

Journal of Social Sciences and Education

Analysing Teaching Materials at Social Studies Teaching Programs in Turkey*

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ABSTRACT

The aim of this research is to state historical development of the teaching materials at the social studies teaching programs (1924, 1930, 1948, 1968, 1990, 2005, 2018). For this reason, it has a historical research feature. This study is figured with circumstances that is qualitative research method. Datas are collected with the method of the document review and it is analysed according to the descriptive analyse technique . In consequence of these analysis, it has coded intended to the names of the materials, and then it is sum up and interpreted. According to the these findings there are 6 teaching materials at 1924 first school program. It is determined 33 teaching materials in 1930, 51 ones in 1948, 43 ones in 1968, 13 ones in 1990, 70 teaching materials in 2005, 21 ones in 2018. It can be said that education conditions and opportunities are effective in the historical development of the materials that used in teaching programs in social studies. It is determined that material numbers have increased from past to nowadays. It is seen that the materials used from 1924 to 1990 has the similar material names. However it can said that various materials are added to the program with the help of 2005 social studies programmes and the developments of the education and and digital programmes. In accordance with these results, the reflexions of materials are stated in the program can be examined comperatively.

Key Words: Social studies, materials, equipment, teaching program.

Research Article

Received: 12.04.2022
Revision received: 15.05.2022.
Accepted: 30.05.2022
Published online:30.05.2022

* It was produced a some of part oral presentation 2th International Science, Education, Art & Technology Symposium. 28-29 May 2021 / Izmir – Turkey.

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Introduction

Education has an important role on accumulation of knowledge and increasing this knowledge. In progress of time, new technological tools begin to develop by means of both improvement of knowledge and scientists who study on this field. Thus, it is seen that advancing technology makes human lives easier and it contributes to effective learning. At the studies of using material as a teaching tool is used the names like both using materials and teaching tools (Nalçacı and Ercoşkun, 2005; Fidan Sarıaslan and Yılmaz, 2022). As the same at past, materials are significant supplementary sources to increase the quality of education and to maintain the teaching nowadays. (Korkmaz and Uygur, 2021). As a matter of fact tools are the objects that are used to do something or conclude it. On the other hand, appliances are indicated as a necessary item, equipment and material to do specific work (TDK 2021). According to these explanations, it can be stated that appliance and material have the similar meanings.

The basic purpose of the education provided in knowledge era is to raise creative and innovator humans. In consideration of increasing scientific knowledge from past to present, learning knowledge becomes crucial. Education system focus on how to access information rather than transferring information. Hereby, usage of tools and appliances during teaching-learning process and the role of technologies increase in importance (Saban, 2013). In learning environment, different teaching tools and materials are used to enhance the content and support the teaching. Usage of different tools and materials both makes learning environment enrich and motivates the students. Using various material in lessons maket he learning of the students easy. According to Özensoy (2022) benefiting from travel books at the teaching of history subjects in Social Studies can increase the historical sensitivity of the students.

According to McGowan and Guzzetti (2003, p. 43), using literary materials in social studies. In accordance with this explanation, using material as a teaching tool can help developing various skills of the students. So one of the lessons that used in a lot of teaching materials to create efficient and productive leraning atmosphere is social studies.

In this regard, teaching tools and materials are typically used for education and teaching activities in Turkey as in the any country. In fact these teaching materials are used in some courses' teaching programs not only in Ottoman Era but also republic era. In this context, social studies teaching program is one of the course that these teaching tools and materials are often used on. In that, teaching materials are extremely important to concrete the topics that are abstract. Teaching materials especially provide both multi-learning environment and effective learning environment.

The most important part of the teaching program is learning-teaching process. Leraning-teaching process contents how to present theme that determined to reach the aims which are specified in teaching program. Usage tools and appliances have the critical role for the effective learning (Kaymakcı, 2011). It is used a lot of teaching materials on social studies for creating effective and productive teaching environment.

