Analysis of Value Transfer in Social Studies Education Within Framework of The Principle of Causality

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1. Introduction

Causality is defined as the principle that every phenomenon has a cause and the same causes will produce the same effects under the same conditions (Çelebi, 2005: 181). In other words, causality refers to the relationship between cause and effect. Although causality is a philosophical category and principle that has been debated over centuries, one of the points on which philosophers agree is the basis of this principle that everything needs an antecedent to happen (Berkant, 2009: 128). Given that causality is the cause and effect relationship between phenomena, facts and objects, cause refers to the occurrence of phenomena, facts and objects and effect refers to the result or outcome of this occurrence. When considered within an educational context, causality is divided into two main divisions: the identification of causes and the discovery of effects (Tay, Kurnaz and Taşdemir, 2010: 244).

Causality is closely related to the perception of the observer of causal relation. This perception means that we have created an expectation for the interaction between objects based on life experiences. Perceptions of causal events are the premise of causal thinking. Causal thinking refers to a mental process of seeking for a possible cause and effect relationship between knowledge assets of every size (concept, event, etc.) and every nature (daily, scientific, etc.) existing in the nature (Berkant, 2009). Causality principle has two closely-related characteristics including ontological and epistemological aspects. The ontological aspect of causality refers to the determinist interpretation of existence (the universe or nature). The epistemological aspect of causality includes the establishment and identification of a causal connection between two events or

phenomena through the acquisition of the knowledge of the universe or nature in the process of determining factual reality (Tay, Kurnaz and Taşdemir, 2010 as cited in Özçınar, 1997: 18).

Piaget (1930) listed seventeen types of causal relations in child thought if any arbitrary simplification is discarded. These are as follows:

1. Motivation type
2. Finalism
3. Phenomenistic causality
4. Participation
5. Magical causality
6. Moral causality
7. Artificialist causality
8. Animistic causality
9. Dynamic causality
10. Reaction of the surrounding medium
11. Mechanical causality
12. Causality of generation
13. Substantial identification
14. Condensation and rarefaction
15. Atomistic composition
16. Spatial explanation
17. Explanation by logical deduction

The first type of causality is *psychological causality,* or in other words, motivational causality. For example, God or people send us dreams since we have done things that we should not have done. It is certainly the most primitive type; however, it also "the one that survives the longest" (Piaget, 1930: 258).

Finalism coincides with the first type of causality as a follow-up. However, it gradually distinguishes itself from it. These connections with psychological causality cannot be perceived or cannot be clearly seen (Piaget, 1930: 259).

Phenomenistic causality means that there is a relationship between two facts in the description of events and these events are by no means related to life except for their contiguity in time (Piaget, 1930: 259).

Participation is more common than in its first instance; however, it disappears after 5-6 years of age. The principle of participation is the following: It is designed between two objects with similarity or affinity relationship. In other words, the occurrence of the first allows the other to occur (Piaget, 1930: 260).

Magical causality: Gestures, thoughts or touchable objects are assigned or related to efficacy, and there are a lot of participations established among these objects. Thus, certain words have an effect on a number of objects (Piaget, 1930: 261).

Moral causality: Children explain the existence of a certain movement or feature by the necessity; however, this necessity is always about morality. Put it differently, it involves the view that events happen because they have to happen (Piaget, 1930: 261).

Artificialist causality: Psychological causality or pre-causality is explained in neither purely moral terms nor purely physical terms. Both matter and consciousness mean nothing but all life. First, the event or object is explained, and then the activity created by the person is designed as an object. Put it differently, explanations are made with objects and the outcomes of what is done by people (Piaget, 1930).

Animistic causality: Children explain the existence of a character or form by an internal biological tendency which is both alive and conscious. Animistic causality completes artificialist causality (Piaget, 1930: 262).

Dynamic causality: Once the effectiveness of the objects of the previous animistic stage is appropriately eliminated, the internal forces of the explainable activities and movements of the objects still remain. Thus, there is primitively confusion between force and life. Finalism outlasts pre-causality while dynamism outlasts animism (Piaget, 1930: 262).

Reaction of the surrounding medium is the type of causality which involves the first realistic physical descriptions made by children. Despite being primitive, the movements of objects are physically expressed. Although there are the traces of dynamic causality in these explanations, magic, impulse, intention, or mystery seem to disappear (Piaget, 1930: 263).

Mechanical causality occurs in this kind of causality between the ages of 7-8.. The explanation at this point is also mechanical (Piaget, 1930: 263).

Causality of generation: The explanations in causality of generation are not separated from the previous type (Piaget, 1930: 264).

Substantial identification resembles the causality of generation. Objects do not result from other things but result from the burning and fusion of other matters. Substantial identification is frequent between the ages of 8 and 10 (Piaget, 1930: 265).

Condensation and rarefaction: Children give explanations about the matters that make up the main feature of objects (Piaget, 1930: 265).

Atomistic composition: Once objects are considered to result from condensation or rarefaction of the original matters, they will be inevitably considered to be made up of particles tightly or loosely compiled together (Piaget, 1930: 266).

