


A Study on the Folkloric Structure of Social Studies Textbooks in View of the Appropriateness for the Developmental Levels of Students

Sosyal Bilgiler Ders Kitaplarının Folklorik Yapısının Öğrencilerin Gelişim Seviyelerine Uygunluğu Açısından İncelenmesi

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ÖZ

Ders kitaplarının müfredata uygun, nitelikli ve öğrencilerin ihtiyaçlarına hitap edecek şekilde hazırlanması, eğitimde hayati bir rol oynamaktadır. Sosyal bilgiler ders kitapları, sadece bilgi aktarmakla kalmamalı, aynı zamanda öğrencilerin ahlaki, dilsel ve bilişsel gelişimlerini destekleyici özellikler taşımalıdır. Bu noktada, farklı kültürlerle etkileşimde bulunarak eğitimlerine devam eden öğrenciler için bu kitapların içeriği daha da önemli hale gelmektedir. Eğitim amacıyla yurt dışına giden Türk öğrencilerin kullandıkları sosyal bilgiler ders kitaplarındaki folklorik unsurların, onların kültürel kimliklerini korumalarına yardımcı olacak şekilde tasarlanması gereklidir. Aynı zamanda bu içeriklerin, öğrencilerin gelişim düzeylerine uygunluğu kadar, farklı kültürlerle bir arada yaşamayı teşvik edici ve hoşgörüyü artırıcı bir yapıda olması da beklenir. Bu çalışmada, 6. sınıf sosyal bilgiler ders kitabındaki folklorik unsurların, öğrencilerin bilişsel, dilsel ve ahlaki gelişim düzeylerine uygunluğu değerlendirilmiştir. Araştırma sonuçları, bu unsurların öğrencilerin gelişim ihtiyaçlarına yeterince yanıt vermediğini göstermektedir. Bu bulgu, ders kitaplarının içerik ve pedagojik yaklaşımlar açısından yeniden ele alınması gerektiğine işaret etmektedir. Sosyal bilgiler ders kitaplarının geliştirilmesi, öğrencilerin hem kendi kültürlerini tanımlarını hem de farklı kültürlerle uyum içinde yaşamalarını destekleyecektir.

Anahtar Kelimeler: Gelişim, Gelişim Aşamaları, Eğitim, Folklor, Sosyal Bilgiler Ders Kitabı

ABSTRACT

The quality of the textbooks prepared in line with the curriculum is crucial. In this context, it is essential that research into whether the folkloric elements in the social studies textbooks that Turkish students who move to Western countries for education study on during their childhood are prepared in accordance with their moral, lingual, and cognitive developmental levels be done since the unifying aspect of the textbooks on this subject is of great importance. Thus, the positive quality of social studies textbooks, which should be prepared in consideration of the need for the coexistence of different cultures and understandings, can contribute to the peace of nations. In this study, it was investigated whether the folkloric elements of the cultural world of Turkish children who immigrated to different countries for education in the later stages of their education life were prepared in accordance with their moral, lingual and cognitive developmental levels. The research is a qualitative study. The pattern of this study, which was conducted to investigate whether the folkloric items given in the 6th-grade Turkey Social Studies Textbooks were prepared according to the student's level of development, is the general survey model. According to the results of the study, it can be said that the folkloric elements given in the 6th-grade social studies textbook are not fully prepared according to the student's level of development.

Keywords: Development, Development Stages, Education, Folklore, Social Studies Textbook

A. Introduction

Social studies is a field of study that emerged in consequence of the coming together of disciplines of the arts, literature, and social sciences to gain citizenship competencies and deals with social events and formations within a certain plan and program. While doing this, it aims to achieve sufficient gains in education and training processes by using a set of tools and materials together with strategies, methods, and techniques for qualified education processes (NCSS 1993). Textbooks are among the most important materials among these tools.

As Aslan et al. (2015) pointed out, from the images given in the textbooks to the evaluation questions, all items must be presented in accordance with the student's development levels. Otherwise, healthy learning may not be possible. Hence, the preparation of textbooks according to the student's levels of development of the students is very important in the context of training qualified people.

As Bařođlu (2020) pointed out, folklore products, which are enriched with image and auditory elements in today's technology world, born and developed in the oral culture environment, have been shaped by transferring them to written culture. Literary products prepared for children and youth, which are national resources, are important materials. Therefore folklore, as a very important source that carries the Turkish cultural heritage to the future, connects our children from the past to the present and is instrumental in the transfer of culture. According to Dundes (2005), folklore embodies a wide spectrum from legends to proverbs, from understandings of art to beliefs, from anonymous literary products to island islands, which are the basic dynamics of society.

Turkish sports culture, which dates back to approximately 5000 years ago, has gone through different phases from past to present. Although it is not possible to evaluate modern sports as a continuation of traditional sports, it can be said that the historical background for sports culture is formed by traditional sports. One of the courses that deals with traditional sports in terms of different variables is the social studies course. The mission of the social studies course to raise awareness of the individual about the cultural foundations of the society in which he/she lives, and in this context, the content related to sports culture and traditional sports has been one of the motivations for the emergence of this study (Tokmak, Aktař & İlhan, 2023).