In Turkey Republic Era, it is stated on 1924 first school curriculum (history, geography and civics), 1930 primary school program, 1948 primary course program, 1968 primary social studies program, 1990 social studies program, 2005 primary education social studies course teaching proram, 2018 primary education social studies teaching programs what the teaching materials are and how they changed in progress of time. Besides, usage of tools and appliances in embodying of teaching process are useful. According to the survey, it is essential taht using tools and appliances to raise success, to attract attention to the lessons, to provide learning by experience and to bring in better thinking skills (Kaymakcı, 2011). Thus, students can gain target behaviour savourily by means of the materials. social studies is the basic course to identify and understand the life and also to become a good citizen. Therefore all kinds of materials can be used for an effective learning (Şahin Yanpar, 2011).

In teaching programs of social studies, teaching tools and appliances vary from simple such as chalk, paper to the complex like computers and related technologies. In the line with these explanations, it is stated that the basic materials are textbooks, maps and sphere for social studies. (Şahin Yanpar, 2002). But it can be said that there are used not only textbooks, maps and sphere but also other tools and appliances on the teaching programs of social studies. Thus, it is stated that there are some suggestions about variety of teaching tools for active teaching techniques on the surveys of social studies from republic period to nowadays (Yalçın, 2016; Yalçın and Akhan, 2019). On the teaching programs of social studies communication tools can be used as written and visual materials used in. It is seen that the same materials are used such as historical places, museums, historical artifacts, pictures, videos, stamps and postcards (Yeşiltaş, 2012).

When the studies that are related to using teaching tools and materials at social studies are examined, these are the examples; using travel book at social studies classes (Özensoy, 2022), at social studies education field, being examined postgraduating thesis that is related to literary work (Gez and Çinpolat 2022), using material at teaching geography (Öner and Öner, 2022), accessibility to material at class programs (Önder, 2022), using material at teaching geography from republic era o nowadays (Korkmaz and Uygur, 2021), technological sufficiency of the social studies candidate teachers (Yusufoğlu and Gençtürk Güven, 2021), using travel book of Evliya Çelebi at social studies teaching (Çelik and Çetin, 2019). using tools of secondary school students on social studies is important (Şanlı, 2018), using tools, appliances and materials that used by Social Studies teachers (Çelikkaya, 2013), usage of material for history and geography on social studies (Ulusoy and Gülüm, 2009), when the studies of the teaching tools and materials on social studies are analyzed, tools and appliances are important at elementary school (Fidan, 2008), using materials on the teaching program of the geography (Demiralp, 2007) preparing material and usage of it for elementary school students (Nokelainen, 2006), and the materials used in elementary social studies are critical (Nalçacı and Ercoşkun, 2005), with the varieties of topics and approaches researched such as using visual materials on history teaching (Şimşek, 2003), encourage social studies teachers to use technological devices (Mason, Berson, Diem, Hicks, Lee & Dralle, 2000), digital history on the classes of social studies and history (Lee, 2002).

From the Republic Period (1923), the names of the Elementary and Secondary School Courses are changed in progress of time. In the past, History, Geography, Civics Courses that accepted within Social Studies are reunited as Social Studies in the progress of time. In this regard, the name of the Social Studies is used in the surveys. In accordance with this survey, it is made out the historical period of the Social Studies teaching materials in Elementary School and updating and also what the changes are.

Materials have a great importance for understanding better of the students and making the process embody (Göğebakan, 2018; Fidan, Sarıaslan and Yılmaz, 2022). Especially there are lots of abstract things at social studies class and overcoming from the difficulties in notion teaching process, making the teaching process meaningful and permanent, technological materials are significant to increase the success of the students. (Korkmaz, Uygur 2021; Alataş, Dağhan, Erkuş, Aydın, Erkuş and Uğurluk, 2022). The main problem of the survey is that teaching materials used according to the teaching programmes of social studies what the historical developments are.

The Purpose of the research

The purpose of this survey is to find out what the materials of elementary social studies teaching programs (1924, 1930, 1948, 1968, 1990, 2005, 2018) are. Depending upon the purpose, it is looked for answers for following questions.

1. Which teaching materials take place at 1924 first school program (history, geography and civics)?
2. Which teaching materials take place at 1930 first school program (history, geography and civics)?
3. Which teaching materials take place at 1948 first school program (history, geography and civics)?
4. Which teaching materials take place at 1968 primary social studies teaching program?
5. Which teaching materials take place at 1990 primary social studies teaching program?
6. Which teaching materials take place at 2005 primary social studies teaching program?
7. Which teaching materials take place at 2018 primary social studies teaching program?

