

Current Problems and Solutions for Social Studies Course

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Abstract: This research is the reason for the research to contribute to the evaluation and solution of current problems related to social studies education from the eyes of social studies teachers, their opinions and solution suggestions, to guide today's problems. In this study, qualitative design was used as it is the ultimate goal to identify current and future problems. The study group consists of 50 social studies teachers who work in Mardin and are selected according to their accessibility. Discourse analysis and content analysis techniques from qualitative research approaches were used. While the general tendencies and ideas in the research were revealed with content analysis, a critical perspective was used by discussing the views in depth with discourse analysis. According to the results obtained; It is seen that the school affects the readiness and motivation of the student, the hereditary / mental state of the student, how the parents direct their child, the financial conditions directly affect the student, the situation of reaching the auxiliary source, the success of the environment. It has been concluded that parents' attitudes and socio-economic conditions are considered important, education awareness should be created in parents, parents should be in cooperation with the school, and parent visits should be continuous. It was concluded that exams do not measure success. In the light of the results obtained; School and curriculum should be in the same direction, schools should be physically improved, and the budget of schools should be increased. While creating a new education system, suggestions were made such as negotiating with all occupational groups and making arrangements in line with the needs.

Keywords: Social Studies, Solution Suggestions, Problems

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Introduction

Atatürk aimed to make the Turkish education system national, science-oriented, viable and secular. This goal has not been fully achieved due to the fact that memorization is at the forefront of schools, education inputs and

outputs do not match, the needs of society are ignored, politics oriented, central and results oriented (Onur, 1994). Educational policies have been shaped by the powers and a military order has been established by trying to make individuals think in certain patterns, especially in disguise. It is intended to breed generations that obey all the rules of the state. The best example of this situation is the views of the powers that established and eliminated the Village Institutes. Different countries' systems have been continuously introduced without taking into the needs of the country (Aktan, 2019; Alanoglu & Karabatak, 2021; Alexopoulos et al., 2022; Alshammari, 2022; Arslantas & Kurnaz, 2017; Beard & Nyutu, 2022; El Takach, 2022; Ilhan et al., 2021; Kim & Wynne, 2021; Medina-Jerez & Middleton, 2022; Öztürk, 2021; Simsek, 2012; Yildirim & Ozdener, 2021). When we tried to implement these education systems in existing schools in the country, many problems arose, such as physical structures of schools, problems experienced by foreign teachers and administrators, exam and class availability (Abu, Bacanak & Gokdere 2016). The contribution of this study in exposing the problems faced in the continual change of the syllabus, the inadequacy of class time, the factors affecting student achievement, the parent's attitude towns the course, and the proposals for solutions to these issues.

Method

Model of the Research

This study aimed at social studies teachers' problems and solution proposals used to take views from common uses of qualitative research (Gönenç and Açıklım 2017, p.28; Axist, 2019, p.368). Editing and classifying the available data and achieving the result is content resolution (Cohen, Manion and Morrison, 2007). With content analysis, general trends and views in research are intended to be put out in description (Van Dijk, 1997; Lush, 2013). In this analysis, the goal is to make similar findings into concepts and categories and provide an understandable interpretation to the reader (Lightning and Lightning, 2013).

Workgroup

This research was conducted in Mardin province with 50 social studies teachers who were selected on the basis that they could be accessed in central and rural primary schools under the Ministry of National Education. Information on the descriptive characteristics of the teachers involved in the research was presented in Table 1.

Table 1. Characteristics of teachers involved in the study

Characteristics	f
Gender	
Woman	7
Male	43
Working Seniors	
1-20	45
21-30	5
Where They Take Charge	
Centre	49
Rural	1

As seen in Table 1, 7 of the teachers interviewed were women and 43 were men. Close to all teachers work in the center.

Analysis of Data

The data obtained in this research were first subjected to a descriptive examination in accordance with the content analysis technique. Codes and categories have been created. Content analysis in qualitative research consists of the classification of the obtained data and the stages of obtaining theoretical results (Cohen, Manion and Morrison, 2007).

Results

Table 2. Insights into Factors that affect Student Success

Factors	f
Student Based	
Intrinsic factors	
Student readiness affects student achievement	9
Student motivation affects student success	6
The student's genetic status affects the student's success	5
The mental state of the student affects the student's success	3
Student awareness/awareness affects student success	3
External factors	1
The environmental conditions in which the student is located affect the success	18
Student's access to technological materials affects success	7
Circle of friends The student's circle of friends plays an influential role in the student's success	6
Family Based	
The family affects the student's success	16
Parental attention has an impact on student success	13
The importance that the family attaches to education affects the success of the student	13
The home environment affects student achievement	10
The educational level of the family affects the success of the student	9
Cooperation of the family with the school staff is effective in the success of the student	5
Parental pressure has an impact on student success	5
Socio-economic conditions have an impact on student success	9
Student nutrition affects student achievement	3
Financial conditions affect student success	2
Spiritual conditions affect the student's success	2
School-Based	
School staff have an impact on student success	16
The physical conditions of the school have an impact on the student's success	13
Smart board has an impact on student success	10
Educational tools affect a student's success	7
Class size affects student achievement	5

