



Analysis of 1st grade social studies curriculum of 2018 in terms of character education

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Abstract. In Turkey, the 1st grade social studies curriculum was updated by the Ministry of National Education in 2018. The purpose of this study was to analyze the curriculum in terms of character education. In detail, the study aimed to find out which learning outcomes of the 1st grade social studies curriculum indicate which characters within which categories, namely the categories of “knowledge,” “attitude,” and “skill.” The study was designed as document analysis of qualitative research. The document was the 1st grade social studies curriculum updated in 2018. The data were analyzed using both descriptive and content analysis. One of the results was that all the learning outcomes of the curriculum addressed at least one character within one of the three categories of “knowledge,” “attitude,” and “skill.” Another result of the study showed that the characters indicated by the learning outcomes of the 1st grade social studies curriculum were interdependency, sensitiveness, cooperation, good manners, kindness, responsibility, patriotism/citizenship, unity of family, and respect. Moreover, the results showed that each character addressed by the 1st grade social studies curriculum has wide content.

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INTRODUCTION

Effects of scientific developments and innovations can be seen in all realms of human life. Moreover, humans are both the makers and the affected subjects of these developments and innovations. In that sense, humans differ from other living creatures. The distinctive feature of humanity is contextualized only if four fundamental aspects of humans are taken into consideration. These are cognitive, affective, psychomotor, and social aspects. Furthermore, the field that always deals with humans by taking those four aspects into consideration in all circumstances is education. Therefore, there have always been two main aims of education: raising smart people, and raising good people. Kan (2010) stated that transferring good values to individuals was the purpose of education systems and one of education’s fundamental purposes was to raise citizens having values and responsibility. Character education, which is the focus of this study, also originated with the purposes of raising good individuals, establishing a good society composed of good individuals, and keeping that goodness. Beachum, McCray, Yawn, and Objakor (2013) defined character education as the teaching of positive values by teachers with the support of schools.

Moreover, there are other types of education that share the aims of character education, including morality education, virtue education, and citizenship education. All of them exist for educating good people. At this point, it is useful to state that the literature on Turkey has dealt with value education more than character education. In addition to this, information and research results presented in the framework and scope of value education are valid for character education in Turkey. Thus, a literature review on value education and character education was conducted and those two types of education were taken into consideration together for Turkey in this study.

However, it has been a controversial issue as to whether these types of education sharing the aim of raising good people are the same or different in the related literature. Howard, Berkowitz, and Schaffer addressed this issue (Howard et al., 2004), and according to them, the task of raising good people has been given different names for years, such as moral education and value education, but the concept of character education has been the most widely used in recent times. Character education addresses one of or all three approaches in the field, and so

there is a terminological problem. These approaches are: 1) the “sensitivity approach,” demanding goodness; 2) the “cognitive-developmental approach,” giving importance to knowing goodness and tending to use the concept of “moral education”; and 3) the “traditional approach,” focusing on doing good. As a result, in light of these explanations, it might be stated that character education is a broad framework that can be used universally for the purpose of raising good people.

Both character education and value education are currently affected by new innovations and developments. In this respect, Kan (2010) stated that global values were taking the place of traditional values, including new social goals in the current world, where innovations and developments occur rapidly. In this respect, he listed the ten values gaining importance as being “freedom, prosperity, justice, tolerance, reconciliation, order, knowledge, morality and quality.” Similarly, Coşkun Keskin (2012) said that the impact of globalization along with scientific and technological developments has led to the weakening of some values and the destruction of others. In this regard, İbret, Karatekin, and Avcı (2015) emphasized that value education should be one of the fundamental elements of the education system by addressing violence, gender discrimination, and intolerance at both local and global levels. This necessity has gained more importance in our age, according to Keskin and Öğretici (2013), who emphasized that moral and spiritual values and their teaching to the younger generation have gained more importance in the world compared to the past, and so this issue is one of the leading subjects in the field of education.