Spatial explanation involves the years after the age of 9 and 10 and children produce advanced explanations (Piaget, 1930:266).

Explanation by logical deduction involves all mechanical, spatial, atomistic explanations and others. This stage covers the ages 10, 11 and over (Piaget, 1930: 266).

1.1.   Instructional Elements of the Concept of Causality

According to Tay (2011), all of the scientific process skills including basic process skills, causal process skills, and experimental process skills may be closely related to causality and it is necessary to help students acquire the skills shown in Figure 2 for the development and use of the concept of causality in students.
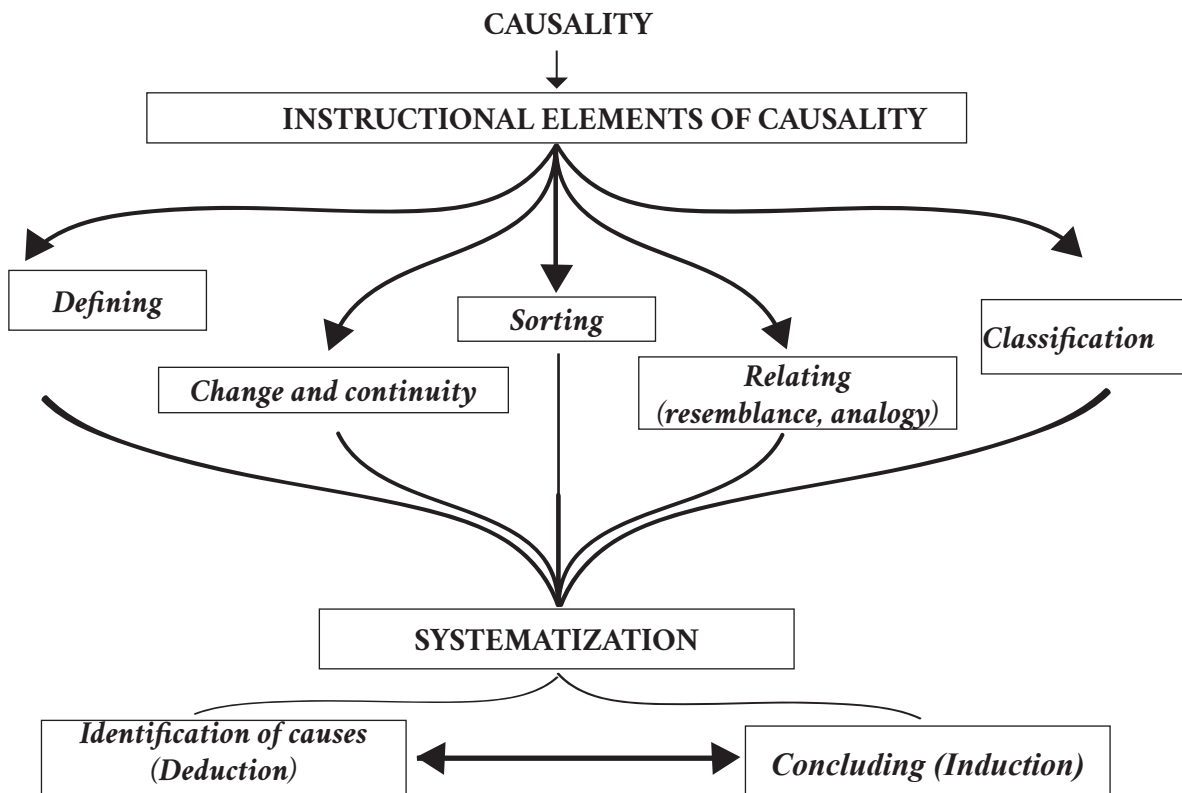

Figure 1: Instructional Elements of the Concept of Causality (Tay, 2007: 114).

As shown in Figure 1, the instructional elements of causality include defining, change and continuity, sorting, relating, classification, deduction, and induction. These concepts are complementary to each other with their specific characteristics. Defining, relating, sorting and classification skills constitute the main components in the understanding and creation of causality, while change and continuity facilitate the systematization of these four components. The concept of causality could best be comprehended through this systematization, the identification of causes in some cases, the deduction of effects in some cases and the promotion of both in other cases (Tay, 2011). The instructional elements of the concept of causality are briefly explained below.

Defining

It is the first step in determining the causality relationship between two objects, phenomena and events. The operational nature of definitions is of importance as it affects the meaning of definitions. When defining is performed in a general manner rather than in an operational manner, this may result in wrong causal relationships (Tay, 2011: 466).

Relating (resemblance, analogy)

Relating or analogy is a method that allows students in the classroom to treat an event as if it were real and to do educational work on it (Yıldızlar, 2009). The analogy facilitates new discoveries that help compare what is known with what is unknown. Analogy also helps explain new ideas, clarify relationships and solve problems (Şahin, 2016).

Sorting

Sorting is the ability to order a series of pieces according to a specific relationship. Children in concrete operational stage sort objects by their length, weight and tone (Selçuk, 1999: 79).