Regarding the category 'The environmental conditions in which the student is located affect success':

“ .. We live in a neighborhood, a neighborhood with a very low socioeconomic status due to a neighborhood that has received immigration from the villages. .. When we look at the people who go elsewhere, the people who go to the west, we see that they are starting to recover even more as a success...” 8t

It is stated that the environment directly affects success. Material conditions, as well as the environment, have a guiding effect on the life of the individual. In the category 'Financial conditions affect the success of the student', it is stated that they had to leave the school due to their financial impossibilities. 32t's view on this matter: "... The economy also affects a lot. For example, we could not send our two brothers. Because of the seasonal work." 32t.

Table 3. Findings about Textbooks

Findings	f
I'm not happy with textbooks	41
There should be a short and concise exam question in the form of a lecture grade	14
Textbooks need to be simplified very intensively	14
Seventh-grade subjects are too much and abstract	7
I'm happy with textbooks	5
There should be more activities	5
Textbooks are good compared to old years	3
Up-to-date information needs to be added	3
Teachers need to be informed about constructivism in in-service education	2

I am unhappy with textbooks, "it was highlighted that social studies textbooks distributed within National Education are quickly worn out:" "*Because books can be very dispersed, their pages can be ripped out, there is such a problem.*" 36t." You need to tell teachers about in-service education as well as structuring "category participants growing up in the education system that predates the structuralist system states that there should be in-service training for teachers. 14t's view: "*newly appointed teachers can describe structuralism but you need to inform former teachers about structuring in-service education.*"

Table 4. Findings on parent attitude's role in student achievement

Findings	f
Parents' attitude matters	47
Educational awareness must be built	25
Socio-economic conditions	20
The school must cooperate	19
Parent doesn't care about student	13
Family visits must be made	12
Parent can't read or write	6
Parents want their children to do what they can't	5
Don't be pressured by parents.	5
Guardian's priority is not child	1
There are parents focused on exams	1
I think they put too much responsibility on it	1
Student coaching system	1
Necessary conditions can be provided if the MEB is autonomous	1

In the category "Parents' attitude is important", the participant with the code 6t talks about the importance of the parents on the child: *"In student success; I say at least as much as the teacher with the school, the least effective the parents! I think that warning them and suggesting them will increase the success."* 6t. In the category of *'If the Ministry of Education is autonomous, the necessary conditions can be met'*, it was stated that the inspections were insufficient by the MEB with the code 25t:

"The ministry of education should be fully autonomous in itself and should be subject to the state of self-supervision so that when a teacher comes to the east or goes to the countryside of any region, he should not feel obliged to go there."

Discussion and Conclusion

It seems that the main reason why all these problems are not solved is based on political reasons. In the results of Tok (2012), it was concluded that the ideologies of the political parties in Turkey regarding education are in line with the party they are in. It is seen that the philosophy of education is constantly changing, and that each power that comes to power shapes education in line with its own views, and this situation directs the content of education. When the results of Usta's (2015) research are examined, it is seen that the education system of a country is directly related to the political party at the head of the country. It is seen that the changes made in the education system directly change situations such as class time, norm status of the teacher, books, and exams. It is concluded that education should be separated from politics and that if this situation is achieved, the deficiencies in the field of education will be eliminated even if it is slow (Noroozi, & Sahin, 2022a, 2022b; Ortaş, 2005). Another situation is that the education system should be designed in line with the innovations brought by professional groups and the world during the planning phase of education. While the mistakes made, designing the education program and the planning stage of the training program should be arranged at the same time as different stakeholders such as equipping teachers and organizing schools (Yeşil & Şahan, 2015), while the results coincide with the current study; In Başdemir's (2012) research, he argued that this situation is a great responsibility for the Ministry of National Education in such a large country and that education should be switched to the contract school system so that it can develop new techniques in education. It is stated that a great responsibility will be lifted from the state and the way for the breakthroughs to be made in education will be opened.

Recommendations

- All stakeholders in education should be arranged and the schools should strengthen their infrastructure according to the curriculum and all schools should be equal in this sense
- Financial support should be provided to schools and study classes should be opened in schools.
- A multifaceted development of students should be ensured.
- It should negotiate with professional stakeholders and structure the education system within the needs.
- Teachers' opinions and solution suggestions should be taken into consideration in the education draft and solutions should be offered to their expectations.

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