There have been various methods applied for teaching values (Keskin and Öğretici, 2013). Yaşaroğlu (2013a) explained that value education was integrated into other course curricula rather than being offered as a separate course in Turkey. In addition, an emphasis on systematic values education in Turkey, which could be considered as the first in this country, was included in the First Course Circular No. 2010/53 of the Board of Education and Training. In that circular, value education was suggested for solving the risks and problems that threaten individuals, families, and societies in this modern world where people live with rapid developments and changes (Yaşaroğlu, 2013a). Similarly, Yıldırım and Turan (2015) stated that the first practices regarding value education in this country were undertaken with a project called “Living Values Education” supported by UNESCO, which adopted an activity-based approach in bringing universal values to students. In this context, they stated that the Ministry of National Education’s Board of Education and Training was sent to the governorships and all primary and secondary schools in 2010 in the first week of the 2010-11 academic year to address values education with in-class and extracurricular activities.

Keskin and Öğretici (2013) stated that preschool and primary school courses have a major role in the education of values and that values should be included in these programs. Similarly, Kan (2010) stated that the years of primary education are important for achieving the goal of transferring good values to individuals. In this context, the most prominent courses in primary school are social studies courses. Keskin and Öğretici (2013) stated that lifelong knowledge, skills, and values are taught to students in social studies courses. Furthermore, Meydan and Bahçe (2010) defined 1st, 2nd, and 3rd grade social studies courses as courses taught in the first three years of primary school that aim to foster the education of good people, good citizenship, and adaptation to the environment. Similarly, for 1st, 2nd, and 3rd grade social studies courses, Kılınç and Ersoy (2013) stated that ethics education was addressed in these first three years of primary school.

As this literature review indicates, the content and the learning outcomes of 1st, 2nd, and 3rd grade social studies courses are quite suitable for helping students acquire values at the primary level. Moreover, Yaşaroğlu (2013b) emphasized that analyzing the learning outcomes of curricula in terms of values education is important in order to present introductory information for teachers and in order to provide data sources for the field of curriculum development. In Turkey, the 1st, 2nd, and 3rd grade social studies course curricula were updated in 2018. In this respect, the purpose of this study is to analyze the 1st grade social studies curriculum in terms of character education. The 1st grade is the grade in which students encounter a social studies course for the first time, which has been indicated as the most suitable course for value education. That is why the 1st grade social studies curriculum has been

selected as the focus of this study. This study aims to determine which learning outcomes of the 1st grade social studies course indicate which characters within which categories among “knowledge,” “attitude,” and “skill.”

METHODS

This study is designed as an exploratory case study as one of the qualitative research types. According to Yin (1994), case studies could be exploratory, explanatory, or descriptive. He also emphasized that there are three conditions related to major research strategies: 1) the type of research question, 2) the extent of control a researcher has over actual behavioral events, and 3) the focus on contemporary or historical events. A case study focuses on contemporary events and does not require control over events (Yin, 1994). In this regard, the current study is a case study because the focus of the study is on a contemporary event and it does not require any control. The research questions of the study are as follows:

1. What are the characters that the learning outcomes of the 1st grade social studies curriculum indicate?
2. Within which categories are the characters indicated by the learning outcomes of the 1st grade social studies curriculum located?

According to Yin (1994), as stated above, one of the conditions for research is the type of research question. Although Yin (1994) indicated that “how” and “why” forms of research questions were related to case studies, he also stated that “what” questions may either be exploratory or about prevalence, and a case study strategy might be used. In this respect, the research questions were answered with the results of the research, designed as an exploratory case study. To answer the research questions of the study, the main data source was the 1st grade social studies curriculum as updated by the Ministry of National Education in 2018 in Turkey. The relevant documents were analyzed using both descriptive and content analysis by the following steps:

1. Constructing the 1st code list by reviewing the related literature,
2. Analyzing the curriculum via the 1st code list and adding new codes to the list,
3. Re-analyzing the curriculum via the new code list,
4. Reaching the categories,
5. Interpreting the findings.

First of all, efforts were made to identify which features are accepted as characters by scanning the literature. The literature review showed that although the values presented in character education vary according to the culture and society in which the education is conducted, it is possible to talk about universal values. In this regard, Helterban and Strahler (2013) listed the values of self-esteem, self-discipline, personal responsibility, respect for others, and serving humanity as universal values on the basis of their literature review.

The 1st, 2nd, and 3rd grade social studies curriculum documents share common parts regardless of grade level and decomposed learning outcome parts according to grade. In this regard, documents were also reviewed with the aim of constructing a pre-coded list. It was found that there were some specifications for the individuals aimed to be raised by this curriculum when reviewing the common parts of the curriculum. Under the title of “Special Aims of Social Studies Curriculum,” it is explained that the curriculum aims to educate individuals who recognize themselves and the environment in which they live; possess the basic values of family and society; internalize national, moral, and humanitarian values; lead a healthy and safe life; are social participants; have scientific process skills; love their country; are sensitive to nature and the environment; and keep historical and cultural values alive (MEB, 2018).

