Foreign Authors	Frequency (f)	Total (f)
Social Participation Skill	Miskinler Tekkesi	26	Oliver Twist	14	40
	Gururlu Peri	40	Pollyanna	12	52
	Yonca Kız	16	The Flying Classroom	26	42
	Bağrı Yanık Ömer	7	My Left Foot	25	32
	87 Oğuz	31	My Sweet Orange Tree	19	50
	Bir Küçük Osmancık Vardı	15	The Pearl	3	18
	Yankılı Kayalar	18	The Children of Noisy Village	20	38
	Kuklacı	10			10
Total (f)		163		119	282

When the native and foreign novels are examined, concepts of social participation skill mostly appear in the “Gururlu Peri” (f=40) novel. It is followed by the novels of “87 Oğuz” (f=31), “Miskinler Tekkesi” and “The Flying Classroom” (f=26), “My Left Foot” (f=25). The novel with the least concepts of social participation skill is “The Pearl” (f=3). It is followed by novels such as “Bağrı Yanık Ömer” (f=7), “Kuklacı” (f=10) and “Pollyanna” (f=12).

The concepts of social participation skill that native novels have and foreign novels do not have are the concepts of harmony and social problem. The concepts of social participation skill that foreign novels have and native novels do not have are participation (non-governmental organization) and task (to work on important days and weeks).

The concepts of social participation skill were mostly included in the novel “Gururlu Peri”. The novel that has least concepts of social participation skill was the novel “The Pearl”. It is seen that the concepts of social participation skill mostly included in “Gururlu Peri” for the native novels and in “The Flying Classroom” for the foreign novels. It is seen that the concepts of social participation skill rarely included in “Bağrı Yanık Ömer” for the native novels and in “The Pearl” for the foreign novels.

4.3. Findings Related to Values

According to the analysis of the fifth and sixth aim of the research, there were findings about tolerance, respect, responsibility, communication, honesty, attach importance to family members, etiquette, hospitality from the values for social and family issues in the works constituting the study group. It was found all values that was determined related to social and family issues.

Table 7. Frequency Distribution of Relevant Findings Related to Values.

Theme	Novels of Native Authors	Frequency f)	Novels of Foreign Authors	Frequency (f)	Total (f)
Values	Miskinler Tekkesi	26	Oliver Twist	24	50
	Gururlu Peri	40	Pollyanna	21	61
	Yonca Kız	19	The Flying Classroom	20	39
	Bağrı Yanık Ömer	12	My Left Foot	12	24
	87 Oğuz	22	My Sweet Orange Tree	12	34
	Bir Küçük Osmancık Vardı	15	The Pearl	7	22
	Yankılı Kayalar	16	The Children of Noisy Village	7	23
	Kuklacı	14			14
Total (f)		164		103	267

When the native and foreign novels are examined, values for social and family issues mostly appear in the “Gururlu

Peri" (f=40) novel. It is followed by the novels of "Miskinler Tekkesi" (f=26), "Oliver Twist" (f=24) and "87 Oğuz" (f=22). The novels with the least values for social and family issues are "The Children of Noisy Village" and "The Pearl" (f=7). They are followed by novels such as "My Sweet Orange Tree", "My Left Foot", "Bağrı Yanık Ömer" (f=12), "Kuklacı" (f=14) and "Bir Küçük Osmanlık Vardı" (f=15).

Related to social and family issues, all the values found in native novels are also found in foreign novels. There is no value that foreign novels have and native novels do not have.

The values for social and family issues were mostly included in the novel "Gururlu Peri". The novels that has least values for social and family issues was the novels "The Children of Noisy Village" and "The Pearl". It is seen that the values for social and family issues mostly included in "Gururlu Peri" for the native novels and in "Oliver Twist" for the foreign novels. It is seen that the values for social and family issues rarely included in "Bağrı Yanık Ömer" for the native novels and in "The Children of Noisy Village" and "The Pearl" for the foreign novels.

5. Discussion and Conclusion

The main purpose of the research is to analyze the educational messages in social novels for social studies course. The works constituting the study group were analyzed and according to the obtained findings results were concluded in the direction of the research objectives

When the concepts and values were ranked according to their frequency, it was seen that the concepts related to social participation skills were found to be most involved in the native and foreign novels. It is followed by values and concepts of human rights. The least frequent one is concepts of democracy. It is followed by the concepts of citizenship. When the native novels are considered, it is seen that the most frequent concept is values. It is followed by concepts of social participation skills and concepts of human rights. The least frequent one is concepts of democracy. It is followed by the concepts of citizenship. When the native novels are considered, it is seen that the most frequent concept is social participation skills. It is followed by values and concepts of human rights. The least frequent one is concept of citizenship. It is followed by concepts of democracy.

Among native and foreign novels, concepts and values regarding social participation skills are mostly seen in "Gururlu Peri", concepts of human rights are mostly seen in "Oliver Twist", concepts of democracy and citizenship are mostly seen in "Miskinler Tekkesi". There were no findings related to the concepts of democracy and citizenship in the novel "Pollyanna". Concepts of democracy are seen least in "87 Oğuz", "Yankılı Kayalar", "My Left Foot", "The Pearl" and "The Children of Noisy Village"; concepts of human rights, citizenship and values are seen least in "The Children of Noisy Village"; and concepts of social participation and values are seen least in "The Pearl".