Methodology

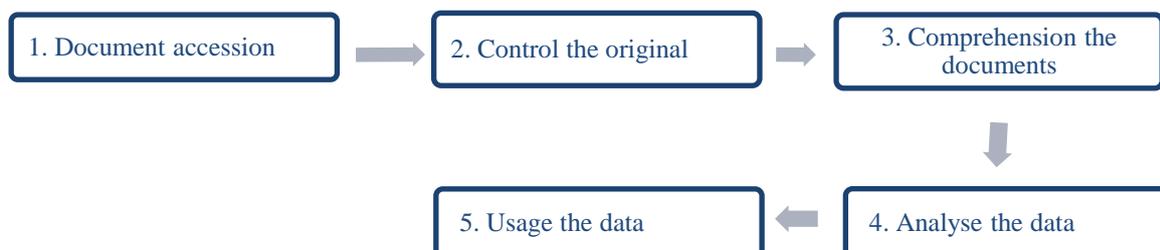
Model

This research is figured with the case study that is from qualitative research method. Document analysis from qualitative research methods as used with the aim of making out teaching materials taking part in social studies teaching programs in Turkey. Because teaching programs consists of documents. Document analysis method is also used in qualitative researches frequently. Because qualitative research, it includes that how the people think about the events, how they explain it and what they think about the World (Creswell, 2017). Qualitative research provides rich description and it uses lots of words and visual materials such as document quotations, field notes, sections of participants and citation of videos (Merriam, 2013).

In the line with these explanations, this survey has the characteristic of the historical study. Historical studies look up the answer for his question ‘What happened in the past?’ with reading the documents related with the period carefully or keeping touch with the people from that period. Researchers try to understand correctly what happened and try to explain why it happened. He reads the documents of the period and interprets (Büyüköztürk, Çakmak, Akgün, Karadeniz and Demirel, 2014, p. 19).

Data Collection Tools

At the center of the collecting data, it takes place sources of data. There are lots of data sources such as formal documents, official meeting reports, books, newspaper, particular documents, diaries and letters (Creswell, 2017). Data collection tool of this survey is obtained with the development method. As is known, document examination includes the analysis of the written materials that have targeted phenomenon (Yıldırım and Şimşek, 2016). Document researching takes place according to the same phases as regards Forster (1995) these are:



Data sources of this research consist of teaching programs of social studies. These teaching programs renewed at same dates and in the progress of time it reaches with updating and innovations to nowadays.

Used basic document sources in the research these are:

1. 1924 first school program (history, geography and civics)
2. 1924 first school program (history, geography and civics)
3. 1948 primary school course program
4. 1968 primary school social studies program
5. 1990 social studies teaching program
6. 2005 primary school social studies teaching program
7. 2018 primary school social studies teaching program

Collection of Data and Analysis

The analyse period of this research is done as regards research questions. Thus it is used descriptive analyse in this research. In this analyse period, there are categories, form or the theme and also some questions are stated to do descriptive analyse (Yıldırım and Şimşek, 2016). For this reason, descriptive analysis frame consists of primary school teaching programs that have been published from republic era to nowadays. Some of these programs (1924, 1930, 1948) that are single discipline are thematized under the name of the social studies and at the first step of the descriptive analysis that is suitable for the aim of the research, teaching programs are examined according to their dates and obtained codes are tabularised and summarized and interpreted. With the results of analysis that obtained from the social studies teaching programs, reliability study is also done. Especially, in the analysis period, it gets cohesion percent of the codes also done by another domain expert, and it can be endeavored to provide reliability. The reliability between the topic codes is calculated by using reconciliation percent whose Miles and Huberman (1994).

$$\text{Reliability} = [\text{communion} / (\text{communion} + \text{divergence})] \times 100$$

Chart 1. Reliability result of the research

Programmes	Codes		
	1 th Researcher	Another Researcher	Cohesion Percent
1924 first school program	6	5	%90,90
1930 first school program	52	53	%99,04
1948 primary school course program	50	51	%99,00
1968 primary social studies program	43	40	%96,38
1990 social studies course teaching program	13	11	%91,66
2005 social studies course teaching program	67	70	%97,81
2018 primary school social studies course teaching program	19	20	%97,56

Findings

There are findings that showed up with the analyse of the research in the section.