Moreover, the specialties that can be described as characters in the framework of character education are stated as life skills under the title of “The Skills of the Social Studies Curriculum” (MEB, 2018). The skills of “self-protection,” “self-care,” “self-recognition,” “healthy nutrition,” “career development,” and “self-management” indicate the character of “self-esteem”; the skills of “nature protection” and “deployment of resources” indicate the character

of “sensitivity”; the skills of “cooperation,” “communication,” and “obeying rules” indicate the character of “respect for society/others”; the skill of “respect for national and cultural values” indicates the character of “citizenship/being a good citizen”; and at least one aspect of all of the skills indicates the character of “responsibility.” Furthermore, “...the root values are namely justice, friendship, honesty, self-control, patience, respect, love, responsibility, patriotism, [and] helpfulness” (MEB, 2018, p. 4), as stated in “Perspectives of Curriculum,” and a section on “Our Values” is also given as a subtitle in the 1st, 2nd, and 3rd grade social studies curriculum documents.

On the basis of the literature, the pre-coded character list was composed of universal values. The learning outcomes were then analyzed via the pre-coded list, and new codes were added to the list and some codes were removed. The pre-coded list appeared to be longer and the final coded list shorter, but more focus was placed on quality than quantity. Moreover, it was recognized that some pre-codes were included in the content of more than one code of the last coded list. The related details are presented below in the sections on the findings, discussion, and conclusions. Code lists are given in Table 1.

Table 1. Code lists

| Pre-Codes | Last Codes |
|--------------------------------------|------------------------|
| Compassion | Cooperation |
| Cooperation | Good manners |
| Esthetics | Interdependency |
| Faith | Kindness |
| Freedom | Patriotism/citizenship |
| Friendship | Respect |
| Giving importance to unity of family | Responsibility |
| Healthy and safe life | Sensitiveness |
| Healthy nutrition | Unity of family |
| Helpfulness | |
| Honesty | |
| Hospitality | |
| Independence | |
| Interdependency | |
| Justice | |
| Love | |
| Loving country | |
| Loyalty | |
| Patience | |
| Patriotism | |
| Reconciliation | |
| Respect | |
| Respect for others | |
| Responsibility | |
| Rightness | |
| Scientificness | |
| Sedulity or diligence | |
| Self-control | |
| Self-respect | |
| Self-responsibility | |
| Sensitiveness | |
| Sharing | |
| Tolerance | |

In addition, this study aimed to explore within which categories the learning outcomes of the 1st grade social studies curriculum addressed these characters. The categories in question

were “knowledge,” “attitude,” and “skill.” These categories originated from the three approaches in the field of character education: 1) the developmental approach focuses on knowing goodness, 2) the caring approach focuses on desiring goodness, and 3) the traditional approach focuses on doing goodness (Howard, Berkowitz, and Schaffer, 2004). On the basis of the literature, the category of “knowledge” refers to knowing the existence, necessity, and positive effects of the relevant character; the category of “attitude” refers to the desire for having and developing the relevant character; and the category of “skill” refers to interiorizing the relevant character in its own value system and transforming it into concrete behavior.

To determine the reliability of the research, the formula of Miles and Huberman (1994) was used as follows:

Reliability = Number of agreements/total number of agreements + disagreements (Miles and Huberman, 1994).

Two researchers, one of which was the researcher of this study and the other of which was an independent scholar, coded the data independently, and the codes they agreed and disagreed about were counted. The following formula was then applied: Percentage of settlement (P) = $20/(20+6) \times 100 = 77$. According to Yıldırım and Şimşek (2013), if intercoder reliability via percentage agreement is being sought, a reliability percentage of at least 70% is required. In light of the literature, the intercoder reliability is satisfactory in the current study.

RESULTS

The results of this study are presented according to the six units of the 1st grade social studies curriculum, subtitled as follows: 1) Life at Our School, 2) Life in Our Home, 3) Healthy Life, 4) Safe Life, 5) Life in Our Country, and 6) Life in Nature.

