

DEVELOPMENT OF SOCIAL STUDIES COURSE IN TURKEY: 2000-2020 PERIOD

Dr. Selman ABLAK

selmanablak@gmail.com

Cumhuriyet University, Turkey

Sümeyye Gülcan YILDIRIM

Smygulcan@mail.com

Cumhuriyet University, Turkey

INTRODUCTION

Since its emergence in the world, social studies course seeks an answer to the question, “How should a good citizen be?”. From the perspective of Turkey, it has undergone major changes from 1968, when it was started to be taught as a course, to the 2000s. In this sense, the last major change in the name of social studies course in Turkey before the 2000s was realized in 1998. In fact, in 1998, the transition to eight-year uninterrupted compulsory primary education, to be implemented from the 1998-1999 academic year, was accepted with the law no 4306 dated 18.08.1997 (Turan, 2016, p. 269). This situation brought the reunification of the social studies course, which was divided as “national history”, “national geography” and “civics” with the change made in the 1980s, under the same name. Starting from the 1998-1999 academic year, it was decided to deliver “social studies” for 3 hours a week in the 4th, 5th, 6th and 7th grades of primary schools (MoNE, 1998, Safran, 2011). Accordingly, a number of arrangements have been made regarding both the class-level distribution and the subject and content. Due to the removal of the primary and secondary school concepts with the transition to primary education, the content was arranged in a spiral and blended manner at the level of four classes from the 4th to the 7th grade. In this respect, the subject repetitions encountered in previous curriculums have largely eliminated. Depending on all these changes, the social studies course has once again taken its place among the core courses in the Turkish national education system (Ablak, 2020; Akman, 2016).

In this section, the development of the social studies course in Turkey from the beginning of the 2000s to the present is discussed. In this context, the programs, which were put into practice between the specified dates, the 2005 Social Studies Curriculum (SSCC) prepared in 2004 and published in 2005 and the 2018 Social Studies Curriculum (SSCC) prepared in 2017 and published in 2018, were tried to be examined in all aspects.

1. 2005 PRIMARY SOCIAL STUDIES COURSE CURRICULUM

The social studies course curriculum, which was put into practice in 1998 and was basically prepared on progressivism and reconstructionism, remained in practice for a short time. With the beginning of the 2000s, the social studies course curriculum started to be changed in 2004 due to the rapid changes in education in the world and the inadequacy of the current curriculum in Turkey (Ata, 2012; Kılıçoğlu, 2009). In this context, the social studies course curriculum, unlike the behavioral education approaches adopted in previous curriculums, focuses on the student and the activity, actively involves the student in the education and training process, adopts the principle of students' learning by doing and experiencing, rather than presenting literal information; it has been shaped with a student-centered constructivist approach at every point, from where the information is and how to access it (Ablak, 2018; Sözen and Ada, 2018; Tay, 2017). This situation covered not only the social studies course but also all the "primary education" courses in the specified period.

The social studies course curriculum prepared in 2004 was implemented as a pilot scheme in the 2004-2005 academic year. From the 2005-2006 academic year, it has been started to be implemented all over Turkey (Özdemir, 2009). As the justification for the development of the 2005 social studies course curriculum; *"There has been a change and development in the individual, social and economic fields all over the world. In our country, it is possible to see this change and development in the demographic structure, the quality of the family, life styles, production and consumption patterns, scientific understanding, gender, information technology, business relations and the quality of the workforce, localization and globalization processes. It has become a necessity to reflect all these changes and developments in our education system and programs. "The prepared program takes into account all these changes and developments in the world, as well as the results of the evaluations of the existing programs and the needs analysis"* (MoNE, 2005a). The 2005 Social Studies Course Curriculum differed from previous programs in terms of its structure, approach and basic philosophy (Sözen and Ada, 2018). In this respect, unlike the approaches adopted in the previously implemented curriculum, it is seen that the "Constructivist" approach has been adopted in line with an approach that supports and develops active participation in life, making the right decision, and problem solving, taking into account the value of knowledge and the existing experiences of the individual (MoNE, 2005a). As a justification for this situation, in the 2005 Social Studies Curriculum, *"With this approach, a new understanding is tried to be implemented that is student-centered, therefore activity-centered, that balances knowledge and skills in terms of social studies, and that allows students to interact with the environment by taking into account their own experiences and individual differences."* (MoNE, 2005a) statements are included. On the other hand, the 2005 curriculum, contrary to the previously implemented curriculum, has adopted all 3 traditions and reflected these traditions in the program structure was introduced by Barr, Barth, and Shermis in 1977;

