



# HAYEF: Journal of Education

## RESEARCH ARTICLE

## Reflection of Turkish Qualifications Framework to Social Studies Textbooks

Ahmet ŞİMŞEK<sup>1</sup> , Merve Gül SEÇGİN<sup>2</sup> 

<sup>1</sup>Department of Classroom Education, İstanbul University-Cerrahpaşa, Hasan Ali Yücel Faculty of Education, İstanbul, Turkey

<sup>2</sup>Department of Classroom Teaching, İstanbul University-Cerrahpaşa, Graduate School of Education, İstanbul, Turkey

### Abstract

In the present research, the reflection of the Turkish Qualification Framework within “social and civic competencies” and “cultural awareness and expression” in Social Studies textbooks in the context of the achievements included in the 2018 Social Studies curriculum was examined. In the research, which was designed according to the qualitative method, document analysis was carried out. The data of the research were obtained from the fourth, fifth, sixth, and seventh grade Social Studies textbooks used in schools in the 2020–2021 academic year accepted by the Ministry of National Education. The textbooks were accessed digitally. Descriptive analysis was used to analyze the data obtained in the study. By reading the textbooks in detail, the seven learning areas specified in the 2018 Social Studies Curriculum were examined separately according to each grade level, and an evaluation on the reflection of the relevant competency areas in the Social Studies textbooks was tried to conduct. According to the results obtained, it has been observed that social and civic competencies are distributed unevenly to the learning areas in the Social Studies textbooks. When the distribution of “cultural awareness and expression” in the Social Studies textbooks is examined, which is another competence area covered in the research, it is seen that this competence area is included rarely in the textbooks.

**Keywords:** Cultural awareness and expression, social studies textbooks, social studies curriculum, Turkish qualifications framework

## Introduction

Social Studies course deals with how peoples lives are affected by the environment, the way they affect the environment, their struggle with the difficulties they have faced in the past and today, and how the social institutions they have formed have come from the past to the present. It can be said that it aims to enable children to be included in society consciously. Therefore, it is clear that the Social Studies course deals with society directly or indirectly (Shamsi, 2004). This course starts in the fourth grade of primary school in Turkey and continues until the seventh grade.

There is a Social Studies curriculum to provide clarity on subjects such as what the Social Studies course aims at, how the course will be taught, and what the students will

**Corresponding Author:** Merve Gül SEÇGİN E-mail: mervegul.secgin@ogr.iu.edu.tr

**Cite this article as:** Şimşek, A., & Seçgin, M. G. (2021). Reflection of Turkish qualifications framework to social studies textbooks. *HAYEF: Journal of Education*, 18(3): 444-468.



gain. The aims of the 2018 Social Studies Curriculum are gathered in 18 items. Considering these aims, it is seen that the aim is to raise students as citizens who love their homeland and nation, know and use their rights, fulfill their responsibilities, and have national consciousness. In addition, it was emphasized that students should be willing to sustain democratic, secular, national, and contemporary values. Another aim of the program is to teach that the rules of law are binding for everyone and that all individuals and organizations are equal under the law. Among the aims of the program are students' ability to use basic communication skills and basic concepts and methods of social sciences to organize their social relations and solve the problems they encounter. Understanding the historical processes of the concepts of human rights, national sovereignty, democracy, secularism, and republic and their effects on today's Turkey, and organizing their lives according to democratic rules are also included. It is also among the aims of the program to know the importance and ways of being a virtuous person by adopting national, spiritual, and universal values, and to show sensitivity to issues that concern their country and the world (MEB, 2018). There are some skills that are expected to be acquired to achieve the aims mentioned in the 2018 Social Studies curriculum. There is a Turkish Qualifications Framework (TQF), which consists of eight key competencies including these skills.

“Turkish Qualifications Framework is the National Qualifications Framework (NQF) which is designed to be in harmony with the European Qualifications Framework (EQF) and describes the qualifications awarded in vocational, general education, and academic training programs including primary, secondary, and higher education, as well as those achieved in other learning environments” (Mesleki Yeterlik Kurumu, 2015). When the emergence process of TQF is examined, it is seen that the underlying active thought is lifelong learning. Especially in recent years, countries have started to give priority to areas related to lifelong learning. These areas have been handled in the form of reviewing education and employment policies and restructuring qualification systems, taking into account individual developments, social expectations, and international practices. In this context, NQFs are prepared in different structures and contents in each country. National qualifications frameworks are approaches that countries use to restructure their qualification systems after evaluating their qualifications from various perspectives-definition, classification, comparison-to establish the connection between the existing system and the newly constructed system. National qualification framework has been developed or the development process continues in nearly 150 countries, Mesleki Yeterlik Kurumu, 2015).

Preparation of NQF in Turkey initiated with Strengthening the Vocational Education and Training System Project (SVET). The project was coordinated by the

MEB and covers the years 2002–2007. In the project, many aims set for preparing a NQF came to the fore. In the 2009–2013 Turkey Lifelong Learning Strategy Document, the necessity of revealing the qualification principles of TQF was emphasized. It was stated that TQF should be prepared as a result of a joint study and that institutions and organizations such as MEB, Council of Higher Education (CoHE), Vocational Qualifications Authority (VQA) should take part in this partnership. With the establishment of VQA in 2008, the preparation of TQF has also been initiated (Türkiye Yeterlilikler Veri Tabanı, 2021).

Studies on the preparation of the TQF were initiated in 2010. These studies were carried out from both technical and administrative aspects. To take the necessary decisions for the TQF, a commission was established under the name of “Preparing the NQF.” Representatives of MEB, CoHE, and VQA took place in this commission. In 2012, a process was carried out to exchange views on the technical issues of TQF. In 2013, interviews were held that included the regulation of TQF and ended the process. At the same time, the TQF Paper, which is still in draft form, was submitted for opinion at the TQF International Conference held in April 2013. More than 200 international and national participants, especially the European Commission and the EQF Advisory Group, commented on the draft document (Türkiye Yeterlilikler Veri Tabanı, 2021).

Pioneered by the MEB, and CoHE “The Regulation on the Procedures and Principles Regarding the Implementation of the TQF,” prepared in cooperation with public institutions and organizations, labor and employer unions, professional organizations, and relevant non-governmental organizations, was put into force with the decision of the Council of Ministers No. 2015/8213, and published in the Official Gazette dated November 19, 2015, and numbered 29537. The TQF, which was approved by the Executive Board of VQA in accordance with the regulation, was put into force after being published in the Official Gazette dated January 2, 2016 and numbered 29581” (Türkiye Yeterlilikler Veri Tabanı, 2021).

In the TQF, the general competencies, which are the skill range that students will need in their personal, social, academic, and business lives at a national and international level, to raise individuals with integrated knowledge, skills, and behaviors in the competencies targeted by the education system are determined as follows (MEB, 2018):

- 1) *Communication in mother tongue*
- 2) *Communication in foreign languages*
- 3) *Mathematical competence and core competencies in science/technology*
- 4) *Digital competence*

- 5) *Learning to learn*
- 6) *Social and civic competences*
- 7) *Initiative and entrepreneurship*
- 8) *Cultural awareness and expression*

In this research, two of the competency areas that can be directly related to Social Studies are emphasized, since the field of study is the social studies curriculum and textbooks. These competence areas were selected as “Social and Citizenship Competencies” and “Cultural Awareness and Expression.” It will be useful to look at what these two competence areas cover to understand the subject.