1. Which teaching materials take place at 1924 first school program (history, geography and civics)? Comments that belong to this question at chart 2.

Chart 2. 1924 Used teaching materials in first school program

Teaching materials	history	geography	civics	f
Historical arts	+	-	+	2
Class collection	-	-	+	1
Class museum	-	-	+	1
Library tools	-	-	+	1
Map usage	-	+	-	1
			Total	6

In chart 2 according to the results, there are some teaching materials in 1924 first school program. Among this teaching materials, it is seen that history teaching period includes historical arts. It is also used maps as teaching material in geography. Some tools are used like historical arts, class museums, class collections, library tools as a teaching materials in civics. It is determined 6 materials in total.

2. Which teaching materials take place at 1930 first school program (history, geography and civics)? Comments that belong to this question at chart 3.

Chart 3. In 1930 First school program teaching materials

Teaching materials	history	geography	civics	f
Historic plaque	+	-	-	1
Postcards	+	+	-	2
Historic cards	+	-	-	1
Antiques	+	-	-	1
Antique civilization pictures	+	-	-	1
Aqueduct bridge pictures	+	-	-	1
Pictures (visual)	+	+	+	3
Wall maps	-	+	-	1
Incarname sphere	-	+	-	1
Book of maps	-	+	-	1
Sketch and endgrain	-	+	-	1
Clay and plastic	-	+	-	1
Relief map	-	+	-	1
Geography sample notebook	-	+	-	1
Thermometer	-	+	-	1
Barometer	-	+	-	1
Fruit samples	-	+	-	1
Fabric and samples	-	+	-	2
Geography recitation book	-	+	-	1
Fruit samples	-	+	-	1
Teacher maps	-	+	-	1
Book (Library)	-	+	+	2
pencil	-	-	+	1
Ware producing	-	-	+	1
			Total	30

When the results of the teaching material program usage of first school, the materials used in teaching program of history course are; historical plaque, postcards, historical cards, antique Works, antique civilization paintings, castle paintings, aqueduct bridge paintings and paintings (visuals). The most materials are used in geography. It is determined 17 materials in geography course. They are incarnate sphere, wall map, book of maps, clay and plastic, relief map, termometer, barometer, fabric and sample. Courses that used the least material is civics. Materials that recommended the least are determined as paintings and visuals. It is made firm in total 30 materials. The material number used in 1930 first school program is more than the ones in 1924 first school program.

3. Which teaching materials take place at 1948 first school program (history, geography and civics)? Comments that belong to this question at chart 4.

Chart 4. *The teaching materials in 1948 primary school program*

Teaching materials	history	geography	civics	f
Posters	-	-	+	1
Statistics	-	+	+	2
Magazine	+	-	+	2
Newspaper	+	-	+	2
Books	+	+	+	3
Usage of map	+	+	-	2
Old weapon	+	-	-	1
Pots and pans	+	-	-	1
Clothes	+	+	-	2
Tile	+	-	-	1
Postcards	+	+	-	2
Historical paintings	+	+	-	2
Cinema	+	-	-	1
Paper and cardboard	+	-	-	1
Brochure	+	-	-	1
Encyclopedia	+	-	-	1
Hand Tools	-	+	-	1
Sand	-	+	-	1
City plan map	-	+	-	1
Book of maps	-	+	-	1
Sphere	-	+	-	1
Graphic tools	-	+	-	1
Pictograph	-	+	-	1
Geography	-	+	-	1
Sketch	-	+	-	1
Prospectus	-	+	-	1
Thermometer	-	+	-	1
Barometer	-	+	-	1
Articles	-	+	-	1
Ware collection	-	+	-	1
Stone samples	-	+	-	1
Mine	-	+	-	1
Fruits	-	+	-	1
Fabric	-	+	-	1

Photos from the plane	-	+	-	1
Insect	-	+	-	1
Herb	-	+	-	1
Sketch and material	-	+	-	1
Soil	-	+	-	1
Total				50

When the results of the teaching materials used in 1948 primary school program in chart 4 are examined, it is determined that there are 15 used materials. Painting, newspaper, magazine, statistics, old weapon, tile, postcard, paper and cardboard, brochure and similar materials are used in here. It is determined that there are 30 materials used in geography course.