Among native novels, concepts of social participation skills are seen in most in "Gururlu Peri", concepts of democracy and citizenship are seen most in "Miskinler Tekkesi" and concepts of human rights are seen most in "Yonca Kız" and "Bir Küçük Osmanlık Vardı". The concepts of democracy are seen least in "Yankılı Kayalar" and "87 Oğuz", concepts of citizenship are seen least in "Gururlu Peri", concepts of human rights are seen least in the "87 Oğuz", concepts of social participation values are seen least in "Bağrı Yanık Ömer".

Among foreign novels, human rights, democracy and values are seen most in "Oliver Twist", concepts of social participation skills are seen most in "The Flying Classroom", concepts of citizenship are mostly found in "My Sweet Orange Tree". There were no findings related to the concepts of democracy and citizenship in the novel "Pollyanna". The concepts of democracy are seen least in "My Left Foot", "The Pearl" and "The Children of Noisy Village", the values are seen least in "The Children of Noisy Village" and "The Pearl" and concepts of social participation are seen least in "The Pearl".

Although the researches do not deal with educative messages about human rights, democracy, citizenship and social participation, they can be related to the concepts of values, human rights, democracy, citizenship and social participation, since words that expressing values are concepts at the same time.

Gedik (2012) analyzed the values in the story books on the hundred basic readings list by the Ministry of National Education for elementary school students and intensely found the values about responsibility, helpfulness and honesty. Findings about sensitivity to natural environment, diligence, fairness were found to be less frequent. Values of being scientific, sensitivity to cultural heritage, respect for rights and freedoms, respect for diversity, patriotism, aesthetics, peace were found only in a small number. In our research, among native and foreign novels, concepts of social

participation such as helping each other; values such as responsibility and honesty were intensively involved. Concepts of citizenship such as diligence, fairness, respect (respect for cultural heritage, respect for rights and freedoms), patriotism and peace are less frequent.

Aktan (2012) has seen that values of love, helpfulness, respect, aesthetics and freedom are the most frequent values in hundred basic readings studied by analyzing the values in social studies curriculum. Being scientific, attaching importance to be healthy, tolerance, peace and independence were the least frequent values. Aesthetics, hospitality, attaching importance to be healthy and cleanliness values were not encountered. The values determined in this study are similar to the values and concepts that we have determined in our research. In our research, among native and foreign novels, the concepts of social participation such as helping each other and values such as respect and tolerance were intensively involved. Concepts of human rights such as freedom and concepts of citizenship such as national sovereignty/independence and peace were less involved. In our research, hospitality value which was not found in the research has taken place in native and foreign novels

Sivrikaya (2010), as a result of his research on global values in the books on the list of hundred basic readings recommended by the Ministry of National Education for elementary school students; morality, knowledge, individual, individual development, modernization, democracy, empathy, equality, ethics, entrepreneurship, rights, state of law, liberty, communication, human rights, personal self-confidence, secularism, rationalization, freedom, competition culture, prestige, social state, socialization, total quality, nation state, productivity values were determined. Democracy value was seen as the first place in terms of the frequency of processing. Ethics, individual development, liberty, empathy, knowledge, total quality and productivity values followed democracy. In the works, the least frequent value was the value of modernization. The values determined in this study are similar to the values and concepts that we have determined in our research. In our research, among native and foreign novels, values such as individual, self-recognition, entrepreneurship, effective citizen, concepts of social participation such as trust, and communication were intensively included. Concepts of human rights such as equality, rights, liberty/freedom, concepts of citizenship concepts such as Atatürk's principles and reforms, nation, and concepts of democracy such as democratic environment, law/constitution were involved less.

In the analyzed social novels, many educational messages were identified for social studies course aims. It is seen that it can be beneficial to accomplish the goals of social studies education with "100 Main Books" that was recommended for primary schools by the Ministry of National Education in 2005. In teaching social studies, not only novels, but all literary works can be used.

6. Implications

According to the results obtained from this study, the following suggestions are presented:

- Social studies curriculum should include how and by which methods should the literary works be used to teach the topics of human rights, democracy and citizenship, social participation skills, social and family issues that constitute the aims of social studies teaching.
- To set an example to teachers, the social studies curriculum should include activities for teaching purposes which use literary works, especially social novels.
- For effective teaching of social studies, textbooks should include sections from social novels. Social novels related to the subject should be used in the creation of the activities included in the workbooks.
- Teachers should first use social novels on the list of "100 Main Books" in order to be able to fulfill the objectives of teaching social studies. School administrations should keep these books in the library.
- *Oliver Twist*, *Miskinler Tekkesi* and *Yonca Kız* novels can be used during the lessons of human rights, democracy and citizenship; *Gururlu Peri* and *Yonca Kız* can be used during the lessons of social participation skills; and *Gururlu Peri* and *Oliver Twist* can be used during the lessons of society and family issues.

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