### **Turkish Qualifications Framework Reflected in Social Studies**

Social competencies include personal, interpersonal, and intercultural competencies. What is aimed with social competencies is to enable individuals to participate effectively in society and business life and to equip individuals with skills that can solve the problems or conflicts encountered in these environments. Citizenship-related competencies are equipping individuals with knowledge of all kinds of social, political concepts and structures that will enable them to continue their existence in civilized life. Cultural awareness and expression, on the other hand, can be defined as a field of competence that emphasizes creativity through the use of art branches such as music, performing arts, literature, and visual arts, including various mass media, while revealing the feelings, views, and experiences of individuals (Mesleki Yeterlik Kurumu, 2015).

In the research, social and civic competencies are grouped under two main headings: social competencies and citizenship-related competencies. Interpersonal and intercultural relations were emphasized in the social competencies section. Interpersonal competencies are associated with social intelligence. This competence area includes the skills to establish healthy relationships with others, cooperate and manage conflicts. Empathy and effective management of emotions come to the fore in individuals’ establishing healthy relationships with each other. As for cooperation, it can be said that it includes the ability to express an opinion, listen to and discuss other ideas, evaluate, and act tactically. Finally, the ability to manage conflicts is to analyze existing problems, to prioritize needs and aims (Rychen & Salganik, 2003).

Intercultural competencies represent the skills to interact successfully with people belonging to other cultural, ethnic, national, geographical, and religious communities (Zylkiewicz-Plonska & Acienė, 2014). In other words, intercultural competence is the ability of an individual to communicate effectively with people from different cultures, to respect and be tolerant of them. This area of competence also includes the ability to provide understanding by using the existing cultural knowledge when faced with unfamiliar situations and to use the language of people from different cultures (Foncha & Sivasubramaniam, 2014).

The competencies related to citizenship, integration into society, participation in civil life, and political structuring are emphasized. In this context, effective participation in society, structuring of states, knowing and using rights and freedoms come to the fore. In the image below, social and civic competencies are shown in Figure 1 created by the researcher.

In cultural awareness and expression, it was emphasized that students express their feelings, experiences, and thoughts while using music, performing arts, literature, and visual arts, to express their views creatively. In this context, it is important for students to use the aforementioned tools while expressing their opinions.

In the field of Social Studies, it is seen that especially curriculum review research has an important place (Dinç & Doğan, 2010; Şen, 2019; Turan, 2018; Yalçın & Akhan, 2019). Along with the changing curriculum, research has gained weight in this direction. In the researches, the curricula were handled on their own, as well as the reflections of these curricula on the textbooks. Comparison of the current Social Studies Curriculum and other Social Studies Curriculum is also among the topics that are frequently studied in the field (Akpınar & Kaymakçı, 2012; Dere, 2018; Semenderoğlu & Gülersoy, 2005). In some of the studies in the literature, it is seen that Social Studies textbooks and curricula are examined in terms of values and skills (Gömleksiz & Cüro, 2011; Kafadar et al., 2018; Karasu-Avcı & Faiz, 2018; Mutluer, 2013; Yiğittir & Kaymakçı, 2012).

The TQF-based structure of the 2018 Social Studies curriculum emphasizes the importance of the skills covered in the TQF. It can be stated that it is critical for children to acquire the aforementioned skills and add these skills to their lives throughout

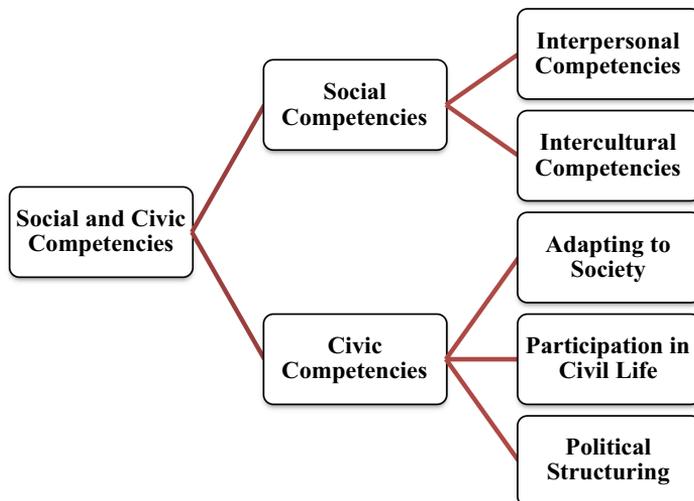


Figure 1.  
 Demonstrating Social and Civic Competencies.

their lives. The reflection of the Social Studies curriculum and the main material used in the lessons are undoubtedly Social Studies textbooks. For this reason, it was considered important to examine not only the situation of TQF in the curriculum but also its reflection in the textbook. The problem situation of working with this perspective emerged as follows: How is the reflection of “social and civic competencies” and “cultural awareness and expression” in Social Studies textbooks? Based on this main problem, the sub-problems of the research are as follows:

1. How is the reflection of “Social and Citizenship Competencies” and “Cultural Awareness and Expression” in the Social Studies fourth-grade textbook?
2. How is the reflection of “Social and Civic Competencies” and “Cultural Awareness and Expression” in the Social Studies fifth-grade textbook?
3. How is the reflection of “Social and Civic Competencies” and “Cultural Awareness and Expression” in the Social Studies sixth-grade textbook?
4. How is the reflection of “Social and Civic Competencies” and “Cultural Awareness and Expression” in the Social Studies seventh-grade textbook?
5. How is the difference between “Social and Civic Competencies” and “Cultural Awareness and Expression” at the class level?

### Methods

The method of the present research is document analysis since examination of the Social Studies textbooks was conducted. Document analysis can be considered as a method on its own, or it can be used as an additional source of information for any of the applied qualitative research designs. Document analysis includes the analysis of written materials containing information on targeted research topics. These materials can be exemplified by textbooks, program instructions, film, video, etc. (Yıldırım & Şimşek, 2016).

### Data Collected Documents and Collection Process

The data of the research were obtained from the fourth, fifth, sixth, and seventh grade Social Studies textbooks used in schools in the 2020–2021 academic year accepted by the Ministry of National Education (MEB). The books are accessible both in hard copy and digital media. Other information about the textbooks is given in Table 1.

Table 1.  
*Information on Textbooks*

<b>Textbook</b>	<b>Author</b>	<b>Year of Acceptance</b>	<b>Publisher</b>
Fourth grade Social Studies	Sami Tüysüz	2018–2019 academic year	Tuna printing press
Fifth grade Social Studies	Seçil Büket Harut	2019–2020 academic year	Ata publishing
Sixth grade Social Studies	Erhan Şahin	2020–2021 academic year	Anadol publishing
Seventh grade Social Studies	Hikmet Azer	2019–2020 academic year	Ekoyay publishing

To collect the data of the research, first, the printed versions of the fourth grade, fifth grade, sixth grade, and seventh grade Social Studies textbooks were reached through schools. In the second stage, the related books were downloaded from the Internet and digital access was provided to the textbooks. The data of the research were collected according to the framework created by the researcher.