Since curriculums are a roadmap of educational processes, they should be arranged according to the student's level of development. Programs that are not prepared according to the student's level of development may also negatively affect the course materials prepared in parallel and the applied educational strategies, methods, and techniques. Since the social studies education program also deals with social issues, it has to reflect the genuine reflexes of the study field it is interested in in a healthy and qualified manner.

An important concept in terms of social studies education is the concept of value. Social studies emerged as a result of the efforts of multicultural states to keep their people together by using the common citizenship reflex has also compelled them to take measures that enable the society to live together.

Social learning theory (Bandura) emphasized the social aspect of morality. One of the first models of moral development was developed by Piaget. Kohlberg, as for that, developed a theory named after him, inspired by Piaget's views (Turk & Afat 2018). According to Ekři & Katılmış (2016), since the purpose of education is to cause a behavioral change, this concept is

closely related to concepts such as morality, virtue, and ethics (Ekşi & Katılmış 2016). From family to economics, from social life to lifestyle, deficiencies in these subjects affect all areas negatively (Türk & Afat 2018).

B. Method

Purpose and Importance of the Study

Textbooks is important and effective material that students can easily gain access. For this very reason, the quality of the textbooks prepared in line with the curriculum is crucial. In this context, it is essential that research into whether the folkloric elements in the social studies textbooks that Turkish students who move to Western countries for education study on during their childhood are prepared in accordance with their moral, lingual, and cognitive developmental levels be done since the unifying aspect of the textbooks on this subject is of great importance. Thus, the positive quality of social studies textbooks, which should be prepared in consideration of the need for the coexistence of different cultures and understandings, can contribute to the peace of nations. In this study, it was investigated whether the folkloric elements of the cultural world of Turkish children who immigrated to different countries for education in the later stages of their education life were prepared in accordance with their moral, lingual, and cognitive developmental levels. According to the literature (Başoğlu, 2020; Dundes, 2005); Folklore, which moves cultural accumulation onto the future, provides a culture of living together by connecting our children from the past to the present and assimilating the differences to be very important resources. Therefore, the concept of morality, which is mentioned along with the concept of conscience and respect, also overlaps with the purpose of existence of social studies. In our research, answers especially for the following questions, were sought;

Are the folklore elements in the Social Studies textbooks suitable for the moral, language, cognitive development levels of the students?

What is the status of proficiency if given in accordance with their moral developmental levels?

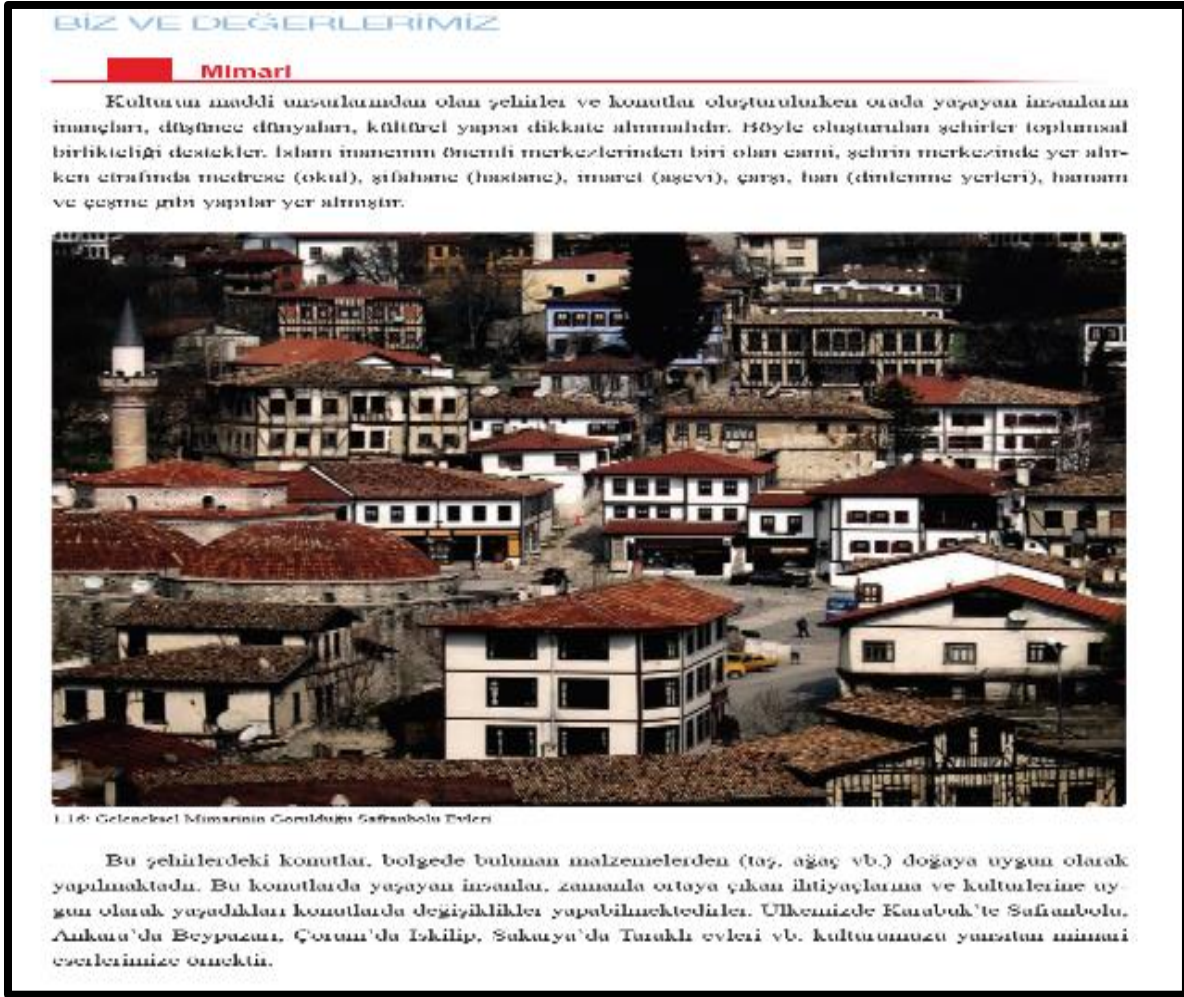
If so, how influential are they?

