

Investigating the Views of the Teachers on the Acquisition Related to the Natural and Cultural Assets in the Field of Culture and Heritage Learning of 5th Grade Social Studies Lesson*

Suat Polat

Department of Turkish and Social Sciences Education, Faculty of Education, Ağrı İbrahim Çeçen University, Turkey

Copyright©2018 by authors, all rights reserved. Authors agree that this article remains permanently open access under the terms of the Creative Commons Attribution License 4.0 International License

Abstract The purpose of this research is to examine the gains of natural and cultural assets in the field of cultural and heritage learning of 5th grade social studies lesson according to the teacher's views. For this purpose, the opinions of the Social Studies teachers working in Ağrı Province were taken. The study was a qualitative study and the sample was determined by maximum variation sampling method. The data of the study were collected by interview form consisting of open ended questions. In the analysis of the data, descriptive analysis method was used. The findings of the study were presented on tables with frequency and percentage values. As a result of the research, the teachers of social studies have generally agreed that the achievements in the field of culture and heritage learning are generally appropriate in terms of content, scope, classroom suitability, comprehensibility and acquisition, but they have expressed their opinion that the gains related to Kemalism should be removed from the field of culture and heritage learning. Social Studies teachers who participated to the study stated that it is necessary to teach natural and cultural assets, but they stated that they had difficulties in terms of the amount of time spent to the subject and implementation. Teachers also stated that teaching the natural and cultural assets is important due to introduce the environment in which the students live and raises awareness and sensitiveness about the environment.

Keywords Social Studies, Curriculum, Natural and Cultural Assets

1. Introduction

Since Social Studies houses a large number of

disciplines, many definitions have been made about it. MEB (Ministry of National Education) defines social studies lesson as follows: With the aim to help the individual to realize social his existence, Social Studies is a primary school lesson which is formed with reference to collective teaching understanding that reflects social sciences like history, geography, economics, sociology, anthropology, psychology, philosophy, political science, and law, and citizenship; incorporates learning areas under a unit or theme; analyzes the interaction of human's social and physical environment with the past, present and future.

Social Studies is a multidisciplinary and interdisciplinary lesson on human and human life. In addition, this course is an important lesson in the sense of aims for providing individuals with citizenship qualifications. Topics such as history, geography, anthropology, sociology, economics, law, philosophy, political science are presented in a cross-disciplinary approach.

Sözer (1998) has defined the Social Studies course as a lesson that explains the basic elements of culture by combining them with the understanding of interdisciplinary adaptation from different fields and integrating general data from different disciplines and telling them according to the level of the children at primary education level.

Another definition related to Social Studies was made by the National Council for the Social Studies (NCSS), a competent institution in the field of Social Studies in the United States. According to this definition, Social Studies is composed of fields of activity that analyze disciplines of social science, individual roles in a democratic environment brought to the table in order to preserve the dignity and honor of people, examine social events and individual relations. The common feature of the definitions

made related to social studies is that they emphasize the issue of citizenship.

Social Studies is a lesson that is provided for 3 hours a week starting from the 4th grade of primary school and continuing up to 7th grade of middle school. This lesson aims to provide students with the qualifications of citizenship, social responsibility and also become aware of beauties around them, helping them to be citizens who are effective and responsible towards their citizens, nation, and family. In summary, it can be said that Social Studies is a lesson that brings together the information obtained from different disciplines and offers these information by reducing it to the elementary and secondary level to raise a good and democratic citizen for the country and to raise social individuals.

According to Öztürk and Otluoğlu (2011), in terms of content, Social Studies is a suitable lesson for the people to experience social and cultural experiences. In this lesson, the student learns the history and today of the community they live in and they also learn about other societies. This provides a possibility to the students to comprehend the rich cultural experience and accumulation of humanity.

Although culture formed by the people is used synonymously with civilization, it is basically a lifestyle unique to all societies. Culture is a historical heritage a form of life that manifests itself in the attitudes, feelings, perceptions and behaviors that human beings have brought about within historical process. According to Sözer (2008), a great deal of important information about the life of people belonging to any society, their relationship to each other and their culture in the world societies are being created by Social studies. Safran (2008) states that the young people of all societies try to improve their current culture by introducing their own cultures. Social Studies lesson tries to fulfill the task of enculturation when it comes to curriculum. It is also understood from the curricula that Social Studies is an important subject area for cultural transmission and nature protection.