One of the results was that all the learning outcomes of the curriculum address at least one character within one of the three categories of “knowledge,” “attitude,” and “skill.” The data analysis also showed that the characters indicated by the learning outcomes of the 1st grade social studies curriculum are interdependency, sensitiveness, cooperation, good manners, kindness, responsibility, patriotism/citizenship, unity of family, and respect. Moreover, the data analysis indicated that each character addressed by the 1st grade social studies curriculum has wide content. The characters and their contents for the 1st grade social studies curriculum are presented in Table 2.

Table 2. Characters and their contents as addressed by the 1st grade social studies curriculum

| | |
|-----------------|---|
| Unity of family | Interfamilial interdependency To value unity of family To adopt family values To know members of the family To conduct good communication with family members |
| Interdependency | Interfamilial interdependency Social interdependency To be together in harmony/to live together in harmony |
| Sensitiveness | To be sensitive to the environment To be sensitive to nature To be sensitive to the world To be sensitive to others To be sensitive to oneself To have empathy To be economical |
| Good manners | To have good manners |
| Cooperation | Interfamilial cooperation Social cooperation |

Table 2. Continued

| | |
|------------------------|---|
| | To be together in harmony/to live together in harmony |
| Kindness | To be polite To be kind |
| Respect | To respect individual differences To respect others To respect nature To respect oneself To be empathic |
| Responsibility | To be responsible to others To support others' healthy and safe lives To be accountable to the environment To be accountable to nature To attribute value to oneself To know oneself To provide oneself a healthy and safe life To participate in social life To be accountable to the public To help each other To be accommodating To make plans |
| Patriotism/citizenship | To attach importance to independence To protect national culture To attach importance to freedom To be grateful to national characters and victories in history To be respectful to national characters and victories in history To be knowledgeable about characteristics of one's country To be together in harmony/to live together in harmony |

Life at Our School

The analysis of the learning outcomes of the 1st unit, "Life at Our School," showed that there are 17 learning outcomes addressed for six characters within the three categories. These characters are "responsibility," "respect," "patriotism/citizenship," "kindness," "sensitiveness," and "cooperation." The character of "responsibility" is addressed by eight learning outcomes within the category of "skill," three learning outcomes within the category of "knowledge," and three learning outcomes within the category of "attitude" (see Table 3). Three learning outcomes of the unit indicate the character of "respect" within the category of "knowledge." Two learning outcomes address the character of "patriotism/citizenship" within the category of "knowledge." One learning outcome addresses the character of "kindness" within the category of "skill." Within the category of "attitude," one learning outcome indicates the character of "cooperation" and one indicates the character of "sensitiveness." This is illustrated in Table 3.

Table 3. The characters indicated by the learning outcomes of the 1st unit

| Learning Outcomes | Character | Category |
|--|---------------------------|-----------|
| The student: | | |
| HB.1.1.1. participates in the in-class acquaintance activity. | Responsibility | Skill |
| HB.1.1.2. distinguishes similar and different aspects between himself/herself and his/her peers. | Respect Responsibility | Knowledge |
| HB.1.1.3. obeys the safety rules when coming to and leaving school. | Responsibility | Skill |
| HB.1.1.4. finds his/her classroom location in the school. | Responsibility | Skill |

Table 3. Continued

| | | |
|---|--------------------------------------|-----------|
| HB.1.1.5. recognizes the corner of honor with the tools and materials in the classroom. | Patriotism Citizenship Respect | Knowledge |
| HB.1.1.6. understands how to behave at the flag ceremony. | Patriotism Citizenship Respect | Knowledge |
| HB.1.1.7. knows the area of the school. | Responsibility | Knowledge |
| HB.1.1.8. improves the habits of using the toilet and cleaning. | Responsibility Sensitivity | Attitude |
| HB.1.1.9. knows school employees. | Responsibility | Knowledge |
| HB.1.1.10. in case of need, receives help from school staff. | Responsibility | Skill |
| HB.1.1.11. participates in the process of determining classroom rules. | Responsibility | Skill |
| HB.1.1.12. obeys the school rules. | Responsibility | Skill |
| HB.1.1.13. complies with courtesy rules when communicating at school. | Kindness | Skill |
| HB.1.1.14. is willing to take part in in-school activities. | Cooperation | Attitude |
| HB.1.1.15. is willing to participate and play games. | Responsibility | Attitude |
| HB.1.1.16. develops positive feelings and thoughts about the school. | Responsibility | Skill |
| HB.1.1.17. selects the course tools and materials to use. | Responsibility | Skill |

Moreover, the data analysis of the study revealed that the content of the unit “Life at Our School” and its learning outcomes consist of social life and belonging. Most of the learning outcomes of the unit address the character of “responsibility.” This result was consistent with the content of the unit.