Research Model

The research is a qualitative study. The pattern of this study, which was conducted to investigate whether the folkloric items given in the 6th-grade Turkey Social Studies Textbooks were prepared according to the student's level of development, is the general survey model. The general survey model is the name given to the survey arrangements made on the whole population or a group of samples to be taken from the population to reach a general judgment about the population in a population consisting of a large number of people (Karasar 2012; Yıldırım & Şimşek 2013). The 6th-grade social studies textbook prepared by the MEB (Turkey Ministry of National Education) Publications was used as a study document within the scope of the study. Document review is one of the qualitative data collection tools based on the analysis of materials containing relevant information relevant to the study subject. According to Cansız Aktaş (2015), documents are considered very important data collection sources used in the qualitative study.

C. Findings

Figure 1. An Image from the Unit Named "We and Our Values" of the Textbook



In Figure 1 above, an image taken from the 6th-grade social studies textbook from MEB Publications is included. When the folkloric qualities of the items and information given within the scope of the unit called "We and Our Values" in the textbook are examined, it is seen that emphasis is placed on the way cultural objects are presented. Nevertheless, the purpose of the mosque and the other structures that are stated to be given around it is not mentioned here, and it was observed that there is no information given in the previous pages of the textbook. Hence, it can be said that what is given is presented in accordance with age levels with an approach that can lead students to think and evaluate their cognitive development processes. On this subject, according to Piaget, sensations and perceptions are the basis of knowledge; they are created by the human mind. Without mental processing processes, there can be no perception and thus no knowledge (Aslan & Dönmezer 1993).

Figure 2. An Image Showing the Way "Customs and Traditions" is Handled in the Textbook

Gelenek ve Görenekler

Din, dil ve tarihle birlikte kültürümüzü oluşturan bir diğer öge ise gelenek ve göreneklerimizdir. Nesilden nesile aktarılan gelenek ve göreneklerimiz bize nit (milli) yiyecekler, giyecekler, el sanatları, düğünler, eğlenceler, spor müsabakaları vb. den oluşur. Bu gelenek ve görenekler bizi bir araya getirip toplum olarak ortak duygularda buluşmamızı sağlar.



1.14: Geleneksel Tatlılarımızdan Örnekler

Düğünlerimizle İlgili Yaşadığımız Gelenek ve Göreneklerimizden Bazılarını Hep Birlikte Bakalım.

Düdürlük, kız evine gidilerek "Al-lah'ın emri peygamberin kavliyle kızın babasından istenmesi"ne denir. Söz kesme, kızın istenmesinden sonra gençlerin ve ailelerinin arabasayısıyla evlilik kararını almışlardır. Nişan, kız ve erkek tarafı hazırlıklarını tamamlandıktan sonra, kız evinde daha çok kadınların katılımıyla yapılan törene denir. Bayrak asılması töreni, düğün başlamadan önce sadece erkek evinin çatısına veya uygun bir yerine bayrak asılmasıdır. Kısa gecesi, genellikle düğünden bir gün önceisinin akşamında kız evinde ve oğlan evinde yapılan, kırmızı yakma işleminin gerçekleştirildiği törene denir. Damat tıraşı, gelin alma günü erkek kütlerde oğlan evinde yapılan bir adettir. Gelin alma, kısa gecesinde ertesi günü oğlan tarafından konuklar toplanarak kız evine gelin almaya gelirler. Gelin ailesiyle vedalaştıktan sonra hayır dualarıyla, bazen ilahilerle bazen de davul-zurna eşliğinde eğlencelerle evden çıkarılır.



1.15: Düğünlerimiz

Cevaplayalım

Gelenek ve göreneklerimizin önemli bir parçası olan düğünlerimizin toplumsal birlik ve dayanışmaya katkısı hakkında neler söyleyebilirsiniz?