Natural assets are heritage resources that come through various natural phenomena without human touch. Cultural assets are man-made heritage resources created by various civilizations throughout history and reached to day-to-day. Both natural and cultural assets contribute to the social, cultural and economic developments of these geographies by adding a tourist value to the geographical region they possess. The only difference between them is that they have come to the point with the influence of man and nature. These assets are also treated in detail in social studies textbooks "Step by Step Turkey" unit.

In the article 5th of the Social Studies Curriculum, the general purpose is as "Recognizes the basic elements and processes that constitute Turkish culture and history, and recognizes that cultural heritage that provides national consciousness must be protected and developed". Also, in the article 17th of the curriculum, the general purpose is as

"Have the awareness that it is part of humanity and is sensitive to the issues that concern the country and the world". On considering the above general purposes of Social Studies Curriculum, it is understood that this lesson is an important lesson in acquiring awareness of natural and cultural assets, introducing natural and cultural assets and conveying them to the future.

The main purpose of this research is to examine the gains of natural and cultural assets in the field of cultural and heritage learning of 5th grade social studies lesson according to the teacher's views.

2. Method

2.1. Research Design

The study was based on qualitative method. Qualitative research can be defined as "a research in which qualitative data gathering methods such as observation, interview and document analysis are used, a qualitative process is pursued to reveal perceptions and events in a natural and realistic manner".

The research was designed according to the descriptive survey method of qualitative research methods. Qualitative Descriptive Study is a descriptive study designed according to the naturalistic paradigm in which data is not examined or interpreted in depth such as in phenomenology, grounded theory, ethnography studies, but social events and facts are presented originally through interviews, observations, document examination methods [9; 10; 11].

2.2. Population and Sample/ Study Group/Participants

Since the aim of qualitative research is not generalization, it is usually not worked with large groups. In qualitative researches, purposeful sampling method from possibility sampling methods which aims to generalize on the universe was used as it enables to obtain very rich data.

In the study, maximum variation sampling method from purpose sampling methods was used. "This method which is used within the purposeful sample, aims to find and define the main themes consisting of many differences". The gender, age and working time of the teachers who participate to the study are presented in Table 1.

When Table 1 is examined, it is seen that 11 of the teachers who participated to the study were female and 11 of them were male. 16 teachers have 1-5 years, 4 teachers have 6-10 years and 2 of them have 10 years of professional experience. 14 of the teachers participating in the study are in the age group of 20-30, 8 are in the age group of 31-40. Any participants in the age group of 41 and above could not found.

Table 1. Personal Information of the Teachers Who Participate to the Study

Characteristics of the Teachers	f
Gender	
Female	11
Male	11
Working Time	
1-5 years	16
6-10 years	4
10 years and above	2
Age	
20-30	14
31-40	8
41 and above	-

2.3. Data Collection Tools

In the study, interview form consisting of 4 open ended questions developed by the researcher was used as data collection tool. The first version of the interview form had 6 questions. After being presented to the expert opinion, the interview form, which was piloted with 10 social studies teachers in the spring semester of 2016-2017 academic year, was presented again to the expert opinion and reduced to 4 questions. The final version of the

interview form was applied to 22 Social Studies teachers who were working in Ağrı Province during the spring semester of the 2016-2017 academic year.

2.4. Data Analysis

The data obtained in the study were analyzed through descriptive analysis. Descriptive analysis is the analysis of data according to the preliminarily established theoretical framework or the sketch or temporary code scheme obtained in parallel with the variables obtained through observations and interviews in relation to the questionnaire based on the literature [8; 15; 16] In the analysis of the data obtained as the result of the interview in this study, the questions in the interview form were used.

3. Findings

In this section, the views of the Social Studies teachers about the achievements in the 5th grade Culture and Heritage learning field are presented with frequency and percentage values. The views of Social Studies teachers regarding the content, scope, level of appropriateness to the class level, comprehensibility and acquisition levels on the field of culture and heritage learning are presented in Table 2.