The most remarkable materials are photos from the plane, prospectues, thermometer, barometer, sand, insects, sketch, stone samples, mines. Besides in 1948 primary school program the most used materials in the class is geography course. It is determined that the least materials are in civics. In civics, there are 6 materials. (Brochures, paintings, statistics, magazine, newspaper, books). In 1948 primary school programs (history, geography, civics) it is determined that there are 50 materials.

4. Which teaching materials take place at 1968 primary social studies teaching program? Comments that belong to this question at chart 5.

Chart 5. *The teaching materials in 1968 social studies programs*

Teaching material	social studies	f
Map	+	1
Dictionary	+	1
Books	+	1
Index	+	1
Visuals	+	1
Clay	+	1
Mud	+	1
Paint	+	1
Board	+	1
Cardboard	+	1
Paperboard	+	1
Wire	+	1
Cloth	+	1
Adz	+	1
Scissors	+	1
Grater	+	1
Thermometer	+	1
Lens	+	1
Compass	+	1
Battery	+	1
Ball	+	1
Graphic	+	1
Newspaper	+	1
Plaque	+	1
Weapon kinds	+	1
Dress	+	1

Carpet	+	1
Tile	+	1
Wedge	+	1
Luminated manuscript	+	1
Independence war paintings	+	1
Credentials	+	1
Rain measurement	+	1
Wind whirligig	+	1
Weather observation devices	+	1
Prospectus usage	+	1
Simple model of solar System	+	1
Geography wall map	+	1
Barometer	+	1
Animal and herb	+	1
Total		42

When the results of the used teaching materials in 1968 social studies are evaluated, it is determined that there are 42 materials. There are lots of materials such as animals and herbs, map, index, books, clay, mud, paint, board, wire, cloth, adz, clippers, grater, thermometer, lens, compass, battery, bell, graphic, carpet, tile, rain measurement, credentials.

5. Which teaching materials take place at 1990 primary social studies teaching program? Comments that belong to this question at chart 6.

Chart 6. *Teaching materials used in 1990 social studies*

Teaching material	social studies	<i>f</i>
Newspaper	+	1
Magazine	+	1
Visuals	+	1
Statistics	+	1
Graphics	+	1
Alive and inanimate sources	+	1
Tree	+	1
Flowers	+	1
Shapes	+	1
Live tools samples	+	1
Models (Communication, dress)	+	1
Historical tables	+	1
Cinema	+	1
Total		13

When the teaching materials took place in 1990 social studies teaching programs, it is determined there are 13 materials. Some of them are; newspaper, magazine, paintings, statistics, alive and inanimate sources, tree flowers, shapes, live tool samples, models (communication, dress etc.), historical tables, cinema. It is determined that in 1990 social studies teaching program has less material than in 1968 social studies teaching program has.

6. Which teaching materials take place at 2005 primary social studies teaching program? Comments that belong to this question at chart 7.

Chart 7. *The teaching materials used in 2005 primary school social studies.*

Teaching materials	social studies	<i>f</i>
Usage of literary work	+	1
Concept maps	+	1
Concept network	+	1
Written and visual news	+	1
Museum studying paper	+	1
Photos	+	1
Maps	+	1
Movies	+	1
CD-Rom	+	1
Simulation programs	+	1
Multimedia	+	1
Hipermedia	+	1
Internet	+	1
Virtual tour	+	1
Newspaper clipping	+	1
Posters	+	1
Powerpoint presentation	+	1
Model	+	1
Song lyrics	+	1
Table	+	1
Diagram	+	1
Book	+	1
Magazine	+	1
Computer	+	1
Encyclopedia	+	1
Dictionary	+	1
Province annual	+	1
Microfiche	+	1
Television	+	1
Radio	+	1
Electronic	+	1
Visual proof usage	+	1
Object	+	1
Miniature	+	1
Old edition sources	+	1
Letter	+	1
Birthday cards	+	1
ID cards	+	1
Toys	+	1
Postcards	+	1
Coin and banknote	+	1
Almanacs	+	1
Historical artifacts	+	1
Folklore	+	1
Books of maps	+	1
Portraits	+	1