As seen in Figure 2, the information given on other pages is also presented in detail, and each information was supported with image materials and it was determined that the information was tried to be given to the student in a ready-made form. Presenting information in a ready-made form and in a way that does not allow for analysis, synthesis, and evaluation with a concrete operational stage approach to children entering the abstract operational stage in terms of cognitive development may create negativities in learning. Because while the subjects should be addressed in the abstract operational stage, presenting it at the level of concrete operations may reduce students' interest in the subject. There are some studies (Yapıcı & Yapıcı 2005) emphasizing this issue. Besides, Piaget pointed out that the negativities that occur in each cognitive stage also affect the other stage, but that there is no going back in these stages.

It was also stated that each cognitive stage has different characteristics from each other (Boom 2004).

Figure 3. An Image Showing the Way Moral Development is Handled in the Textbook

Kültürümüzün önemli bir unsuru olan atasözleri ve deyimlerimizin de dinimizin pek çok emrini yansıttıkları görülmüştür. Mesela, "Doğrunun yardımcısı Allah'tır", "Aldatayım diyen aldanır" vb. ifadeler İslam ahlakının önemli ilkeleri olan doğruluğu ve dürüstlüğü anlatmaktadır. Günlük hayatımızda da Allah adını anarak pek çok deyim kullanırız. Mesela, "Allah'a emanet ol", "Allah akıl versin", "Allah bağışlasın" gibi ifadeleri sık sık duyarız.

Sosyal faaliyetlerimizde de İslam dininin etkisini görürüz. Doğru, sünnet vb. sevincili günlerimiz ya da hastalık, ölüm vb. hüznünlü günlerimiz, daim motifler taşıyan geleneklerle doludur. Çevremizde bulunan yardıma muhtaç kışılere yardım etmek ve destek olmak, dinimiz tarafından bize yüklenen bir görevdir. Örnek olarak zekât toplumdaki sosyal yardımlaşma ve dayanışmaya güzel bir örnektir.

Sosyal yardımlaşımı ve dayanışımı konusunda en yakınılarımızdan birisi komşularımızdır. Geleneklerimizde, komşuluk hukku ve komşuya değer verme önemli bir yer tutar. Bu komşuluğa ilgili Peygamber 'i-mizin birçok tavsiyesinin olduğunu görürüz.

Sevdi, saygı, doğruluk, merhamet, cesaret, yardımseverlik, sorumluluk, adaletli olmak, vatan ve millet sevgisi gibi değerleri kazanmamızda dinimizin önemli bir yeri vardır.



1.7: Geleneklerimizde, komşuluk hukku ve komşuya değer verme önemli bir yer tutar.

Cevaplayalım

Komşuluk ilişkilerinin toplumsal birlik ve dayanışmaya katkıları hakkında neler söyleye bilirsiniz?

In Figure 3, it is seen that questions that will allow students to discuss are asked in the 6th-grade social studies textbook. Furthermore, the question posed was also supported by different images on the same page, and similar situations were encountered in many parts of the textbook. It can be said that this approach that contributes to the cognitive development of students is an approach suitable for the characteristics of children in the abstract operational stage. For example, in the materials given on page 25 of the textbook, the concept of belief was presented to students at the level of abstract operations, and it was seen that they were given an approach that would allow them to analyze, synthesize and evaluate. Besides, it was determined that the information about peace, justice, and civilization on page 22, the information about the qualities of temples on page 31, and the information about foundations on page 34 are presented in accordance with the situation of students at the abstract operational level. Nevertheless, when considering in general, it was seen that most of the items

given were presented to the students in the concrete operational stage. On page 35, the subject of cooperation, as for that, is given with the subjects of charity stone (sadaka taşı) and foundation, and on page 49, the subject of migration is explained with tent and horse materials. While talking about epics on page 51, plain text examples are presented, and the method of giving information directly is preferred. Turkish culture and its riches on pages 54 and 55 are presented with epics, poems, and plain texts, as well as objects such as rugs. On the 57th page, the Orkhon Inscriptions, as for that, are given plenty of images, objects, and materials, and what is presented is given concrete at a level that does not allow students to think and analyze. On page 61, however, considering the information and images about the Uyghurs, it was determined that they are presented with advanced concrete elements.

Figure 4. An Image Showing the Way Moral Development is Handled in the Textbook



In Figure 4, the image and the question asked about the “Çanakkale Martyrs” were given in accordance with the moral development of the students and were handled in a way that would allow their analysis, synthesis, and evaluation. Written phrases and images given in the textbook can be effective in gaining values such as “independence, peace, freedom, responsibility, patriotism” in the “Values Education” section of the Social Studies Curriculum. On the moral development of students, the value concepts that need to be gained may also be important. However, in addition to these, it was observed that the images given in the textbook are not sufficient for students’ patriotism and respect for their culture/values. As stated in the 2018 Social Studies Curriculum, some concepts are important in the formation of children’s perception of value. Hence, value concepts can belong to a society or have a global character. Concepts with a national character can also have a national character, such as homeland, nation, customs, traditions, flag, and national anthem. According to Evin & Kafadar (2004), the language of nations and their national/spiritual knowledge are the elements that make a nation a nation. It is seen that various emphases have been made in different studies

(Demircioğlu & Tokdemir 2008) on this subject. Hence, the level and status of acquisition of value concepts can also have an impact on students' moral development. Similar emphases are encountered in some studies (Doğan 2001; Çınar 2010; Tozlu & Topsakal 2007) conducted on this subject.