1. Social studies as citizenship transfer,
2. Social studies as Social Sciences,
3. Social studies as reflective thinking

The 2005 Primary Education Social Studies Course Curriculum has been prepared for the 4th and 5th grades, with three course hours per week, for a total of 108 hours in 36 weeks for each grade. A total of 17 objectives are included under the general objectives of the program. This program, which was put into practice in 2005, is analyzed below under its main headings.

A. SKILLS

Skills are abilities that are designed to be acquired, developed and transferred to life in students during the learning process (MoNE, 2005a). It is seen that in the curricula of developed countries in the world, skills and acquisitions aimed at gaining skills are given weight (Ablak, 2019). Skill training is among the basic building blocks of the Social Studies Course Curriculum prepared and implemented after 2000. Because skills training is considered necessary for individuals to actively participate in social life and to maintain their lives (Deveci, 2015; Şimşek and Öztürk, 2014). In Turkey, skills training was included for the first time in 2005 SSCC within the scope of social studies course. In this context, in 2005 SSCC, a total of 15 skills, 9 of which are specific to the field of social studies, and 6 of which are specific to the field of social studies, are included in the primary education (4-8th grade) level. These skills are listed in the Curriculum as follows:

Aimed to be Included with Other Courses

1. Critical Thinking Skill
2. Creative Thinking Skill
3. Communication Skill
4. Research Skill
5. Problem Solving Skill
6. Decision-Making Skill
7. Ability to Use Information Technologies
8. Entrepreneurial Skill
9. Ability to Use Turkish Correctly, Eloquenty and Effectively

Accepted Specific to Social Studies Courses

1. Observation Skill
2. Ability to Perceive Place
3. The Ability to Perceive Time and Chronology
4. Ability to Perceive Change and Continuity
5. Social Participation Skill
6. Empathy Skill

These skills listed above in the curriculum were determined and given as “skills to be delivered directly” according to the learning areas at each grade level. On the other hand, many related skills were determined in the sub-dimension of each skill and these skills were associated with the gainings/subjects.

B. CONCEPTS

The concepts that we can call the “building blocks of knowledge” in the learning-teaching process appear as another important dimension of the 2005 SSCC. Concepts are a mental structure developed from phenomenon. “Concept” is the form that defines the common features of objects, people, feelings or ideas and is expressed with language (MoNE, 2005a). Considering the fact that learning is based on concepts, it is known that concept teaching provides multi-faceted benefits. First of all, concept teaching facilitates both learning and remembering by having a positive effect on students’ academic success (Doğanay, 2003). In the 2005 SSCC, it is seen that 91 concepts are included in the 4th grade, 121 in the 5th grade, 145 in the 6th grade, and 157 in the 7th grade, according to the grade level. Considering these ratios, it is seen that the number of concepts aimed to be taught increases as the grade level increases. On the other hand, these concepts were linked in a spiral way between classes and processed at 3 levels as “introduction level”, “development level” and “reinforcement level” in the program.