### **Analysis of Data**

In this study, descriptive analysis was used because the data obtained were analyzed according to certain categories. The data obtained in the descriptive analysis are summarized and interpreted according to predetermined categories. The data obtained are described in a systematic and clear way. Then, these descriptions are explained and interpreted, and the cause–effect relationship is tried to be revealed. From this point of view, some conclusions are reached (Yıldırım & Şimşek, 2016). The framework of the descriptive analysis used in the present research was formed as follows:

Social and civic competencies were divided by the researcher into two main headings: social competencies and civic competencies. Social competencies, interpersonal competencies, and intercultural competencies were examined under the subheadings. The researcher tried to address the interpersonal competencies title in the axis of the questions given below:

1. Are values such as empathy, respect, tolerance, and solidarity observed in interpersonal relations in the textbooks?
2. Do the textbooks include interpersonal cooperation and conflict resolution skills?
3. Do the interpersonal relationships in the textbooks include skills such as expressing opinions, listening to other ideas, and evaluating?

Intercultural competencies, which are the second subtitle of social competencies, have been tried to be addressed in the axis of the questions given below:

1. Do the textbooks contain behaviors toward establishing healthy relationships with people from different cultures in society?
2. Do the textbooks contain behaviors for establishing healthy relationships with people from different geographies and cultures?
3. Can respect and tolerance be observed in the behavior of people from different geographies and cultures in the textbooks?
4. Can respect and tolerance be observed in the behavior of people from different cultures in the society in the textbooks?

Civic competencies were examined under the sub-headings of social integration, participation in civil life, and social structuring. The researcher tried to address the topic of social integration in the axis of the questions given below:

1. Is there content in the textbooks that support the active participation of individuals in society?
2. Do the roles and responsibilities undertaken in society have a place in the textbooks?

Participation in civil life, which is the second subtitle of civic competencies, has been tried to be addressed in the axis of the questions given below:

1. What are the reflections on the rights and freedoms in the textbooks?
2. Is the use of the rights and freedoms in the textbooks in the foreground?

The political structure, which is the third subtitle of civic competencies, has been tried to be discussed in the axis of the questions given below:

1. What kind of information about state structures is included in the textbooks?

Cultural awareness and expression, which is the second competence area of the research, has been tried to be discussed in the axis of the questions given below:

1. Are items related to music, performing arts, literature, and visual arts included in the textbooks?
2. Is there content in the textbooks for the use of music, performing arts, literature, and visual arts that will enable students to express their feelings, thoughts, experiences, and views creatively?

Within the framework of the above-mentioned questions, the textbooks were read in detail, and the seven learning areas specified in the 2018 Social Studies Curriculum were discussed separately according to each grade level. The analysis of the data was made in terms of the previously determined social and civic competencies, the categories of cultural awareness and expression, and the important points mentioned. After the descriptive analysis, the content of the analysis was checked by an expert. A comparison was made with the help of another expert on the codes made by the researchers separately, and internal consistency was tried to be increased to ensure reliability. According to the formula developed by Miles and Huberman to reveal the consensus among researchers, the percentage of agreement is expected to be higher than 70% (Büyüköztürk et al., 2021). In the present study, the percentage of consistency was found to be 76.8%. Again, direct quotations from the research findings are given where necessary. As it is known, the direct submission of some of the findings without damaging their originality has been defined as one of the important measures that increase the internal reliability of the research (Yıldırım & Şimşek, 2016). In Social Studies textbooks, while creating frequencies for social and civic competencies, cultural awareness, and expressions in which the expression is used, semantic integrity is chosen as a unit. Thus, the reflection of these competencies in Social Studies textbooks has been tried to be revealed.

## Results

In the present study, the findings obtained from the descriptive analysis are given under five headings:

### Results on Social and Civic Competencies and Cultural Awareness and Expression in the Fourth Grade Social Studies Textbook

With the descriptive analysis of the fourth grade Social Studies textbook, the reflection of the competence areas of “Social and Civic Competencies” and “Cultural Awareness and Expression” was examined. Frequency is given for each of the expressions in which social and civic competencies and cultural awareness and expression are used in the textbook.

When Table 2 is examined, it is seen that there are a total of 120 frequencies related to social and civic competencies in the fourth grade Social Studies textbook. When the distribution of frequencies is examined, it is seen that social and civic competencies are mostly in the field of active citizenship learning at a rate of 28% (f: 34). This learning area is followed by the individual and society with a rate of 23% (f: 28). The area where social and civic competencies are least distributed is people, places, and environments with a rate of 5% (f: 6).

In the fourth grade Social Studies textbook, there are a total of 54 frequencies related to cultural awareness and expression. When the distribution of frequencies is examined, it is seen that the competencies related to cultural awareness and expression are mostly in the field of individual and community learning at a rate of 26% (f: 14). The area where the relevant competence is least distributed is the global connections learning area with a rate of 7% (f: 4).

Table 2.  
*Distribution of “Social and Civic Competencies” and “Cultural Awareness and Expression” in the Fourth-Grade Social Studies Textbook*

Learning Area	Social and Civic Competencies		Cultural Awareness and Expression	
	(f)	(%)	(f)	(%)
Individual and society	28	23	14	26
Culture and heritage	14	12	9	17
People places and environments	6	5	8	15
Science technology and society	9	7	5	9
Production distribution and consumption	20	17	5	9
Active citizenship	34	28	9	17
Global connections	9	8	4	7
Total (f)	120		54	

In the fourth grade Social Studies textbook, it is seen that social and civic competencies, cultural awareness, and expression do not show a regular distribution. While social and civic competencies accumulate in certain learning areas such as individual and society, active citizenship, their incidence decreases in other learning areas. Below are sample statements about social and civic competencies taken from the Social Studies textbook:

“...However, every human being, regardless of race, language, religion, gender, regardless of their opinion or country, is a being worthy of respect...” (Individual and Society, p.29)

“As children, we may encounter various obstacles in exercising our rights. But I believe we are strong enough to overcome them. Friends, we take our strength from the United Nations Convention on the Rights of the Child...” (Active Citizenship, p.153)

It is observed that there is a serious decrease in social and civic competencies, especially in learning about people, places, and environments. When evaluated under two headings as social and civic competencies, it was concluded that civic competencies in the textbook are more weighted than social competencies. Below is a statement taken from the Social Studies textbook, which can be an example of civic competencies:

“...If we have bought such a product by mistake, we must return it immediately. As consumers, we should know that this is our right and we should not hesitate to exercise this right.” (Production, Distribution and Consumption, p.133)

When the distribution of cultural awareness and expression is compared with the distribution of social and civic competencies, it is seen that the frequency of cultural awareness and expression is lower. Below is an excerpt from the field of individual and community learning:

“...I played Little Red Riding Hood at the year-end theater event that year.” (Individual and Society, p. 17).