Table 2. The Views of Social Studies Teachers about the Cultural and Heritage Learning Gains

Gains in the field of Culture and Heritage	f	%
The gains are appropriate in terms of scope and comprehensibility.	13	15,4
The gains are appropriate in terms of content.	12	14,2
The gains are appropriate for student level.	11	13
The gains related to Kemalism are difficult and not suitable for student level.	10	11,9
The gains are not appropriate in terms of content.	8	9,5
The gains are not appropriate in terms of scope and comprehensibility.	7	8,3
The gains are in the characteristic to be acquired.	6	7,1
Some of the gains are not appropriate for student level.	4	4,7
Gains related to cultural items and Kemalism must be given separately.	4	4,7
The gains are not suitable to be acquired as they include memorizing information.	3	3,5
The gains are not appropriate for student level.	3	3,5
Cultural assets come to the forefront in the gains.	2	2,3
The gains are not clear and understandable.	1	1,1
Total	84	100,0

On analyzing Table 2, 13 (15,4 %) of teachers participated to the study stated about the gains related to the field of Culture and Heritage learning stated "The gains are appropriate in terms of scope and comprehensibility", 12 (14,2 %) of them stated "The gains are appropriate in terms of content", 11 (13 %) of them stated "The gains are appropriate for student level", 10 (11,9 %) of them stated "The gains related to Kemalism are difficult and not suitable for student level", 8 (9,5 %) of them stated "The gains are not appropriate in terms of content", 7 (8,3 %) of them stated "The gains are not appropriate in terms of scope and comprehensibility", 6 (7,1 %) of them stated "The gains are in the characteristic to be acquired", 4 (4,7 %) of them stated "Some of the gains are not appropriate for student level", 4 (4,7 %) of them stated "Gains related to cultural items and Kemalism must be given separately", 3 (3,5 %) of them stated "The gains are not suitable to be acquired as they include memorizing information", 3 (3,5 %) of them stated "The gains are not appropriate for student level", 2 (2,3 %) of them stated "Cultural assets come to the forefront in the gains", 1 (1,1 %) of them stated "The gains are not clear and understandable." Some of the answers given to the questions are as follow:

T1-coded participant, "Especially cultural assets related to living environment attract more attention. They can easily give examples about the elements of various regions of our country. They can talk about cultural values through comparison. The acquisition of cultural elements to make a model for living together is a heavy acquisition for the 5th grade. Children are having difficulties in this acquisition because it requires historical knowledge. Because Atatürk's Principles and Reforms are taught to children through memorizing method, the children can hardly use reasoning."

T3-coded participant, "The first four of the gains in the field of culture and heritage learning are appropriate to the 5th class level. 5th and 6th gains are not compatible with the student level because they are related to the abstract concepts of Atatürk's principles. They are not clear and understandable. Therefore, we do not succeed completely in gaining these two gains to the students. Very different cultural characteristics are seen in our country. It is not completely possible to introduce the cultural characteristics which are very different from each other to the students and to expect them to make comparison as a result. Considering the breadth of the scope, it can be observed that it is difficult to grasp the full extent of these extensive gains. Without the knowledge of the history of the Revolution, interpreting or transmission of principles and reforms is not fully done."

T20-coded participant, "I think the first four gains have a content that is fairly well suited to the Culture and Heritage