Figure 5. An Image Showing the Way Moral Development is Handled in the Textbook

Osmanlı Evlerinde “Oda”
Osmanlı evlerinde “oda” esas yaşama alanını, yaşamın bütünlüğünü kapsar. O odada gününüzü geçirir, misafir kabul eder, sohbet edersiniz, aile içi konuşmalarınızı yaparsınız. Bütün eşyalarınız o odanın bir duvarındaki dolaptadır. Mobilya denen taşınan nesne, odanın ortasında yoktur. Döşemeler sade ve gözleri yormayan renklerden oluşur. Bu evlerde yaşayan insan, sedire oturduğu zaman elini pencereden dışarı sarkıtır, yağmuru elinde hisseder, köşeye oturup güneşi seyreder. Aynı zamanda sokağı takip edebilir, neredeyse gelen geçen herkese selam verme imkânına sahiptir. Bir taraftan bahçeyi görür. Dünyanın ortasında dört istikameti fark edecek bir ortamda yaşama hakkına sahip olur.

Turgut Cansever, “Osmanlı Şehri”, s.145 (Düzenlemiştir.)



Taraklı/Sakarya

1.17: Geleneksel Türk Konutu Örnekleri

Cevaplayalım

“Bu evlerde yaşayan insan, aynı zamanda sokağı takip edebilir, neredeyse gelen geçen herkese selam verme imkânına sahiptir.” ifadesinden yola çıkarak böyle bir evin toplumsal birliktelikteki rolü hakkında neler söyleyebilirsiniz? Tartışınız.

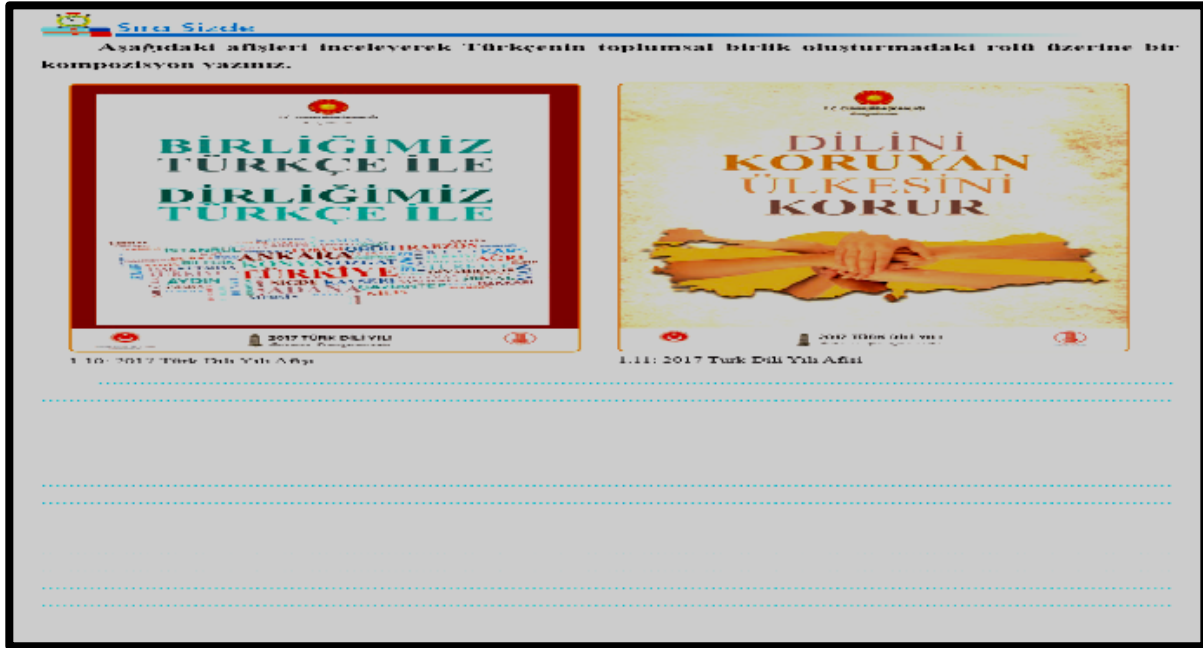
In Figure 5 above, a detailed introduction was made about “Room in Ottoman Houses”, and at the end of this, with the question asked to the students about the subject, attention was drawn to the achievements that the students can achieve in terms of moral development. Here, the fact that the question asked in the text about Ottoman houses was supported with a related image, can be effective in helping the student learn the subject effectively and making what they learn more permanent. While emphasizing the moral development of children, it was understood that the subject of living together and social cohesion is emphasized in various sources (Gündüz & Yıldız 2008; Canatan & Pazarbaşı 2016).