C. VALUES

Another important topic that stands out in SSCC which was put into practice in 2005 is values. Value is a common thought, purpose, basic moral principle or belief that is accepted by the majority of its members to ensure and maintain its existence, unity, functioning and continuation of a social group or society (MoNE, 2005a). After the 2000s, it is seen that value education is given importance not only in Turkey but also in many countries of the world. Value education in Turkey has started to be dealt with in a planned manner since 2004, and the concept of value has started to be explicitly mentioned in curricula especially after this date in Turkey (Ulusoy and Arslan, 2016). In this context, 20 values that are planned to be gained by the students during the teaching process are included in the 2005 SSCC. These values are as follows:

✓ Being Fair	✓ Giving Importance to Family Unity	✓ Independence
✓ Peace	✓ Being Scientific	✓ Diligence
✓ Solidarity	✓ Sensitivity	✓ Honesty
✓ Aesthetic	✓ Tolerance	✓ Hospitality
✓ Freedom	✓ Giving importance to being healthy	✓ Esteem
✓ Love	✓ Responsibility	✓ Hygiene
✓ Patriotism	✓ Benevolence	

When the curriculum is examined, it is seen that the values given above are associated with learning areas at every grade level from the 4th grade to the 7th grade and are determined as “the value to be given directly”.

D. LEARNING AREAS

Learning areas can be shown as one of the main innovations that stand out in the 2005 SSCC. While a unit/subject-based approach was adopted in previous curriculums, it is seen that a learning area/unit-based approach was adopted with the 2005 curriculum. The learning area is defined as a structure that organizes learning in which interrelated skills, themes, concepts and values can be seen as a whole (MoNE, 2005a). When the 2005 SSCC is examined, it is seen that the learning areas are in a structure that continues from the 4th grade to the 7th grade. In other words, learning areas are designed to expand as the grade level increases (Yazıcı and Koca, 2011). For example, the “Culture and Heritage” learning area was given in the 4th grade with the “Learning My Past” unit to cover basic history concepts. In the 5th grade, it is seen that the scope of the same learning area has expanded with the unit “Step by Step Turkey”. On the other hand, it is seen that each learning area includes one or more social science disciplines. The learning areas in the 2005 SSCC are given below:

Table 1. Learning Areas and Associations in 2005 SSCC

LEARNING AREAS	ACADEMIC DISCIPLINE ASSOCIATIONS
Individual and Society	Psychology, Civics
Culture and Heritage	Archeology, Anthropology, History, Civics
People, Places and Environments	Geography
Production, Distribution and Consumption	Economy
Time, Continuity and Change	*
Science, Technology and Society	Interdisciplinary Area
Groups, Institutions and Social Organizations	Sociology, Law, Civics
Power, Management and Society	Sociology, Law, Civics
Global Connections	Interdisciplinary Area

*Time, Continuity and Change learning area is given in a way to cover all learning areas.

When the 2005 SSCC is examined, it is seen that 9 learning areas are included in the 4th and 5th grade levels, while 7 learning areas are included in the 6th and 7th grade levels. The learning areas of “Time, Continuity and Change” and “Groups, Institutions and Social Organizations” at both grade levels in 6th and 7th grades were considered as other learning areas.

A. UNITS

It is seen that the unit perspective is continued in the 2005 SSCC as in the previous curriculums. However, unlike the curriculum before 2000, the units were arranged in a spiral structure according to the characteristics of the students and with a multidisciplinary approach, instead of being associated with a single discipline in the form of history, geography or civics. “In this context, it can be said that social studies units are formed through the information produced by social sciences such as history, geography, economics, sociology, anthropology and their organization with civics subjects in the theme center” (Tay, 2017). In this context, it is seen that while 8 units are included in the 4th and 5th grade levels in the 2005 SSCC, 7 units are included in the 6th and 7th grade levels.

B. GAINS

One of the main innovations that stand out in the 2005 SSCC is the gains. In this respect, “target-behaviors” in every field in previous curriculums have left their place to gains in this program. Acquisition is defined as the knowledge, skills, attitudes and values that students are expected to acquire through planned and organized experiences in the learning process (MoNE, 2005b). When the acquisitions included in the curriculum are examined, it is stated in simple present tense and precise manner as “...makes, ...does, ...shows”. Below are the learning areas, units, gain numbers, values to be given directly and skills at the 4th, 5th, 6th and 7th grade levels in the 2005 SSCC in tables.