learning field, but the last two gains are quite irrelevant. I mean, they shouldn't be there. They certainly shouldn't be there. These two gains should be in another unit. Look, for example, the concepts given in the textbook for the first four gains and the concepts given in the last two gains have different qualities. For example, while the concepts that need to be gained from previous gains are "civilization, historical places, natural asset, historical object, family-kinship, value, language, tradition, culture", the concepts of these two gains are concepts such as "power, evidence, leadership, reign, war, homeland. I think it's understandable how irrelevant they are even from this point. Even if the fifth achievement which is "compares the daily life before and after Atatürk by using evidence is transferred to another unit, not much detail about it should be given. The 6th acquisition "compares Atatürk's principles and reforms" should be removed altogether from the 5th grade curricula. Because the students really have difficulties in gaining the behaviors which is required by the acquisition, that is, learning, it is really hard to teach the 6 principles especially the populism, nationalism, statism principles. The content and the structure of the concepts are not appropriate for characteristics of their development period. They cannot even associate these abstract concepts to concrete examples and so they cannot learn. It is difficult for most of them, at least. And all the Social Studies teachers I've come across until today suffer from the same problem. It is very good for students to gain knowledge about natural assets and historical objects and structures. However, when the gains are given, this should not be like the introduction of almost all historical and natural objects in Turkey. Folk dances, meals, musical instruments, local clothes, handicrafts, bairams and some celebrations are taught in our cultural characteristics. I think these examples are enough. But giving the same and known examples as Antep baklavası, Adana kebab, Kayseri mantı, hösmerim dessert, candied chestnut has become so classical in textbooks. These can include a little more about the unknown and unspoken cities."

Most of the teachers stated that the achievements in the field of Culture and Heritage learning in general are positive in terms of scope, comprehensibility, content and appropriateness to student level. However, almost half of the teachers stated that the gains related to Kemalism are not appropriate for the student level and that these gains should be removed from the field of Culture and Heritage learning. Also, the number of teachers who indicated that the gains are not appropriate in terms of content, scope and comprehensibility should not be underestimated. The views of Social Studies teachers regarding the problems encountered during the teaching sequence of the gains in the field of culture and heritage learning are presented in Table 3.

Table 3. The Views of Social Studies Teachers regarding the Problems Encountered during the Teaching Sequence of the Gains in the Field of Culture and Heritage Learning

Problems in the Field of Culture and Heritage Learning	f	%
The lack of practice.	10	21,2
Duration problem.	7	14,8
The content isn't appropriately prepared.	6	12,7
The subjects are intensive.	5	10,6
The gains related to Kemalism and cultural values are concentric.	4	8,5
The subjects are not appropriate to the student level.	4	8,5
Regional differences are not understood.	3	6,3
The physical condition of the classrooms is not appropriate.	2	4,4
The textbooks are changed constantly.	2	4,4
There is no problem encountered in teaching the learning fields.	2	4,4
The students are uninterested in their environment.	1	2,1
The textbooks are not appropriate to the student level.	1	2,1
Total	47	100,0

On analyzing Table 3, it is seen that 10 (21,2 %) of the teachers participated to the study about the problems encountered in teaching process of the field of Culture and Heritage learning stated "The lack of practice", 7 (14,8 %) of them stated "Duration problem", 6 (12,7 %) of them stated "The content isn't appropriately prepared", 5 (10,6 %) of them stated "The subjects are intensive", 4 (8,5 %) of them stated "The gains related to Kemalism and cultural values are concentric", 4 (8,5 %) of them stated "The subjects are not appropriate to the student level", 3 (6,3 %) of them stated "Regional differences are not understood", 2 (4,4 %) of them stated "The physical condition of the classrooms is not appropriate", 2 (4,4 %) of them stated "The textbooks are changed constantly", 2 (4,4 %) of them stated "There is no problem encountered in teaching the learning fields", 1 (2,1 %) of them stated "The students are uninterested in their environment", 1 (2,1 %) of them stated "The textbooks are not appropriate to the student level." Some of the answers to the question are as follow:

T3-coded participant, "The differences between regions are not fully understood. The student is having trouble in transferring information. Students who are unable to know other regions and cultures cannot go beyond their own regions and cultures. And when this is not possible, they cannot interpret the multicultural structure of our country. Many students are surprised that cultural characteristics, food, traditions and customs in their own regions are also in different regions. This is due to the fact that children have

no knowledge other than their own region. "

T11-coded participant, "I am having difficulty in teaching 5th grade Step by Step Turkey unit especially in terms of time and rushing. In addition, the existing textbook is insufficient to transfer what should be taught. The principles and reforms acquisition should be removed in order to better gain the subjects in Step by Step Turkey unit and to ensure the subject matter integrity."