Figure 6. An Image Showing the Way Moral Development is Handled in the Textbook



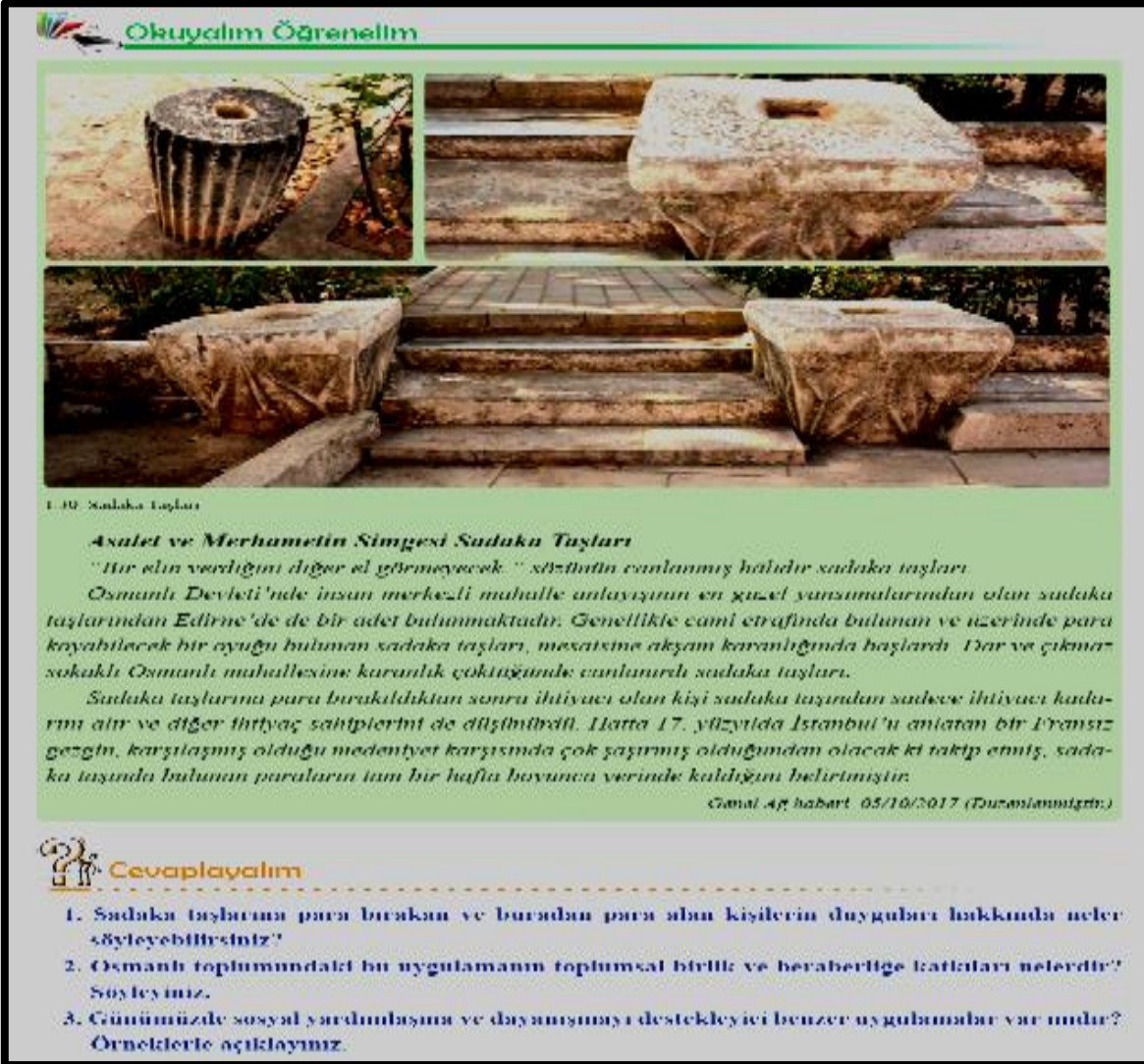
Considering Figure 6, it was seen that the issue of vicinity rights was mentioned. Vicinity theme is also seen on page 19 of the MEB 6th grade social studies textbook. When examining the phrases given here, it is seen in the textbook that an approach suitable for moral development is preferred within the scope of values education. Kohlberg, who furthered Piaget's theory on moral development, emphasized that the importance of one's moral judgments and judgments is very serious (Wright & Croxen 1989; Çileli 1987). It is seen that the questions and texts on page 31 of the textbook lead students to think and raise awareness about the lifestyle of people from different cultures in Muslim Turkish states in a way that allows them to analyze, synthesize and evaluate. Besides, although it is seen that an approach towards the moral development of students is displayed with these givens in the textbook when examining the book in general, it can be said that what is given is insufficient in terms of moral development.