4th Grade				
LEARNING AREA	UNITS	GAIN NUMBER	THE VALUE TO BE GIVEN DIRECTLY	THE SKILL TO BE GIVEN DIRECTLY
Individual and Society	Getting know myself	6	Respect for feelings and thoughts, Tolerance	Recognizing and using evidence
Culture and Heritage	Learning my past	6	Respect for Turkish elders, Giving importance to family unity, Patriotism	Planning and writing information in usable formats
People, Places and Environments	The Place We Live	8	Love of Nature	Perception of place
Production, Distribution and Consumption	From Production to Consumption	7	Giving importance to hygiene and being healthy	Reading tables, diagrams and graphs

Science, Technology and Society	Glad to there is	6	Scientificity	Making comparison
Groups, Institutions and Social Organizations	All Together	5	Benevolence	Identifying the cause-effect relationship
Power, Management and Society	People and Management	4	Independence	Making decision
Global Connections	My Friends at Far	4	Hospitality	Using library and reference resources

In the table above, the general structure at the 4th grade level in 2005 SSCC is given. In this sense, it is seen that a total of 46 gains are included in the context of 8 learning areas at the 4th grade level. The time/class hours allocated to the units were determined according to the percentages of the gains in the learning areas.

5th Grade

LEARNING AREA	UNITS	GAIN NUMBER	THE VALUE TO BE GIVEN DIRECTLY	THE SKILL TO BE GIVEN DIRECTLY
Individual and Society	Learning my rights	4	Responsibility	Written expression
Culture and Heritage	Step by step Turkey	6	Aesthetic	Using visual evidence
People, Places and Environments	Getting know our region	8	Sensitivity to the natural environment	Observation
Production, Distribution and Consumption	Things we produced	7	Diligence	Interpreting simple statistics data
Science, Technology and Society	Realized Dreams	6	Academic honesty	Using library and reference resources
Groups, Institutions and Social Organizations	Those working for community	5	Solidarity	Social participation
Power, Management and Society	One Country One Flag	5	Being Fair, Respect for the Flag and the National Anthem	Using and evaluating printed and visual resources

Global Connections	Our World	6	Sensitivity to historical heritage	Distinguish between facts and thoughts
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In the table above, the general structure at the 5th grade level in 2005 SSCC is given. In this sense, it is seen that a total of 47 gains are included in the context of 8 learning areas at the 5th grade level. The time/class hours allocated to the units were determined according to the percentages of the gains in the learning areas.

6th Grade

LEARNING AREA	UNITS	GAIN NUMBER	THE VALUE TO BE GIVEN DIRECTLY	THE SKILL TO BE GIVEN DIRECTLY
Individual and Society	I'm learning social studies	6	Scientificity	Making Scientific Generalizations
Culture and Heritage	Turks on the Silk Road	9	Sensitivity to historical heritage	Inference
People, Places and Environments	Life on Earth	7	Sensitivity to the natural environment	Reading Maps and Using Atlas
Production, Distribution and Consumption	Our Country's Resources	6	Responsibility	Entrepreneurship
Science, Technology and Society	Electronic Century	5	Diligence	Creativity
Power, Management and Society	The Adventure of Democracy	5	Respect for Rights and Freedoms	Social Engagement
Global Connections	Our Country and the World	5	Benevolence	Research

In the table above, the general structure at the 6th grade level in 2005 SSCC is given. In this sense, it is seen that a total of 43 gains are included in the context of 7 learning areas at the 6th grade level. The time/class hours allocated to the units were determined according to the percentages of the gains in the learning areas.