T17-coded participant, "The biggest problem we face in relation to the field of culture and heritage learning is that the subject is too exhaustive but the time spared is less. For this reason, natural and historical beauties and traditions and customs belonging to each region cannot be taught completely. In addition, the subject "Modernizing Turkey" is above the level of the 5th grade students. It includes too many abstract concepts for this age group which is transferring from concrete operational stage to formal operation stage."

Nearly half of the teachers stated the problem in teaching the field of Culture and Heritage learning that as a lack of practice. Teachers who stated that they have a time problem due to the intensive subjects also stated that they have problems that the contents aren't prepared properly, they are not in line with the student's level, furthermore, they expressed that gains related to Kemalism and gains related to natural-cultural assets are concentric. The views of Social Studies teachers about teaching natural and cultural assets are presented in Table 4.

Table 4. The Views of Social Studies Teachers about Teaching Natural and Cultural Assets

Teaching Natural and Cultural Assets	f	%
It is useful to teach natural and cultural assets.	22	34,3
It enables students to recognize the richness of the country they live in.	11	17,1
It raises awareness towards natural and cultural values.	11	17,1
It raises environmental awareness and sensitiveness.	8	12,5
It would be useful to be given with practical training.	5	7,8
It provides cultural transfer.	3	4,6
The textbooks should not be changed constantly, the books should be unified.	1	1,6
It enables students to distinguish natural and cultural assets.	1	1,6
It contributes to the country's economy.	1	1,6
I have no idea.	1	1,6
Total	64	100,0

Examining Table 4, it was presented that according to all teachers who participated to the study, the teaching natural and cultural assets are beneficial. Among the teachers participate to the study, 11 (17,1 %) stated "It enables students to recognize the richness of the country they live in", 11 (17,1 %) stated "It raises awareness towards natural and cultural values", 8 (12,5 %) stated "It raises environmental awareness and sensitiveness", 5 (7,8 %) stated "It would be useful to be given with practical training", 3 (4,6 %) stated "It provides cultural transfer", 1 (1,6 %) stated "The textbooks should not be changed constantly, the books should be unified", 1 (1,6 %) stated "It enables students to distinguish natural and cultural assets", 1 (1,6 %) stated "It contributes to the country's economy." 1 (1,6 %) of the teachers stated no idea about the topic. Some of the answers to the question are as follow:

T3-coded participant, "I think it is absolutely necessary to be able to raise conscious individuals. We can train generations that recognize natural beings, protect nature, and leave a healthy environment for future generations. By teaching cultural assets, we can educate people who are aware of history and aim to contribute to humanity. It also gets easier to transfer culture and it gets easier to train generations that protect their self. By transferring culture, new generations can be educated to own humanity and what they have done."

T10-coded participant, "It is very important to teach this richness of our homeland, which is rich in natural and cultural terms, for our students to know their country more closely. As it is the pre-learning qualification for the 6th grade learners, teaching what assets in the environment is natural and the natural assets are very important."

T21-coded participant, "I find it positive that the gains in this unit will include in the learning areas since students will be able to explore the elements that constitute Turkish culture and their historical origins. The unit brings sensitivity to students on the protection and development of cultural and natural heritage. Students perceive cultural and aesthetic values. They also compare past and present with respect to culture. Students notice that the culture changes according to time and space. They learn the basic elements of Turkish culture. They also see that the culture we have today shows that it is the work of a long past."

All of the Social Studies teachers who participated to the study stated that it is useful to teach natural and cultural assets. Teachers stated that natural and cultural assets should be taught because they introduce the environment the students live in, make them aware of the preservation of these assets, gain environmental awareness and provide culture transfer. It is also stated by one teacher that these assets should be taught as they contribute to the country's economy. The recommendations of the Social Studies teachers regarding the field of culture and heritage learning are presented in Table 5.