Gravure	+	1
Sphere	+	1
Graphics	+	1
Poster	+	1
Sketch plans	+	1
Miniatur	+	1
Puzzles	+	1
Monument and epigraph	+	1
Travel book	+	1
Mind map	+	1
Graphics with visual	+	1
Library information cards	+	1
Animation	+	1
Cartoon	+	1
Memoirs	+	1
Statistics	+	1
Commercial	+	1
Manuscript	+	1
	Total	68

In chart 7 It takes place teaching materials belong to 2005 primary school social studies. According to this results, it is determined that there are 68 teaching materials in total. There are more materials in 2005 social studies teaching materials than the ones in 1990 primary school social studies teaching programs. Besides it is stated that which material will be used in 2005 social studies program.

It is suggested that teaching materials should be used depending on the development of computer and communication technologies in social studies. It is explained that using teaching materials in lessons have positive effects on learning of the students. Among the social studies teaching programs (1924, 1930, 1948, 1968, 1990, 2018) the most used the name 'teaching material' is 2005 primary school teaching material.

It is determined that some materials such as cd-rom, mind map, simulation programs, hypermedia, internet, id cards, almanacs, animation, cartoon, birthday cards, visual evidence usage, microfiche, electronic, powerpoint presentation, television manuscript are used first in 2005 social studies teaching program does not take place in another programs (1924,1930, 1948, 1968, 1990) (MEB, 2005).

7. Which teaching materials take place at 1990 primary social studies teaching program? Comments that belong to this question at chart 8.

Chart 8. *Teaching materials in 2018 social studies?*

Teaching material	social studies	<i>f</i>
Literary works usage (tale, story, poem etc.)	+	1
Extrascholastic teaching setting	+	1
Art	+	1
Music	+	1
Miniature	+	1
Gravure	+	1
Calligraphy	+	1
Architecture	+	1

Cinema	+	1
Digital technological usage	+	1
Political and physical map of Turkey (acquisition)	+	1
Go bag preparedness (acquisition)	+	1
Visual materials	+	1
Historical silk and spice road	+	1
Geographical maps of Turkey (acquisition)	+	1
Climate and vegetation of Turkey (acquisition)	+	1
Distribution of population maps in Turkey (acquisition)	+	1
Economic activity maps	+	1
Underworld and above-ground source map in Turkey (acquisition)	+	1
	Total	19

When the results of the teaching materials of 2018 social studies in chart 8 that suggested to use are evaluated, it does not take place a title as teaching tools and appliances in program. However, there are points to consider and some teaching materials' names in the acquisition of the class. So, it is determined 19 teaching materials in total. Teaching materials in this program; literal works usage, arts, music, sculpture, architecture, cinema, digital technological usage, historical silk and spice roads, related maps, geographical maps of Turkey, climate and vegetation maps of Turkey, distribution of population maps of Turkey, economic activities maps, underworld and above-ground source maps in Turkey.

In general, it can be said that there is a flexibility on using materials in classes at 2018 primary education social studies using suitable materials for the topic and learning outcome supports students to get the topic easily.

Form 2. Comparing teaching materials in social studies

1924 First school program teaching material (history, geography, civics)	*It is determined 6 materials in this program. It is formed in the beginning of Turkish Republic. It is targeted to teach the class with the conditions of the term and opportunities.
1930 Primary school teaching materials	*It is determined 33 materials. It is used in time that there is intense principal and revolution of Atatürk after republic era. Thus, it has a lot of teaching materials by comparison 1924 program.
1948 Primary school course program teaching materials	*It is determined 51 materials. It is determined that material numbers have increased by comparison 1924 and 1930 primary school programs. With the influence of foreign educationist from abroad to Turkey. It can be said that usage material of primary school program increased and physical conditions are better than former term. It is stated that it is given importance to using materials systematically and regularly.