The highest frequency of cultural awareness and expression in the textbook was found in the field of individual and community learning.

### **Findings on Social and Civic Competencies and Cultural Awareness and Expression in the Fifth Grade Social Studies Textbook**

With the descriptive analysis of the fifth grade Social Studies textbook, the reflection of the competence area “Social and Civic Competencies and Cultural Awareness and Expression” was examined. Frequency is given for each of the expressions in which social and civic competencies, cultural awareness, and expression are used in

the textbook. Below is the frequency table for social and civic competencies and cultural awareness and expression competency in the fifth grade Social Studies textbook.

When Table 3 is examined, it is seen that there are a total of 98 frequencies related to social and civic competencies in the fifth grade Social Studies textbook. When the distribution of frequencies is examined, it is seen that social and civic competencies are mostly in the field of active citizenship learning at a rate of 41% (f: 40). This learning area is followed by the individual and society with a rate of 24% (f: 23). The area where social and civic competencies are least distributed is the global connections learning area with a rate of 4% (f: 4).

There are a total of 29 frequencies related to cultural awareness and expression in the fifth-grade Social Studies textbook. When the distribution of frequencies is examined, it is seen that the competencies related to cultural awareness and expression are mostly in the field of individual and community learning at a rate of 24% (f: 7). The area where the relevant competence is least distributed is 3% (f: 1) production, distribution, and consumption.

In the fifth-grade Social Studies textbook, it is seen that social and civic competencies do not show a regular distribution. When compared to the previous class level, a serious decrease is observed in the total frequency. While the related competency is concentrated in the field of active citizenship learning, its incidence in other learning areas is decreasing. Below is a statement taken from the Social Studies textbook, which can be an example of social and civic competencies:

“The right to education and training is the fundamental right of everyone, regardless of language, race, gender, religion, and this right is guaranteed by Article 42 of our Constitution...” (Active Citizenship, p. 143).

Table 3.  
*Distribution of Social and Civic Competencies and Cultural Awareness and Expression in the Fifth-Grade Social Studies Textbook*

Learning Area	Social and Civic Competencies (f)		Cultural Awareness and Expression (f)	
	(f)	(%)	(f)	(%)
Individual and society	23	24	7	24
Culture and heritage	7	7	4	14
People places and environments	5	5	5	17
Science technology and society	7	7	4	14
Production distribution and consumption	12	12	1	3
Active citizenship	40	41	6	21
Global connections	4	4	2	7
Total (f)	98		29	

There appears to be a serious decline in social and civic competencies in the field of global connections learning. Below is one of the limited expressions in the learning of global connections, which may serve as an example of social and civic competencies:

“... In the parliament, the problems of resident foreigners living in Alanya are conveyed to the municipality, and language support is provided. Independence holidays of the countries of foreigners living in the district, Christmas, and Easter events are celebrated with the participation of local and foreign residents. Foreigners also attend iftars and give iftar invitations in Ramadan.” (Global Connections, p. 171)

In the fifth-grade Social Studies textbook, just as in the fourth-grade textbook, civic competencies are seen to be more dominant than social competencies. Although both competencies are low in frequency, social competencies are almost non-existent. Below are other statements about social and civic competencies taken from the Social Studies textbook:

“For example, being a student at school; being a child, brother, sister, older brother in the family; being captain or goalkeeper in the school team are some of our roles. We can have multiple roles at the same time. These roles also give us certain rights. We need to know our rights and use them appropriately and on time...” (Individual and Society, p. 18)

“... People who are exposed to earthquakes experience fear, anxiety and helplessness. Solidarity and cooperation have an important place in reducing these problems and sharing the suffering.” (People, Places and Environments, p. 82)

When the distribution for the competence area related to cultural awareness and expression is examined, it is seen that the frequency number has decreased even more compared to the previous grade level. Below are quotations from the fifth-grade Social Studies textbook that can be an example of cultural awareness and expression:

“...I share with you the clothes worn in Azerbaijani folk dances and examples of handicrafts that I used in my homework.” (Individual and Society, p. 13)

“Many poems have been written about the love of the flag. One of them is the poem “Flag” written by Arif Nihat Asya...” (The poem “Flag” is included in the continuation. Active Citizenship, p. 156)

Quotations were selected from the two learning areas with the highest frequency of cultural awareness and expression.

## Results on Social and Civic Competencies and Cultural Awareness and Expression in the Sixth Grade Social Studies Textbook

With the descriptive analysis of the sixth-grade Social Studies textbook, the reflection of the competence area “Social and Civic Competencies and Cultural Awareness and Expression” was examined. Frequency is given for each of the expressions in which social and civic competencies and cultural awareness and expression are used in the textbook. Below is the frequency table for social and civic competencies and cultural awareness and expression competency in the sixth-grade Social Studies textbook.

When Table 4 is examined, it is seen that there are a total of 229 frequencies related to social and civic competencies in the sixth-grade Social Studies textbook. When the distribution of frequencies is examined, it is seen that social and civic competencies are mostly included in the area of active citizenship learning at a rate of 43% (f: 98). This learning area is followed by individuals and society with a rate of 27% (f: 62). The areas with the least distribution of social and civic competencies are people, places, and environments and global connections learning areas with a rate of 1% (f: 2).

In the sixth-grade Social Studies textbook, there are a total of 32 frequencies related to competencies related to cultural awareness and expression. When the distribution of frequencies is examined, it is seen that cultural awareness and expression are mostly in the field of science technology, and social learning at a rate of 25% (f: 8). The learning area in which the relevant competence is least distributed is active citizenship with a rate of 3% (f: 1).

Although social and civic competencies have increased in the sixth-grade Social Studies textbook compared to the fifth-grade textbook, it still does not show a regular

Table 4.  
*Distribution of Social and Civic Competencies and Cultural Awareness and Expression in the Sixth-Grade Social Studies Textbook*

Learning Area	Social and Civic Competencies (f)		Cultural Awareness and Expression (f)	
	(f)	(%)	(f)	(%)
Individual and society	62	27	5	16
Culture and heritage	14	6	5	16
People places and environments	2	1	3	9
Science technology and society	24	10	8	25
Production distribution and consumption	27	12	6	19
Active citizenship	98	43	1	3
Global connections	2	1	4	12
Total (f)	229		32	

distribution. While the relevant competency is concentrated in the area of active citizenship learning, people, places, and environments and global connections are almost non-existent in learning areas. It is seen that the frequency of social competencies is zero, especially in the learning area of people, places, and environments. Below is an excerpt from the active citizenship learning area:

“One of the fundamental principles of democracy is the participation of citizens in the government of the country. In line with our views and convictions, we should participate in the country’s administration as a requirement of democracy and be effective in the decision-making process of the administration.” (Active Citizenship, p. 211)

The fact that the social and civic-related frequency is two in the global connections learning area shows how barren this learning area is in terms of relevant competence. In this grade level, it is seen that social competencies remain in the background compared to civic competencies. Below are other statements about social and civic competencies taken from the Social Studies textbook:

“We may encounter individuals with different characteristics throughout our lives. For example, the language that some people speak is different from the language we speak. Some people believe in different religions than the ones we believe in. Some people’s financial situation may be better than ours, while others may be worse. Differences like these that can be encountered among people are natural. These differences should not be a factor in determining behavior in human relations. When we accept individuals as they are, it becomes easier for us to live in harmony with them.” (Individual and Society, p. 18)

“... In this case, you can get a patent certificate for your invention by applying to the Turkish Patent and Trademark Office. At this stage, you can visit the Internet address on the main page of what you need to do.” (Science, Technology and Society, p. 143)

It is seen that the competence area related to cultural awareness and expression has increased in the sixth-grade textbook compared to the fifth grade. Below is an excerpt from the sixth-grade Social Studies textbook about cultural awareness and expression:

“Examine the following passages from the Oghuz Khan Epic belonging to the Hun Turks. According to this, what can be said about the geographical, political, economic, and cultural characteristics of the Huns? Share your thoughts with your friends.” (Culture and Heritage, p. 41)

Despite the increase in the frequency of cultural awareness and expression in the sixth-grade textbook, this number can be considered quite low, especially when compared with social and civic competencies.

## Results on Social and Civic Competencies and Cultural Awareness and Expression in the Seventh-Grade Social Studies Textbook

With the descriptive analysis of the seventh-grade Social Studies textbook, the reflection status of the competence area “Social and Civic Competencies and Cultural Awareness and Expression” was examined. Frequency is given for each of the expressions in which social and civic competencies, cultural awareness, and expression are used in the textbook. Below is the frequency table for social and civic competencies and cultural awareness and expression competency in the sixth-grade Social Studies textbook.

When Table 5 is examined, it is seen that there are a total of 144 frequencies related to social and civic competencies in the seventh-grade Social Studies textbook. This learning area is followed by culture and heritage with a rate of 20% (f: 29). The areas where social and civic competencies are least distributed are people, places, and environments (f: 8), science technology, and society (f: 8) learning areas with the rate of 6%.

A total of 33 frequencies related to cultural awareness and expression competencies were found in the seventh-grade Social Studies textbook. When the distribution of frequencies is examined, it is seen that cultural awareness and expression are mostly in the culture and heritage learning area with a rate of 34% (f: 11). The learning areas where the relevant competence is least distributed are people, places, and environments and active citizenship with a rate of 6% (f: 2).

Although there is a decrease in the frequency of social and civic competencies in the seventh-grade Social Studies textbook, it is seen that it has a relatively more regular distribution compared to the other grade levels. However, while the relevant competence stands out in certain learning areas (Individual and Society, Active Citizenship), it lags in other learning areas. This finding shows that the distribution of social and civic competencies in learning areas is similar in all four grade levels

Table 5.  
*Distribution of Social and Civic Competencies and Cultural Awareness and Expression in the Seventh-Grade Social Studies Textbook*

Learning Area	Social and Civic Competencies (f)	(%)	Cultural Awareness and Expression (f)	(%)
Individual and society	26	18	5	15
Culture and heritage	29	20	11	34
People places and environments	8	6	2	6
Science technology and society	8	6	6	18
Production distribution and consumption	22	15	4	12
Active citizenship	44	29	2	6
Global connections	9	6	3	9
Total (f)	144		33	

(fourth, fifth, sixth, and seventh). Below is a statement taken from the active citizenship learning area:

“I have a dream: One day my four little children will live in a country where they are judged not by the color of their skin, but by their character.” (Active Citizenship, p.182)

When the seventh-grade Social Studies textbook was evaluated in terms of cultural awareness and expression, it was seen that it was similar to other grade levels. It was observed that the distribution of expressions related to cultural awareness and expression in this class level was less throughout the book. Below is a statement taken from the culture and heritage learning area:

“Do the research and write down which art branches the following works from the Ottoman State period belong to.” (Culture and Heritage, p. 81)

When the frequencies related to the cultural awareness and expression competence area in the textbook are examined, it is seen that it exceeds 10 frequencies only in the culture and heritage learning area.

### **Results Related to the Comparison of “Social and Civic Competencies” and “Cultural Awareness and Expression” in Social Studies Textbooks on Grade Basis**

After creating the frequencies for social and civic competencies and cultural awareness and expression competency reflected in the fourth, fifth, sixth, and seventh grade Social Studies textbooks, these frequencies were compared on a grade basis. Percentage Figures showing the grade distribution of the relevant competence areas are given below:

Looking at Figure 2, which includes the percentage comparison of social and civic competencies by grade level, it is seen that these competencies are included in the Social Studies textbook minimum in the fifth grade (17%) and maximum in the sixth grade (39%). When we look at Figure 3, which includes the comparison of cultural awareness and expression on a class basis, it is seen that this competence area is also included in the Social Studies textbook minimum in the fifth grade (20%) and maximum the fourth grade (36%) textbook.

When the distribution of social and civic competencies according to grade levels is examined, it is seen that there is an increase especially in the sixth and seventh grades. Contrary to the fifth grade, a sudden increase in frequencies is observed in the sixth grade. Although it is seen that the intensity seen in the sixth grade decreases slightly with the seventh grade, the relevant competencies are also quite high at this grade level. When the fourth-grade textbook is left aside in the distribution of competencies

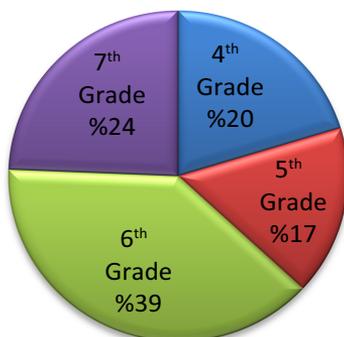


Figure 2.  
*Distribution of Social and Civic Competencies by Grade Level.*

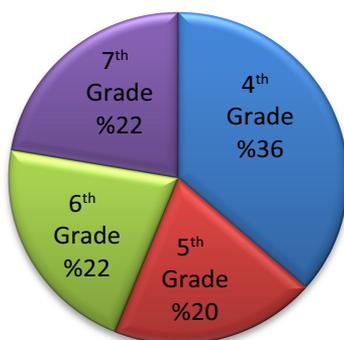


Figure 3.  
*Distribution of Cultural Awareness and Expression by Grade Level.*

related to cultural awareness and expression, it is seen that other grade levels are very close to each other. The percentage distribution across these three grade levels is quite similar.

### **Discussion, Conclusion, and Recommendations**

When the distribution of social and civic competencies, cultural awareness, and expression in the fourth, fifth, sixth, and seventh grade Social Studies textbooks is examined, it has been revealed that these competence areas do not show a regular distribution in general. Similarly, Yüksel and Taneri (2020) in their review of the fourth grade Social Studies textbook concluded that social and civic competencies, cultural awareness, and expression are not evenly distributed in terms of units.