Figure 7. An Image That Shows the Way the Subjects Are Handled According to the Language Development Levels of the Students



In Figure 7 above, the students were asked to explain their views on Turkish and to write a composition on this subject. Students can enter different cognitive and affective environments while writing down their thoughts and opinions. Hence, in this process, their ability to express themselves healthily also carries parallels with their development processes. Ergün & Özsür (2006) underline that Piaget emphasizes that no matter what educational processes the child goes through, he/she carries the traces of the stage he/she went through mentally. Therefore, as Ayrancı (2018) pointed out, the deficiencies in language skills of children aged 11 to 13 who have effective writing-speaking skills may adversely affect all their success stories and communication skills. Students' ability to express their feelings and thoughts about a subject with appropriate words and concepts can be considered important in terms of revealing their cognitive and affective development levels.

Figure 8. An Image That Shows the Way the Subjects Are Handled According to the Language Development Levels of the Students



Okuyalım Öğrenelim

1.10. Sadaka taşları

Analet ve Merhametin Simgesi Sadaka Taşları
"Bir elin verdiği diğer el almıyacak." sözünün canlanmıştır sadaka taşları.
Osmanlı Devleti'nde insan merkezli mahalle anlayışının en güzel yansımalarından olan sadaka taşlarından Edirne'de de bir adet bulunmaktadır. Genellikle cami etrafında bulunan ve üzerinde para kayabilececek bir ayuğu bulunan sadaka taşları, mesaisine akşam karanlığında başlarlar. Dar ve çıkma sokaklı Osmanlı mahallesine karanlık çöktüğünde canlanırdı sadaka taşları.
Sadaka taşlarına para bırakıldıktan sonra ihtiyacı olan kişi sadaka taşından sadece ihtiyacı kadarını alır ve diğer ihtiyacı sahiplerini de düşünürdü. Hatta 17. yüzyılda İstanbul'u anlatan bir Fransız gezgin, karşılaştığı medeniyet karşısında çok şaşırması olduğundan olacak ki takip etmiş, sadaka taşında bulunan paraların tüm bir hafta boyunca verinde kaldığını belirtmiştir.
Genel Ağı haberi: 05/10/2017 (Durulanmıştır.)

Cevaplayalım

1. Sadaka taşlarını para bırakan ve buradan para alan kişilerin duyguları hakkında neler söyleyebilirsiniz?
2. Osmanlı toplumunda bu uygulamanın toplumsal birlik ve beraberliğe katkıları nelerdir? Söyleyiniz.
3. Günümüzde sosyal yardımlaşma ve dayanışmayı destekleyici benzer uygulamalar var mıdır? Örneklerle açıklayınız.

In the 6th-grade social studies textbook we used in our study, it is seen that the information and materials that should be included in the language development point are presented in various ways. For example, it is seen that the information and images given about the concept of "charity stone" in Figure 8 serve some awareness about language, and it is understood that this is presented in a way that will contribute to the learning of the students. However, while the information and images given are expected to be prepared in accordance with the abstract operational level of the 6th-grade students, who are the target audience of the textbook, it was observed that what is given is usually presented at the concrete operational level. It was observed that similar situations are given in the same way on other pages of the textbook. In Social Studies Curriculum (2018), the emphasis on concept teaching also indicates the need for a qualified education on the language development of students. As Aslan et al. (2015) pointed out, textbooks should be sensitive to the language development of children, as pointed out by different theories regarding language development. All items used should be presented with the capacity and equipment to meet their interests, desires, needs and expectations.

Figure 9. An Image That Shows the Way the Subjects Are Handled According to the Language Development Levels of the Students



Materials used in concept learning and teaching processes can also contribute to students' language development. It is seen that the keywords are given at the beginning of the unit in the 6th-grade social textbook and the dictionary is included at the end of the book. As seen in Figure 9 above, it is seen that the concepts related to that subject (Non-Governmental Organization, Social Aid, Social Solidarity) are given at the beginning of the relevant topic, and these concepts are also presented in the dictionary section. Within this scope, throughout the textbook, it is seen that teaching strategies through presentation are used, especially in the acquisition of concepts, among the forms of presentation of folkloric elements. Nevertheless, although the curriculum emphasizes different learning styles and individual differences in learning, it is seen that the 6th-grade social studies textbook does not provide sufficient opportunity to use teaching strategies for language development. Furthermore, using only the traditional method in concept teaching may cause inadequacies in learning. There may be various reasons that affect the experience of these inadequacies. Studies focusing on this subject are also encountered. Çaycı (2007) attributes problems in concept teaching to the lack of an exact definition of concepts. Besides, the inability to follow an interactive approach in learning can be seen as an obstacle to qualified concept teaching. It was also demonstrated by

some studies (Cazden, 2001; Temizyürek, 2007; Coştu, 2009; Tezcan, 1985) that concept teaching is also effective on the socialization of students.