Table 5. The Recommendations of the Social Studies Teachers regarding the Field of Culture and Heritage Learning

Recommendations related the Field of Culture and Heritage Learning	f	%
The application should be focused on.	8	28,7
The textbooks should be arranged according to the principle of Proximodistal development.	4	14,4
Kemalism subjects should be removed from this learning area.	4	14,4
The content of the learning field should be simplified.	3	11
The subjects should be organized according to regional differences.	1	3,5
The subjects should be prepared according to the student's level.	1	3,5
The textbooks should be prepared according to the locality principle.	1	3,5
Clear language should be used in the preparation of textbooks.	1	3,5
The scope of textbooks should be expanded.	1	3,5
Weekly class hours should be increased.	1	3,5
There should be school-university cooperation in the teaching of natural and cultural assets.	1	3,5
Content in textbooks should be enhanced.	1	3,5
Flexibility should be provided in the teaching of the subjects.	1	3,5
Total	28	100,0

On analyzing Table 5, it is seen that 8 (28,7 %) of the teachers participated to the study about the recommendations related to the field of Culture and Heritage learning stated “The application should be focused on”, 4 (14,4 %) stated “The textbooks should be arranged according to the principle of Proximodistal development”, 4 (14,4 %) stated “Kemalism subjects should be removed from this learning area”, 3 (11 %) stated “The content of the learning field should be simplified”, 1 (3,5 %) stated “The subjects should be organized according to regional differences”, 1 (3,5 %) stated “The subjects should be prepared according to the student's level”, 1 (3,5 %) stated “The textbooks should be prepared according to the locality principle”, 1 (3,5 %) stated “Clear language should be used in the preparation of textbooks”, 1 (3,5 %) stated “The scope of textbooks should be expanded”, 1 (3,5 %) stated “Weekly class hours should be increased”, 1 (3,5 %) stated “There should be school-university cooperation in the teaching of natural and cultural assets”, 1 (3,5 %) stated “Content in textbooks should be enhanced”, and 1 (3,5 %) stated “Flexibility should be provided in the teaching of the subjects.” Some of the answers to the question are as follow:

T17-coded participant, “I think that the length of the lesson should be parallel to the subject. The subject is very wide, we have problem in getting the gains completely if the lesson duration is less. I also think that this unit should include trips to learn better. This will make the learned information more permanent. I think that the subjects related to Atatürk's principles and reforms should be given at a simpler level.”

T18-coded participant, “Atatürk's principles and reforms are more difficult according to the children's levels. Despite the subject is taught, it is difficult for the students to relate principals with reforms. It would be more sensible to remove this subject and include it in 6th or 7th grade.

Arranging a trip within possibilities for the students will provide more permanent learning.”

T2-coded participant, “The visuals can be in the form of Proximodistal development. In order to be able to teach the unit constructivism and to be able to do activities, it is necessary to increase the number of weekly class hours to 4. Organizing trips to places where the cultural and natural assets are makes what's been learnt more permanent.”

Nearly half of the teachers who participated in the study stated that natural and cultural assets should be taught practically. Teachers also expressed that local elements should be used as examples in textbooks, the gains related to Kemalism should be removed from this learning field, and the content in the field of learning should be simplified. Other topics mentioned by the teachers include simplifying the language in the textbooks, expanding the scope, increasing the number of weekly class hours, cooperating between the school and university, and providing flexibility in the processing of topics.

4. Discussion and Conclusions

4.1. Discussion

Social Studies teachers stated that the gains in the field of culture and heritage learning are generally appropriate in terms of content, scope, level of appropriateness, comprehensibility and acquiring. However, the teachers stated that the gains related to Kemalism are difficult for to the student level and they expressed that these gains should be removed from the field of Culture and Heritage learning. Some of the teachers who participated in the study also stated that the gains are not appropriate in terms of content, scope and comprehensibility. The gains in the field of culture and heritage learning of 5th grade social studies

lesson is explained as "Recognize the natural beings and historical venues, objects and works in and around the periphery of our country. It gives examples of cultural characteristics in various places of our country. Compares the cultural characteristics of the various parts of our country with his/her environment in terms of similarities and differences. Explain the importance of cultural elements about people living together. Compare the daily life before and after Atatürk's reforms by using evidence. Associates Atatürk principles and reforms." On analyzing the gains in the field of culture and heritage learning of 5th grade social studies lesson, it is seen that the first 4 gains are related to natural and cultural assets, and the last 2 gains are related to Kemalism subjects. While discussing subjects about natural and cultural assets, suddenly switching to Kemalism subjects within the same unit may cause difficulties in terms of subject matter. It can be argued that the teachers' views about the subject originate from this situation.