When we look at the distribution of social and civic competencies in the textbooks, it is seen that this competency area is concentrated in some learning areas, while it is almost non-existent in some learning areas. In particular, while the relevant competency is concentrated in the active citizenship learning area, its incidence is decreasing in

other learning areas. In their study of fourth and fifth-grade social studies textbooks, Karasu Avcı and Faiz (2018) analyzed the skills and values in the active citizenship learning area. In the present study, the prominent skills in the active citizenship learning area are cooperation, social participation, and communication skills in the fourth-grade Social Studies textbook; while political literacy, decision-making, social participation, and research skills in the fifth grade Social Studies textbook. This result explains the cluster in this learning area, considering the sub-skills included in social and civic competencies.

The communication dimension comes to the fore in learning areas such as individual and society, culture and heritage, production, distribution, and consumption, which are among the other learning areas where the frequency of social competencies is high. Similarly, Aras and Hayır Kanat (2020), in their review of the seventh-grade Social Studies textbook, found that the subjects were mostly dealt with in the context of family communication. In the study, it was emphasized that technology, education, and social environment affect communication and family communication.

There is a drastic decline in social and civic competencies in people, places, and environments learning areas. The reason for this is that this learning area mostly includes subjects related to geography and is knowledge-based. Similarly, Kaçar and Bulut (2020) concluded in their research that only people, places, and environments learning from seven learning areas is completely related to the concepts of geography. It has been concluded that the production, distribution, and consumption learning area and global connections learning area are partially related to the concepts of geography. From this point of view, it can be said that the concepts related to geography are not adequately associated with social and civic competencies.

Another learning area where the distribution of social and civic competencies is decreasing is global connections. The reason for this can be shown as the fact that the subjects in this learning area are mostly factual information. When the topics in the learning area are examined, it is seen that there is information about introducing Turkey's neighbors, various countries in the world, and getting to know cultural elements. From this point of view, it can be said that there is a lack of associating global connections with social and civic competencies in the field of learning. If the global connections learning field is approached based on the subjects it includes, it will be realized that it is not difficult to relate in terms of social and civic competencies. At the very least, giving more expression to social competencies may help the learning field to be adopted more.

Dere and Uçar (2020), in their study to reveal the reflections of the global connections learning area in the 2018 Social Studies Curriculum on social studies textbooks, concluded that the most appropriate subjects for the learning outcomes to

be taught in the field of global connections learning are in the seventh grade. It is another result of the study in which the problem of stereotypes was handled in the fourth and seventh grades, and the stereotypes topic, which focused more on cultural differences in the fourth grade, was presented together with the concepts of Islamophobia and racism in the seventh grade. As can be seen here, the learning area of global connections has a structure that is particularly suitable to be associated with social competencies.

When social and civic competencies are evaluated in terms of grade level, it is seen that there is a noticeable decrease in the fifth grade after the fourth grade. Contrary to the fifth grade, a sudden increase in frequencies is observed in the sixth grade. This situation may be related to the fact that the books came out of different authors and publishing houses, or it can be interpreted that the subjects are mostly related to social and civic competencies. In support of this view, Eryilmaz Ballı and Kartal (2020), in their research in which they examined the sixth grade Social Studies textbook, said that the duties and responsibilities that must be fulfilled to be a good citizen, as well as the rights of citizens are included in the textbook, which emphasized “raising a good citizen.” This may explain the high frequency of social and civic competencies at the relevant grade level.

When evaluated under two headings as social competencies and civic competencies, it has been concluded that civic competencies are more weighted than social competencies in textbooks. This may be due to the fact that the Social Studies curriculum has adopted the “Social Studies as citizenship transmission” tradition more than the Social Studies teaching traditions. Considering that the expressed competence has two pillars, namely social and civic, a more balanced distribution may be more effective in acquiring the skills targeted by this competence area. Especially in the fifth-grade Social Studies textbook, there are hardly any social competencies. This can be considered as an important deficiency considering both the nature of the course and the skills represented by this competence area. Although the Social Studies course is one of the courses with which this key competence in the program can be most easily associated, it is thought-provoking that the number of frequencies is so low. The fact that the textbook used was accepted as a textbook after the 2018 Social Studies Curriculum leads to the conclusion that textbook selections should be made more rigorously.

When the distribution of cultural awareness and expression is compared with the distribution of social and civic competencies in Social Studies textbooks, it is seen that the frequency of cultural awareness and expression is lower. The reason for this is that the subjects in the textbooks are less associated with literary genres, stage and visual arts, and music. Considering the age and developmental characteristics of the students that the fourth-grade Social Studies textbook addresses, a much more

enjoyable, entertaining, and permanent learning can be realized when it is supported with related genres. In the research conducted by Yeşilbursa and Sabancı (2015) on the subject to determine the opinions of pre-service social studies teachers on the use of literary works in Social Studies teaching, results supporting this idea were revealed. Pre-service teachers stated that the use of literary genres in Social Studies teaching can be easily used in the fields of history, geography, law, science, and technology, which are sub-disciplines of Social Studies, and that this situation can make children's learning more permanent.

When the distribution for cultural awareness and expression competency is examined, it is seen that there is a decrease in frequency by almost half after the fourth grade. Although there is a relative increase in the sixth and seventh-grade textbooks, the distribution in the fifth-grade textbooks is quite low. The low level of cultural awareness and competence in expression can be attributed to the lack of association with fields such as literature, performing arts, visual arts, and music, which will enable students to express their views creatively while expressing their views. If the activities in the textbooks are designed to encourage children's creativity, there may be an increase in the frequency numbers. On the contrary, even the number of materials directly used in the textbooks regarding the mentioned fields is quite low. Similarly, in the study conducted by Polat and Özkara (2020), it was concluded that the fifth-grade Social Studies textbook did not include any examples of problem painting, creative painting, and critical painting that could contribute to the development of higher-order thinking skills. Considering that there are too many genres even in the field of literature, even if an example of each of these genres is given, a step that will benefit the field of cultural awareness and expression may have been taken. In the research conducted by Kaymakçı (2013), it is stated that the most used genre in the fifth-grade Social Studies textbook is the story. However, it is emphasized that poetry, travel writing, sermon, proverb, legend, anecdote, march, fairy tale, letter, novel, theater, song/ ballad, diary, and politics are less preferred in textbooks. This shows that the existing wealth is not sufficiently reflected in the textbooks.

In his study on literary works in Social Studies textbooks, Görmez (2018) stated that although the use of literary genres is included in other learning areas except for people, places, and environments, literary works are not included enough in the sixth-grade Social Studies textbook. In the research conducted by Oruç (2009), the literary genres in the sixth-grade textbooks were examined. However, a similar result was found there and it was stated that the literary genres included were not sufficient. The textbooks used in this research are the ones used before the 2018 program. However, considering that the competencies were added in the 2018 curriculum, similar results

are seen in the books accepted after this program, which can be interpreted as not paying attention to the competency areas while preparing the textbooks.

The low frequency of cultural awareness and expression in the seventh-grade Social Studies textbook suggests that this situation may not be related only to Social Studies textbooks. Considering that the textbooks are based on the achievements while preparing the textbooks, perhaps it would be more correct to look for the reason for this situation with a focus on learning.