D. Conclusion, Discussion and Suggestions

Turkey is strategically important in the world. It is one of the countries in the world where different nations live together. Turkey is on an important transit route between the east and the west. It is a region where various civilizations were established in the past and where many nations from different beliefs and cultures lived together. Turkey was also the settlement area of the ancestors of many nations living in Western countries in the past. Therefore, tens of thousands of minorities continue to live in Turkish territory. According to the report (2008) sent by the Turkish Ministry of Foreign Affairs to the Parliament; About 100,000 minorities live in the country. The children of these minorities are also educated in accordance with the curriculum by the Ministry of National Education of Turkey. In addition to all these, according to 2018 TUIK (Turkish Statistical Institute) data; Every year, around 137 thousand students go to different Western countries from Turkey for education. Therefore, it is also important to look into what type of education process Turkish students who go to these countries for education go through in their own countries. It is a matter of curiosity how they benefit from the courses of social studies, which is an important study area of social relations. Social studies is a field of study based on the understanding that differences bring richness in variety along. The importance of the coexistence of different cultures and the principle of global citizenship are also included in the general objectives of the Turkish Social Studies Curriculum (2018). To that end, one of the learning areas in social studies is named as "Global Connections" in the curriculum. Today, the most effective material that students can easily gain access is textbooks. For this very reason, the quality of the textbooks prepared in line with the curriculum is crucial. In this context, it is essential that research into whether the folkloric elements in the social studies textbooks that Turkish students who move to Western countries for education study on during their childhood are prepared in accordance with their moral, lingual and cognitive developmental levels be done since the unifying aspect of the textbooks on this subject is of great importance. Thus, the positive quality of social studies textbooks, which should be prepared in consideration of the need for the coexistence of different cultures and understandings, can contribute to the peace of nations. In this study, it was investigated whether the folkloric elements of the cultural world of Turkish children who immigrated to different countries for education in the later stages of their education life were prepared in accordance with their moral, lingual, and cognitive developmental levels.

Folklore, which moves cultural accumulation onto the future, provides a culture of living together by connecting our children from the past to the present and assimilating the differences to be very important resources. Therefore, the concept of morality, which is mentioned along with the concept of conscience and respect, also overlaps with the purpose of existence of social studies. For this reason, in our study; it was investigated whether the folklore elements given in the social studies textbooks were given in accordance with the moral development levels of the students.

In terms of cognitive development processes of folkloric items given throughout the 6th-grade social studies textbook, it can be said that it is presented with an approach that can prompt students to think and evaluate, but it is not addressed with an approach that addresses students' interests and abilities and their individual differences. Furthermore, it was

determined that information given throughout the textbook is presented in detail, and every information and image is supported by various materials, and it is tried to be given to the student in a ready way. Obviously, this situation has some drawbacks. Because the knowledge given to the students in the abstract operational stage at the concrete operational stage may cause negative effects on their learning so that, this situation may reduce students' interest in the subject and may also damage their enthusiasm and desire for learning, some of these drawbacks, as for that, can bring with it problems such as the perception that the students already know the information given, the perception that the subjects are presented simply in the textbook, and therefore unnecessary information is given, and that they ignore the strategies, methods, and techniques followed during the teaching process, besides, it is seen that images given in the textbook are not presented within the framework of an informative and motivating function, but mostly in a decorative way.

It can be said that the images, texts, and questions given in some parts of the 6th-grade social studies textbook are handled in accordance with the moral development of the students, and it is presented in a way that allows students to analyze, synthesize and evaluate, but when we look at the textbook in general, it can be said that what is given is not presented in line with the specific objectives of the program and the points to be considered, and there is no sensitivity in this regard. It can also be said that this situation may adversely affect the quality of education, and the materials provided may cause inadequacies in providing the gains for effective teaching. The ability of the social studies curriculum to provide the skill goals at the point of values education in a qualified manner can also be effective on students' moral development. There are many studies (Naylor & Diem 1987; Evin & Kafadar 2004; Demircioğlu & Tokdemir 2008; Ekşi & Katılmış 2016; Tozlu & Topsakal 2007) emphasizing this subject. However, some deficiencies in the social studies textbook (images, text deficiencies, and tools used, etc.) can bring along some pedagogical problems at the point of moral development of children because one of the principles that the social studies curriculum specifically points to is values education.

It can be said that folkloric elements for language acquisition in the 6th-grade social studies textbook are given in accordance with the student's development level and that it is competent in terms of quality and has positive traces. Furthermore, it is seen that some methods for concept teaching are used, and an approach suitable for the language development level of the students is tried to be followed. Nevertheless, it is also noteworthy that these approaches are not presented in a certain, planned, and formal order and they are not given in a way that addresses students' different learning styles and individual differences. Because, in concept teaching, failure to use scientific methods and definitions may cause misconceptions and conceptual confusion in students. According to some sources (Case & Fraser 1999) emphasizing this subject, if measures are not taken against the problems that cause misconceptions, the activities and methods applied may not provide the expected success. Therefore, for a healthy language acquisition according to the age and developmental levels of the students, it is important that the concept teaching is done with certain strategies, methods, and techniques. According to Pinter (2011), teachers should also take into account the students' proficiency in language use while making plans and programs and in the course processing processes.

According to Göksu & Taşyürek (2016), because the target audience of social studies textbooks is children, not adults, it is important to consider the developmental stages of the user in all

processes, from the design of these materials to their writing, printing, and use in the classroom, and to always consider the pedagogical expectations of these stages.

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