The Social Studies teachers who participated to the study stated that one of the biggest problems they encountered in the teaching of the gains in the field of cultural and heritage learning was the lack of practice. The teachers who emphasized that they had a problem due to the fact that time is limited but the subjects are intensive also expressed that they had other problems like the contents not being prepared properly, the subjects not being suitable to the student level. The teachers also expressed that gains of Kemalism and the gains related to natural and cultural assets being concentric. Altunöz (2008) emphasizes in his study that teachers and students have difficulties due to the lack of practice. In his study, Ulusoy (2009) stated that students did not participate in any trip activity in order to see the cultural richness in place in the field of Culture and Heritage learning. It was emphasized in various studies [18; 19; 20; 21; 17] that the information in social studies lessons is intensive but the duration of the lessons is less. Therefore, there is parallelism between this study and the results of the studies in the literature.

Teachers of Social Studies who participated in the study stated that teaching natural and cultural assets is useful in terms of introducing the environment to the students they live in, providing them an awareness about protecting these assets, providing environmental sensitivity and providing culture transfer. It is also emphasized by teachers that these assets should be taught as they contribute to the country's economy.

Yeşilbursa (2013) stated that as cultural heritage reflects the culture of the past and therefore, should be protected and transferred to the future. Polat, (2016) has reached the conclusion in his study that due to the cultural heritage carries past events to today; the cultural heritage must be protected.

4.2. Conclusion

The Social Studies teachers who participated in the study

suggested that teaching natural and cultural assets related to culture and heritage learning through practice, using local elements as an example in textbooks, extracting gains related to Kemalism from this learning field and simplifying contents in the field of learning. Other subjects suggested by teachers include simplifying the language in the textbooks, expanding the scope, increasing the number of weekly class hours, cooperating between the school and the university, and providing flexibility in the teaching of the subjects. Therefore, there is a parallelism between the studies carried out.

5. Implications

It is thought that removing the gains related to Kemalism from the field of culture and heritage learning of 5th grade social studies lesson and including it in another unit will be more beneficial in terms of the subject matter.

It is thought that providing practical training (sightseeing, observation, virtual museum, etc.) would contribute to the learning of this subject effectively and permanently.

It is thought that the preparation of Social Studies textbooks in the direction of the principles, which will extend from the local values to the universal values, will draw more attention of the students.

It will be useful to improve the physical conditions of the classes for the practical teaching of natural and cultural assets, the duration of the weekly class hours and the development of the necessary infrastructure possibilities.

REFERENCES

- [1] MEB, «İlköğretim sosyal bilgiler 5. 6. ve 7. sınıf öğretim programları.» 2005. [Çevrimiçi]. Available: <http://ttkb.meb.gov.tr/program2.aspx>. [Erişildi: 20 Haziran 2015].
- [2] M. Safran, Sosyal Bilgiler Öğretimi, Pegem Akademi, 2009, p. 4.
- [3] E. Sözer, «Sosyal bilimler kapsamında sosyal bilgilerin yeri ve önemi.» *Sosyal Bilgiler Öğretimi, Eskişehir: Anadolu Üniversitesi Açık Öğretim Fakültesi Yayını*, pp. 1-8, 1998.
- [4] C. Öztürk ve R. Otluoğlu, Sosyal bilgiler öğretiminde edebi ürünler ve yazılı materyaller., 4. Baskı dü., Ankara: Pegem Akademi, 2011.
- [5] K. Ulusoy, «Sosyal bilgiler dersi kültür ve miras öğrenme alanının işlenişinin 4. ve 5. sınıf öğrencileri tarafından değerlendirilmesi.» *Akademik Bakış Uluslararası Hakemli Sosyal Bilimler E-Dergisi*, cilt 18, pp. 1-26, 2009.
- [6] A. Göçer, «Türkçe öğretmeni adaylarının kültür dil ilişkisine yönelik metaforik algıları.» *Electronic Turkish Studies*, cilt 8, no. 9, pp. 253-263, 2013.
- [7] H. Deveci, «Sosyal Bilgiler Dersinde Kültürden