7th Grade

LEARNING AREA	UNITS	GAIN NUMBER	THE VALUE TO BE GIVEN DIRECTLY	THE SKILL TO BE GIVEN DIRECTLY
Individual and Society	Communication and Human Relations	6	Respect for Differences	Communication
Culture and Heritage	Journey in Turkish History	8	Aesthetic	Distinguish historical facts and interpretations
People, Places and Environments	Population in our country	5	Patriotism	Graphics preparation
Production, Distribution and Consumption	Economy and Social Life	6	Honesty	Historical Empathy
Science, Technology and Society	Science in Time	5	Scientificity	Perceiving time and chronology
Power, Management and Society	Living Democracy	5	Being Fair	Make decision
Global Connections	Bridges between Countries	4	Peace	Noticing stereotypes

In the table above, the general structure at the 7th grade level in 2005 SSCC is given. In this sense, it is seen that a total of 39 gains are included in the context of 7 learning areas at the 7th grade level. The time/class hours allocated to the units were determined according to the percentages of the gains in the learning areas.

1. 2018 SOCIAL STUDIES COURSE CURRICULUM (4-7th GRADES)

The social studies course curriculum, which started to be implemented in Turkey in 2005, remained in use for many years with partial changes. In this sense, the first radical revision in 2005 SSCC was realized in 2009.

With the change made in the education system in Turkey in 2015, the 4+4+4 model was adopted and compulsory uninterrupted education was extended to 12 years. In this context, revision studies were also carried out for the curriculum. In 2015, a new curriculum was prepared for the social studies course. However, this program has not been published and implemented (Çiydem and Kaymakçı, 2020). In 2017, the social studies course curriculum was renewed due to the fact that the current curriculum could not fully meet the requirements of the age and that the changes in the programs were inevitable over time (Tay, 2017). This program, prepared in 2017, was printed with partial revisions in

2018. These program renewal studies did not only cover the social studies course, but also many other secondary school curriculums were renewed in the relevant period. For program renewal studies, following statements are included:

- ✓ *Curriculums of different countries that have been renewed and updated for similar reasons in recent years have been examined,*
- ✓ *Academic studies on education and programs at home and abroad were scanned,*
- ✓ *Especially our Constitution, relevant legislation, development plans, government programs, council decisions, programs of political parties, reports prepared by non-governmental organizations and civil research institutions, etc. documents analyzed,*
- ✓ *The opinions of teachers and administrators on the programs and weekly course schedules were collected through questionnaires developed by the programs and teaching materials departments of the Ministry of National Education,*
- ✓ *Group reports related to each branch coming from the provinces were examined,*
- ✓ *Survey data consisting of open-ended questions for branches and made available in electronic media were compiled,*
- ✓ *The reports prepared by our education faculties on the scale of branches were examined,*
- ✓ *All opinions, suggestions, criticisms and expectations were evaluated by study groups consisting of expert personnel, teachers and academicians from the relevant units of our Ministry. In line with the determinations made, our curricula have been reviewed, updated and renewed (MoNE, 2018).*

This program has been put into practice throughout the country as of the 2018-2019 academic year. The 2018 Social Studies Curriculum was prepared in a narrower scope compared to the 2005 curriculum. In this respect, many titles are not covered in detail. It is seen that many titles coincide with the 2005 SSCC in terms of structure. When the 2018 SSCC is considered in terms of the adopted tradition, it is seen that there has been a change. For this purpose, In 2018 SSCC *“The understanding of “social studies as social sciences” and “social studies as reflective thinking” should be given importance. “The scientific methods used by social scientists (geographers, historians, etc.) should be introduced to students. By making use of the events inside and outside the school, students should be frequently compared with real life problems and contradictory situations, and they should be made to think reflectively on the social problems they encounter” (MoNE, 2018)* statements are included.

A total of 18 objectives were included in the program under the title of “special objectives of the social studies course”. This program, which was put into practice in 2018, is analyzed below under its main headings.