Sorting skill includes the sorting of events, phenomena and objects according to a specified characteristic. Considered in the context of causality, the determination of causality between two events may be closely associated with the sequence of events. Here, sorting is often related to the precedence and succession of events. For example, in order to reveal the existence of a causal relationship between two events in history, it is necessary to know which one happened first and which one later. Likewise, this is also true for situation geographical events (Tay, Kurnaz and Taşdemir, 2010: 247).

Classification

Classification is the process of grouping objects, phenomena and events into categories in accordance with their relations with each other and their characteristics determined through observation. It includes the ability of categorization based on properties and relations. An effective classification process has two factors: the power of learning the figures and the power of organizing the perceptions. The first involves taking into account all relevant perceptual properties of a set of objects, knowing the meanings of words and to store them in mind. The latter involves employing the logical principles in categorization process (Tay, Kurnaz and Taşdemir, 2010: 247). Classification is the logical process developed at the concrete operational stage. At the age of 7, children can group objects into a category, for example, they can collect all red objects into a group. However, they lack the concept of class inclusion. At this stage, children can group objects into two or more classes and subclasses (Selçuk, 1999: 79).

Change and Continuity

Change refers to negative or positive conditions that events, phenomena and objects have experienced over time. Continuity can mean the maintenance of events, phenomena and objects over time, in other words, their sustenance. Change and continuity refer to the condition and continuity of events, phenomena and objects over time. From the perspective of causality, in order to correctly establish the causal relationship between two things, it is necessary to know the condition and continuity of these two events (Tay, Kurnaz and Taşdemir, 2010: 247).

Identification of Causes (Deduction)

Deduction means moving from a general statement to a specific case. Children perform very little reasoning and it is often related to rare and special cases due to the difficulties in being aware of own thoughts (Tay, 2011).

Concluding (Induction)

Induction means drawing a conclusion. It involves reaching a general conclusion from a particular case. In this regard, concluding includes effect (outcome, consequence) which is one of the main components of causality (Tay, 2011).

Social Studies and Causality

There are concepts, skills, values and attitudes that need to be taught and learned within the scope of Social Studies teaching in Turkey. Causality is one of these concepts and establishing cause and effect relationship is one of these skills (Tay, Kurnaz and Taşdemir, 2010: 248). The concept of causality, which is a requirement of scientific knowledge, has an important place in

Social Studies and, by extension, in Social Studies. Social Studies reflect the need for gathering information from many fields of science and forming this information based on scientific reality and scientific consistency. Indeed, the Social Studies curriculum put into effect in 2005 has this property. The concept of causality is included in the Social Studies curriculums as a skill and a necessary concept (Tay, 2011:453).

Skills help students to learn the subjects and activities in the curriculum in a more permanent, active and meaningful manner (Özdemir, 2009: 21) refers to the abilities that students acquire, develop and transfer to their life as intended in the learning-teaching process (Ministry of National Education, 2005b). Concept, in general, refers to a knowledge structure that represents the changeable common properties of different objects and phenomena that gain meaning in the human mind (Kılıçoğlu, 2013: 329). The concept of causality is covered in the Social Studies curriculum within the framework of concept teaching. The curriculum aims to teach concepts covered in the curriculum at the level of introduction, development and reinforcement. The concept of causality should be taught at the level of introduction in the 4th grade, at the level of development in the 5th and 6th grades, and at the level of reinforcement in the 7th grade. The teaching methods, techniques and strategies to be used in the acquisition of the skills that build up the concept of causality should include problem-solving. Accordingly, it may be possible to help acquire the concept of causality and the skills associated with it through sequence learning (chaining), rule learning, concept teaching, multiple intelligence, constructivist teaching, systematic education, problem-solving, research, and collaborative learning methods (Tay, 2011: 470). The teaching of causality can be carried out in four stages including describing, exploring, explaining and examining which all cover these skills (Tay, 2011). Approaches to the teaching values take part when the 2005 primary education social stuedies curriculum is examined. These are: Explaining value, moral reasoning, value analysis and observational learning.

Value is to ensure that learners internalize values through their own experiences. The key element of explaining the value is expressing the answer. (MEB, 2005a: 89).Kohlberg's arguement is that the moral reasoning approach is aimed at revealing the ethical judgements given to students by stories which include the moral dilemma.(MEB, 2005a).The role of the teacher is to help students solve their problems by giving examples of moral dilemmas.

Results

In the value analysis approach, it is an analysis that requires attention, thought, and distinction in value education. Value questions signify that they test value questions in a rational way without being emotionally. (MEB, 2005a). People make many emotional evaluations such as good-bad,right-wrong. The active participation of the individual is needed as it is in teach-

ing cognitive behaviors in the teaching of affective behaviors. At the same time, it is necessary to create an environment for the value that the individual needs to acquire. (MEB, 2005b).The purpose of providing the environment for value teaching is to ensure value learning through observation. When causality is perceived as a cause-and- affect relationship, Students can gain value by expressing a value in the value-teaching approaches and describing the cause and effect of providing the stated value. Value transfer can be avoided if it doesn't arouse attention when transferring any value. Values education can be taught based on causality by questioning the experiences of Students and establishing cause-effect relationships.

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