1968 Primary school social studies program teaching material	*It is determined 43 teaching materials in this program. In this term, new social studies action in USA affects social studies teaching materials in Turkey. Single disciplined courses are merged under the name of the social studies and it is decreased material number by comparison the former one.
1990 Social studies teaching material	*It is reached the name of teaching material in this program. It is decreased the teaching materials by comparison the former 1968 social studies teaching material program.
2005 Primary education social studies teaching program teaching material	*It is determined the name of 70 teaching materials in total in this program. Among the examined teaching programs, the program which has the most material name is 2005 social studies teaching program. In Turkey, educational activities are formed on the principals of the constructive, thus it is targeted to use more teaching materials in class programs. However, it can be said that principals of this theory match up with the principals of educational of republic. It makes a difference because of systematic, regular and accessible from the former programs.
In 2018 Primary education social studies teaching program teaching materials	*It is determined the name of 21 teaching materials. This program exhibits global events, developments of mass medium, effective usage of technological devices, information, skills, values education. So it is determined that materials should often be used in teaching topic in social studies. Especially different from the another programs using maps is suggested mostly.

Discussion and Result

Some results are acquired with this research. It is determined the name of 6 teaching materials in 1924 first school program. Among the social studies teaching programs of republic period the program that took place the least is 1924 first school program. According to the results of the research belongs to Korkmaz and Uygur (2021), in the first school program that is first program of republic era it is stated there is less material. So this matches up with the results of the research.

Especially at the begining of republic era, it can be said that term's education opportunities affect the content of the programs. For his reason, from past to today increasing material numbers in programs, changing for better of education opportunities after the republic era and enriching the content of the teaching programs are important developments. One of the most effective thing to qualification and using material in education is directly proportionate to the budget that countries reserved fort he education (Sormaz, 2019).

Özensoy (2022) using travel books as a teaching material in social studies teaching can increase the historical skills of the students. In 1930 first school program, the most material used in class is social studies teaching program.

It is determined 17 materials in social studies. It is determined that the least expressed the name of the teaching program is 1930 civics teaching program. Suggested materials in each teaching period; arts (visuals). The material number that used in 1930 first school program is more than the material number used in 1924 first school program. Korkmaz and Uygur (2021) get the result that the material number used in geography teaching program is more than the ones in history and civics.

When the results of the teaching materials in 1948 primary school program, it is determined 15 materials used in history. It is determined that 30 materials used in geography. And also the program that has the most name of the material in 1948 primary school program is geography course. It is determined that the least material is used in civics. It is determined that there are 51 materials in 1948 primary school program (history, geography, civics).

According to the teaching material results, it is determined there are 43 materials in 1968 social studies teaching program. The total number of the teaching materials took place in 1990 social studies teaching program is 13.

Looking at the results of the materials in 2005 primary school social studies teaching program, it is acquired 70 teaching materials' names. Among the social studies teaching program (1924, 1930, 1948, 1968, 1990, 2018) the most used in materials name is 2005 primary school social studies teaching program. It is suggested to be used computer and communication technologies in 2005 social studies teaching program discriminately from the former ones (MEB, 2005). According to the study of Korkmaz and Uygur (2021), the material number has increased in 2005 social studies teaching program. According to the views of the teachers and the students, material topics' studies can be done in teaching programs and course books.

When the suggested teaching materials in 2018 social studies teaching program take into consideration, it can be said that there is no title called teaching material or tools, appliances used directly in the program. However, it is determined that some teaching materials take place in lesson acquisition. Thus, it is determined that there are 21 teaching material in 2018 primary school social studies teaching program. It is important to use materials to increase the students' interests and motivation in lessons. In that, it is explained that it is necessary to use map, smartboard, book of maps, notebook, book, timeline and maps belong to Ottoman Era, battlefield, flags belong to old Turkish States, wars, commanders, chronology of the event for the students (Şanlı, 2018). According to the another searching result, it is determined that in social studies using materials increase students' teaching and motivation (Çiftçi, 2002).

Since the opportunities are not the same in each school in Turkey, it can not be educational tools and materials that should be used in history and geography at class and at school. In this situation, the teacher should both prepare the materials related with the topic and develop them to make the lesson interesting (Ulusoy and Gülüm, 2009).

Suggestions

- With these results, it can be searched if the topics in the course books of primary school teaching programs in republic era or not.
- Material classes can be prepared to use the students easily.
- Materials can be examined comperatively as before republic era teaching program and after republic teaching program.

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