- Yararlanma,» *Electronic Journal of Social Sciences*, cilt 8, no. 28, pp. 1-19, 2009.
- [8] A. Yıldırım ve H. Şimşek, Sosyal bilimlerde nitel araştırma yöntemleri, Ankara: Seçkin Yayıncılık, 2013.
- [9] Z. Arslantürk ve H. E. Arslantürk, Uygulamalı Sosyal Araştırma SPSS, Kavramlar, Teknikler, Metotlar, Bilgisayar Uygulamaları, İstanbul: Çamlıca Publishing, 2013.
- [10] V. A. Lambert ve E. L. Clinton, «Qualitative descriptive research: An acceptable design.,» *Pacific Rim International Journal of Nursing Research*, cilt 16, no. 4, pp. 255-256, 2012.
- [11] R. Walker, «Naturalistic Research,» %1 içinde *Research Methods and Methodologies in Education*, California, Segal, 2012, pp. 76-79.
- [12] C. Glesne, Nitel Araştırmaya Giriş, 5. Baskı dü., Ankara: Anı Yayıncılık, 2015.
- [13] Ş. Büyüköztürk, E. K. Çakmak, Ö. E. Akgün, Ş. Karadeniz ve F. Demirel, Bilimsel Araştırma Yöntemleri, 18 dü., Ankara: Pegem Akademi, 2014, pp. 91-92.
- [14] M. Q. Patton, Nitel Araştırma ve Değerlendirme Yöntemleri, 3. Baskı dü., Ankara: Pegem Akademi, 2014, p. 235.
- [15] M. A. Huberman ve M. B. Miles , Nitel Veri Analizi, 2. Baskı dü., Ankara: Pegem Akademi, 2015.
- [16] J. W. Creswell , Nitel Araştırma Yöntemleri, 3. Baskı dü., SİYASAL KİTABEVİ, 2015.
- [17] S. Altınöz, *İlköğretim 6. sınıf sosyal bilgiler programı hakkında öğretmen ve müfettiş görüşleri (Bolu İli örneği).*, Ankara: Gazi Üniversitesi, Eğitim Bilimleri Enstitüsü, Sosyal Bilgiler Öğretmenliği Anabilim Dalı, 2008.
- [18] S. Polat, *Sosyal bilgiler eğitiminde doğal ve kültürel varlıklara yer verilme düzeyinin incelenmesi.*, Giresun: Giresun Üniversitesi Sosyal Bilimler Enstitüsü, İlköğretim Bölümü, Sosyal Bilgiler Eğitimi ABD, 2016.
- [19] H. Memişoğlu, «İlköğretim 4-5 sosyal bilgiler ders programının öğretmen görüşlerine göre değerlendirilmesi,» *Eğitim ve Öğretim Araştırmaları Dergisi*, cilt 1, no. 2, pp. 66-81, 2012.
- [20] E. Dinç ve Y. Doğan, «İlköğretim ikinci kademe sosyal bilgiler öğretim programı ve uygulanması hakkında öğretmen görüşleri,» *Sosyal Bilgiler Eğitimi Araştırmaları Dergisi*, cilt 1, no. 1, pp. 17-49, 2010.
- [21] F. A. Ersoy ve E. Kaya, «Sosyal bilgiler dersi öğretim programının (2004) uygulama sürecine ilişkin öğrenci görüşleri,» *Kastamonu Eğitim Dergisi*, cilt 17, no. 1, pp. 71-86, 2009.
- [22] C. C. Yeşilbursa, «Altıncı sınıf öğrencilerinin somut kültürel mirasa yönelik görüşleri,» *Kastamonu Eğitim Dergisi*, cilt 21, no. 2, pp. 405-420, 2013.

*This study was presented as an abstract notice in VII International Turkish Art, History and Folklore Symposium/ Art Activities Symposium held in Baku, Azerbaijan on 12-16 April 2017.