SKILLS

Within the scope of social studies course, skills training in Turkey appeared for the first time in the curriculum implemented in 2005. It was also included in the 2018 SSCC under the title of skills. From this point of view, it is seen that many of the skills included in the 2005 SSCC retain their place in the 2018 SSCC. One of the main changes that stand out under the skill heading in the 2018 SSCC is the joint handling of skills. From this point of view, skills in the 2005 SSCC are handled in a two-dimensional structure as “Skills Aimed to be given with Other Courses” and “Skills Specific to Social Studies Course”. Another change in the 2018 SSCC in terms of skills is the total number of skills included in the program. In this respect, while a total of 15 skills were aimed to be acquired by the students in the 2005 SSCC, the number of skills aimed to be acquired by the students in the 2018 SSCC was increased to 27. Another striking fundamental change in the context of skills in the 2018 SSCC was the detailed coverage of “literacy” type skills. On the other hand, it is seen that the skills included in the program are arranged in accordance with the "Turkish Qualifications Framework (TYF)" prepared in the framework of the “European Qualifications Framework” and stated in the objectives of the curriculum. Below are the skills that are included in the 2018 SSCC and are aimed to be acquired by students.

- | | | |
|--|---|-------------------------|
| * Research continuity | *Environmental literacy | * Perceiving change and |
| *Digital literacy | *Critical thinking | * Empathy |
| *Financial literacy | *Entrepreneurship | *Observation |
| * Map literacy | *Legal literacy | *Communication |
| * Collaboration | * Recognizing stereotypes and prejudice | |
| *Using evidence | *Decision making | *Position analysis |
| *Media literacy | *Perception of space | *Self-control |
| *Political literacy | *Problem solving | *Social participation |
| * Drawing and interpreting tables, graphs and diagrams | | * Innovative thinking |
| * Using Turkish correctly, delicately and effectively chronology | | *Perceiving time and |

When the 2018 SSCC is examined, it is seen that the skills are not directly related to the learning areas as in the 2005 SSCC. Instead, it is generally stated which skill will be gained in each learning area.

A. CONCEPTS

It is seen that the concept title that was included in the 2005 SSCC was not included in the 2018 SSCC. As a matter of fact, this situation has been one of the issues that the 2018 SSCC was criticized the most. In the curriculum, concepts are included only as follows: *“Concept teaching has an important place in the Program. For this reason, classifications and different concept teaching approaches should be considered in concept teaching. It should be helped to eliminate ambiguity, conceptual confusion and misconceptions. (MoNE, 2018)*

B. VALUES

With the 2000s, great importance has been given to values and value education in Turkey as well as in the world. In this context, values and value education were included in the 2005 SSCC for the first time. In the 2018 SSCC, it is seen that values and value education are given importance. In this context, following are included in the curriculum: *“Our values are the sum of the principles that form the perspective of the curriculum. Its roots are in our traditions and our past, its trunk and branches are fed from these roots and reach our present and future. Our values, which constitute our basic human characteristics, are the source of the power and power that enables us to take action in the routine flow of our lives and in coping with the problems we face.”(MoNE, 2018).* It is seen that values are also included in the curriculum for other course disciplines, such as the social studies course curriculum prepared in 2018. In this context, the term “root values” stands out in the program. The “root values” in the curriculum are: justice, friendship, honesty, self-control, patience, respect, love, responsibility, patriotism, benevolence. These values will come to life both on their own, with the associated sub-values and with other root values in the learning-teaching process” (MoNE, 2018). The root values mentioned above are included in the values included in the social studies course curriculum. It is seen that a total of 18 values, including these values, are included in the curriculum. The values included in the 2018 SSCC are given below;

*Justice	*Giving importance to family unity	*Independence
*Peace	*Scientificness	*Diligence
*Solidarity	*Sensitivity	*Honesty
* Aesthetics	* Equality	* Freedom

*Respect

* Love

*Responsibility

* Saving

*Patriotism

*Benevolence

When the 2018 SSCC is examined, it is seen that the values are not directly related to the learning areas as in the 2005 SSCC. Instead, it is generally stated which value will be gained in each learning area.