The low frequency of cultural awareness and expression in the seventh-grade Social Studies textbook suggests that this situation may not be related only to Social Studies textbooks. Considering that the textbooks are based on the achievements while preparing the textbooks, perhaps it would be more correct to look for the reason for this situation with a focus on learning.

Regardless of the grade level, the Social Studies textbooks should include more cultural awareness and expression competency. However, when the literature is examined, there are studies that have concluded that the area of cultural awareness and expression competence is also low in other textbooks. One of them was made by Kurudayıoğlu and Soysal (2018). In the research, the Primary School Turkish 1 textbook was examined in terms of skills. It was stated that cultural awareness and expression were only touched on 18 times in 115 events, and this number was insufficient. However, it was also concluded that the competencies (except for communication in the mother tongue) are generally few and not evenly distributed among the themes. Similarly, in the study by Soysal and Kurudayıoğlu (2018) in which the ninth grade Turkish Language and Literature book was examined in terms of competencies, attention was drawn to the low frequency of cultural awareness and expression. A balanced distribution of competencies is emphasized in the textbook. In the study conducted by Yalkın and Işık (2019), Science achievements were examined in terms of competencies. In this study, it was concluded that there are only two sub-achievements related to cultural awareness and expression competence. It has been stated that including the competencies that remain in the background in the achievements is an important step in raising lifelong learners. Based on all of these, it can be said that it will be easier to achieve the objectives of the curriculum with the balanced distribution of all competencies, especially in the field of cultural awareness and expression competency, both to the achievements and to the textbooks.

In the present research, which aims to examine the reflection of “Social and Civic Competencies and Cultural Awareness and Expression” to the Social Studies textbooks, which are among the eight key competencies in the TQF included in the

2018 Social Studies curriculum, the results obtained from the descriptive analyzes the results as follows:

It has been observed that the social and civic competencies examined within the scope of the research are distributed unevenly to the learning areas in the Social Studies textbooks. In other words, while the relevant competence is concentrated in some themes, it is quite low in some themes. Another result obtained from the research is that this distribution is similar in all grade levels (fourth, fifth, sixth, and seventh).

Active citizenship learning area is at the forefront of learning areas where social and civic competencies cluster. Another learning area in which the incidence of the related competence has increased has been the individual and the society. When the learning areas where social and civic competencies are seen the least are examined, it is concluded that people, places and environments, and global connections are learning areas.

When social and civic competencies are evaluated under two headings, while civic competencies are higher in Social Studies textbooks, social competencies remain in the background. From this point of view, it was concluded that the tradition of “Social Studies as citizenship transmission,” one of the Social Studies teaching traditions, was adopted more dominantly in the program. It is seen that this result is similar in all grade levels.

When social and civic competencies are compared by grade level, it is seen that the distribution of relevant competencies is unequal. While the class level in which social and civic competencies are seen the most is sixth grade, the grade level where they are seen the least is fifth grade.

When the distribution of cultural awareness and expression, which is another competence area covered within the scope of the research, in the Social Studies textbooks at all grade levels is examined, it is seen that this competence area is very rarely included in the books. The reason for this is that the subjects in the textbooks are less associated with fields such as literature, visual arts, and performing arts. It has been observed that there are very few activities that will enable children to express themselves creatively using the fields mentioned above, which is another skill aimed at cultural awareness and expression. Most of the activities are uncreative and include routine question-answer, writing, and tests.

In the present study, only two of the eight key competencies were emphasized. For more comprehensive research, Social Studies textbooks can be examined in terms of other key competencies. To reveal the reasons for the uneven distribution

of competencies, which is one of the results of the research, researches can be conducted in which Social Studies acquisitions are examined in terms of competencies. Based on this irregularity in the distribution of competencies, it can be examined how the competencies are distributed in the textbooks prepared for other disciplines.

---

**Ethics Committee Approval:** N/A.

**Peer-review:** Externally peer-reviewed.

**Author Contributions:** Concept – A.Ş.; Design – A.Ş.; Supervision – A.Ş.; Resources – M.G.S.; Materials – M.G.S.; Data Collection and/or Processing – M.G.S.; Analysis and/or Interpretation – M.G.S.; Literature Search – M.G.S.; Writing Manuscript – M.G.S., A.Ş.; Critical Review – A.Ş.

**Conflict of Interest:** The authors have no conflicts of interest to declare.

**Financial Disclosure:** The authors declared that this study has received no financial support.

## References

- Akpınar, M., & Kaymakçı, S. (2012). Ülkemizde sosyal bilgiler öğretiminin genel amaçlarına karşılaştırmalı bir bakış [A comparative view to Turkish social studies education's general goals]. *Kastamonu Education Journal*, 20(2), 605–626.
- Aras, N. F., & Hayır Kanat, M. (2020). Güncel sosyal bilgiler müfredatı ve ders kitabında aileye bakış [Effect of change in social studies curriculum programs on family view in textbooks]. *Ulakbilge Social Sciences Journal*, 49, 656–675.
- Büyükoztürk, Ş., Kılıç-Çakmak, E., Akgün, Ö. E., Karadeniz, Ş., & Demirel, F. (2021). *Eğitimde bilimsel araştırma yöntemleri*. Pegem Akademi.
- Dere, İ. (2018). Sosyal bilgiler öğretim programlarında (2005 ve 2017) sözlü tarih [Oral history in social studies teaching programs (2005 and 2017)]. *Journal of National Education*, 47(219), 33–56.
- Dere, İ., & Uçar, A. (2020). Küresel bağlantılar öğrenme alanının sosyal bilgiler ders kitaplarına yansımalarının incelenmesi [Analysis of reflections of global connections learning area in social studies textbooks]. *Journal of Education for Life*, 34(2), 212–240.
- Diñç, E., & Doğan, Y. (2010). İlköğretim ikinci kademe sosyal bilgiler öğretim programı ve uygulanması hakkında öğretmen görüşleri [Teachers' views on the primary education secondary school social studies curriculum and its implementation]. *Journal of Social Studies Education Research*, 1(1), 17–49.
- Eryılmaz Ballı, F., & Kartal, S. (2020). Eğitimin siyasi işlevi; sosyal bilgiler ders kitabı örneği [Political function of education; social studies course book example]. *Adnan Menderes University Faculty of Education Journal of Educational Sciences*, 11(1), 36–49.
- Foncha, J. W., & Sivasubramaniam, S. (2014). The links between intercultural communication competence and identity construction in the university of Western Cape (uwc) community. *Mediterranean Journal of Social Sciences*, 5(10), 376–385. [\[CrossRef\]](#)
- Gömlüksiz, M. N., & Cüro, E. (2011). Sosyal Bilgiler dersi öğretim programında yer alan değerlere ilişkin öğrenci tutumlarının değerlendirilmesi [An assessment of students' attitudes towards values in social studies curriculum]. *International Journal of Human Sciences*, 8(1), 96–134.