C. LEARNING AREAS & GAINS

When the 2018 SSCC is examined, it is seen that there are a total of 7 learning areas at the 4-7th grade level. In this context, it can be said that there is a narrowing in learning areas according to the 2005 SSCC. Although it is in the 2005 SSCC, it is seen that the learning fields of “Time Continuity and Change, Groups, Institutions and Social Organizations and Power, Management and Society” are not included in the 2018 SSCC. On the other hand, it is striking that the “Active Citizenship” learning field, which could not included in previous programs, was included in the 2018 SSCC. In a sense, the Active Citizenship learning area was born from the combination of the “Groups, Institutions and Social Organizations” and “Power, Management and Society” learning areas.

When the 2018 SSCC is examined, it is seen that the title of “unit” was not included as in the previous programs. Instead, the gains were presented by directly associating them with the learning areas. In terms of gains, it is aimed to provide students with a total of 131 gains in the 4-7th grade range in the 2018 SSCC. From this point of view, it is seen that the gains in 2018 SSCC are less compared to 2005 SSCC. Because, in the 2005 SSCC, a total of 175 gains aimed to be provided to 4-7th grade students. Below are the learning areas and the number of gains at the 4-7th grade level.

GRADES	NUMBER OF GAINS			
LEARNING AREA	4th GRADE	5th GRADE	6th GRADE	7th GRADE
INDIVIDUAL and SOCIETY	5	4	5	4
CULTURE and HERITAGE	4	5	5	5
PEOPLE, PLACES and ENVIRONMENTS	6	5	4	4
SCIENCE, TECHNOLOGY and SOCIETY	5	5	4	4
PRODUCTION, DISTRIBUTION and CONSUMPTION	5	6	6	6
ACTIVE CITIZENSHIP	4	4	6	4
GLOBAL CONNECTIONS	4	4	4	4
TOTAL	33	33	34	31

CONCLUSION

Social Studies Course, which was started to be taught as a course for the first time in Turkey in 1968 (İnan, 2014; Öztürk and Otluoğlu, 2003; Safran, 2011; Sağlamer, 1997; Sönmez, 1998;) has undergone periodic changes in the process. At the end of the 20th century, it took its place again in the Turkish Education System as a course under the same name in 1998. With the implementation of the eight-year uninterrupted compulsory primary education in 1997, which has been discussed for many years in Turkey, a second birth realized in the name of social studies course. Thus, social studies education, which has been given in parts under different courses since 1985, has started to be given by combining it under the social studies course since 1998 (Ablak, 2020).

With the 2000s, the social studies course curriculum was renewed in 2004, in line with the rapid change in the world and the need to revise the curriculum. This program was published and implemented in 2005. The 2005 SSCC was of great importance in terms of both reflecting the constructivist approach and reconsidering social studies with an interdisciplinary approach (Akpınar and Kaymakçı, 2012). The 2005 SSCC, which is one of the programs that remained in use for the longest time among the social studies curriculum implemented in Turkey, underwent a change again in 2017. In 2018, the curriculum prepared in 2017 was revised and published. This program has been implemented since the 2018-2019 academic year. Some titles that were not included in previous programs were added to the 2018 SSCC, which is simpler than the 2005 SSCC. In this context, one of the most striking differences was the title of “competencies”. Accordingly, a total of 8 key competencies were included in the 2018 SSCC. These competencies are: “Communication in Mother Tongue, Communication in Foreign Languages, Mathematical competence and basic competences in science/technology, Digital competence, Learning to learn, Social and civic competences, Taking initiative and entrepreneurship, and Cultural awareness and expression” (MoNE, 2018).

The most fundamental investments of states for the future are undoubtedly investments in education. In this respect, it is likely that in the near future, program revision or renewal studies will be carried out for the social studies course in Turkey. Because, increasing the quality and qualification in educational activities depends on the development or renewal of the curricula depending on the requirements.

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