- Görmez, E. (2018). Ortaokul sosyal bilgiler ders kitaplarında yer alan edebi eserler üzerine bir inceleme [An investigation on the literature works in the secondary school social studies textbooks]. *Journal of Social and Humanities Sciences Research (JSHSR)*, 5(30), 4291–4296.
- Kaçar, T., & Bulut, B. (2020). Sosyal bilgiler öğretim programı ve 4-7. sınıf sosyal bilgiler ders kitaplarının coğrafya kavramları bağlamında değerlendirilmesi [Evaluation of the social studies curriculum and 4-7th grade social studies textbooks in the context of the geography concepts]. *Kahramanmaraş Sütçü İmam University Journal of Social Sciences*, 17(2), 652–679.
- Kafadar, T., Öztürk, C., & Katılmış, A. (2018). Farklı ülkelerin sosyal bilgiler öğretim programlarının değerler eğitimi boyutunda karşılaştırılması [Comparison of social studies curriculums of different countries in the dimension of values education]. *Journal of AHI Evran University Kırşehir Faculty of Education*, 19(1), 154–177.
- Karasu Avcı, E., & Faiz, M. (2018). 4. ve 5. sınıf sosyal bilgiler ders kitapları “Etkin Vatandaşlık” öğrenme alanında yer alan becerilerin ve değerlerin incelenmesi [Investigation of the skills and values taking place in “Effective Citizenship” theme in 4th and 5th grade social studies textbooks]. *International Journal of New Approaches in Social Studies*, 2(1), 1–21.
- Kaymakçı, S. (2013). Sosyal bilgiler ders kitaplarında sözlü ve yazılı edebî türlerin kullanım durumu [The usage situation of oral and written literary works in social studies textbooks]. *Dicle University Journal of Ziya Gökalp Education Faculty*, 20, 230–255.
- Kurudayıoğlu, M., & Soysal, T. (2018). İlkokul Türkçe 1 ders kitabının öğretim programındaki temel beceriler açısından incelenmesi [Examination of the first grade Turkish coursebook in terms of its relevance to the basic skills in Turkish language curriculum]. *Journal of Mother Tongue Education*, 6(3), 670–683.
- MEB (2018). *Sosyal bilgiler dersi öğretim programı*. Turkey: MEB
- Mesleki Yeterlik Kurumu (2015). *Türkiye yeterlikler çerçevesi*. Turkey: Mesleki Yeterlik Kurumu
- Mutluer, C. (2013). Sosyal bilgiler programlarında yer alan beceriler hakkında sosyal bilgiler öğretmen görüşleri (İzmir menemen örneği) [The views of social studies teachers about the skills contained in social studies ( the example of Izmir menemen^)]. *Electronic Turkish Studies*, 8(7), 355–362.
- Oruç, Ş. (2009). Sosyal bilgiler 6. sınıf ders kitaplarında edebi ürünler [The literal works in the 6th class course booksof social studies]. *Turkey Social Studies Journal*, 13(2), 10–24.
- Polat, M., & Özkaral, T. C. (2020). 2005 ve 2017 sosyal bilgiler öğretim programlarına göre yayınlanmış 5. sınıf sosyal bilgiler ders kitaplarının görsel kaynaklar açısından karşılaştırılması [Visual resources comparison of the 5th grade social studies course books published in accordance with the 2005 and 2017 social studies curriculum]. *Eurasian Journal of Researches in Social and Economics (EJRSE)*, 7(8), 99–115.
- Rychen, D. S., & Salganik, L. H. (2003). *Key competencies for a successful life and a wellfunctioning society*. Hogrefe ve Huber.
- Semenderoğlu, A., & Gülersoy, A. (2005). Eski ve yeni 4-5. sınıf sosyal bilgiler öğretim programlarının değerlendirilmesi [Old and new 4-5. evaluation of class social studies curriculum]. *Dokuz Eylül University Buca Faculty of Education Journal*, 18, 141–152.
- Şen, A. (2019). Vatandaşlık eğitiminde değişiklik ve süreklilikler: 2018 sosyal bilgiler öğretim programı nasıl bir vatandaşlık eğitimi öngörüyor? [Changes and continuities in citizenship education: What kind of citizenship education does the 2018 social studies programme of study envisage?]. *Journal of Qualitative Research in Education – JOQRE*, 7(1), 1–28.
- Shamsi, N. (2004). *Modern teaching of social studies*. Anmol Publications.

- Soysal, T., & Kurudayıoğlu, M. (2018). Milli eğitim bakanlığı 9. sınıf Türk dili ve edebiyatı ders kitabı'nın 2017 programındaki yeterlilikler ve beceriler açısından incelenmesi [Study of ministry of education 9th grade Turkish language and literature coursebook in terms of the skills and capabilities in the 2017 program]. *Mehmet Akif Ersoy University Journal of Education Faculty*, 48, 238–254.
- Turan, R. (2018). 2017 ilkökul ve ortaokul sosyal bilgiler dersi öğretim programı üzerine genel bir değerlendirme [A general evaluation on 2017 primary and middle school social studies curriculum]. *Dialectology National Journal of Social Sciences*, 19, 295–327.
- Türkiye Yeterlilikler Veri tabanı (2021). Retrieved from <https://portal.tyc.gov.tr/>.
- Yalçın, A., & Akhan, N. (2019). Cumhuriyetten günümüze sosyal bilgiler programlarının sosyal bilgiler öğretim yaklaşımlarına göre incelenmesi [An investigation into the social studies programs from the early republic to the present in terms of social studies teaching approaches]. *Journal of Theoretical Educational Science*, 12(3), 842–873.
- Yalkın, B., & Işık, A. D. (2019). Fen Bilimleri dersi öğretim programındaki kazanımların yaşam boyu öğrenme yetkinlikleri açısından incelenmesi [An examination of the science curriculum acquisitions in terms of lifelong learning competences]. *Journal of Limitless Education and Research*, 4(2), 167–188.
- Yeşilbursa, C. C., & Sabancı, O. (2015). Sosyal bilgiler öğretmen adaylarının sosyal bilgiler öğretiminde edebi ürünlerin kullanımına yönelik görüşleri [Pre-service social studies teachers' views on using of literary works in social studies teaching]. *Mehmet Akif Ersoy University Journal of Education Faculty*, 36, 19–33.
- Yiğittir, S., & Kaymakçı, S. (2012). Sosyal bilgiler dersi öğretim programı uygulama kılavuzu'nda yer alan etkinliklerin değer eğitimi yaklaşımları açısından incelenmesi [Examination of activities in primary school social studies curriculum guides (4th to 7th grades) in terms of value education approaches]. *AHI Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi*, 13(2), 49–73.
- Yıldırım, A., & Şimşek, H. (2016). *Sosyal bilimlerde nitel araştırma yöntemleri*. Seçkin Yayıncılık.
- Yüksel, S., & Tanerî, A. (2020). Hayat bilgisi ders kitaplarının anahtar yetkinlikler açısından incelenmesi [Examination of life science textbooks in terms of key competencies]. *Gazi Journal of Education Sciences*, 6(2), 185–209. [\[CrossRef\]](#)
- Zylkiewicz-Plonska, E., & Aciènè, E. (2014). The need for creating and developing intercultural competences among international students. *Tiltat*, 2, 89–107.