Life in Our Home

The second unit of the 1st grade social studies curriculum is “Life in Our Home.” The unit contains seven learning outcomes. The analysis of the learning outcomes showed that the characters addressed by the learning outcomes are “unity of family,” “interdependency,” “responsibility,” “sensitivity,” “kindness,” and “cooperation.” The data analysis showed that three learning outcomes addressed the character of “unity of family” within the category of “skill,” and that character was indicated by one learning outcome within the category of “knowledge.” Moreover, the data analysis revealed that the characters of “interdependency” and “sensitivity” are indicated by one learning outcome each within the category of “knowledge” and two learning outcomes each within the category of “skill.” Furthermore, the data analysis showed that three learning outcomes address the character of “responsibility” within the category of “skill.” Also, the characters of “kindness” and “cooperation” are indicated by one learning outcome each within the category of “knowledge.” The results related to the 2nd unit are summarized in Table 4.

Table 4. The characters indicated by the learning outcomes of the 2nd unit

| Learning Outcomes | Character | Category |
|--|---|-----------|
| The student: | | |
| HB.1.2.1. introduces family members. | Unity of family Interdependency | Skill |
| HB.1.2.2. understands the importance of family life. | Unity of family Interdependency Cooperation | Knowledge |

Table 4. Continued

| | | |
|---|---|-----------|
| HB.1.2.3. describes the location of his/her house. | Responsibility Sensitivity | Skill |
| HB.1.2.4. uses courtesy when communicating with family members at home. | Unity of family Kindness | Skill |
| HB.1.2.5. uses the resources in the house efficiently. | Responsibility Interdependency Sensitivity Unity of family | Skill |
| HB.1.2.6. plans what he/she can do during the day. | Responsibility | Skill |
| HB.1.2.7. distinguishes the difference between wishes and needs. | Responsibility | Knowledge |

Moreover, the data analysis revealed that the content of the unit and its learning outcomes is family, so the result of the character of “unity of family” being most addressed was not a surprise. Furthermore, the characters addressed by the learning outcomes of the 2nd unit other than “unity of family” related to the “unity of family” in terms of one aspect. For example, the character of “cooperation” referred to interfamilial cooperation and the character of “kindness” referred to kind communications in the family.

Healthy Life

The 3rd unit of the 1st grade social studies curriculum is “Healthy Life.” There are seven learning outcomes. The data analysis of this study showed that all the learning outcomes of the unit address the character of “responsibility.” Six of them are in the category of “skill,” while one of them is in the category of “knowledge.” Moreover, one learning outcome indicates the character of “good manners” within the category of “skill.” Please see Table 5.

Table 5. The characters indicated by the learning outcomes of the 3rd unit

| Learning Outcomes | Character | Category |
|---|--------------------------------|-----------|
| The student: | | |
| HB.1.3.1. performs personal care regularly. | Responsibility | Skill |
| HB.1.3.2. recognizes the precautions to be taken to protect health. | Responsibility | Knowledge |
| HB.1.3.3. selects useful food and drinks for health. | Responsibility | Skill |
| HB.1.3.4. keeps a balanced diet during the day. | Responsibility | Skill |
| HB.1.3.5. prepares food for himself/herself by taking hygiene rules into consideration. | Responsibility | Skill |
| HB.1.3.6. follows the rules of etiquette while eating. | Good manners Responsibility | Skill |
| HB.1.3.7. takes care to protect the health of the body while using mass media. | Responsibility | Skill |

The content of the 3rd unit, “Healthy Life,” with seven learning outcomes includes both self and societal care in terms of health and safety. Therefore, the character of “responsibility” with the content of responsibility for the students themselves and others naturally draws attention.

Safe Life

The fourth unit of the 1st grade social studies curriculum is “Safe Life.” The unit has seven learning outcomes. Four of the learning outcomes address the character of “responsibility” within the category of “skill.” Two of the learning outcomes indicate the character of “responsibility” within the category of “knowledge.” Moreover, one learning outcome addresses the character of “sensitivity” within the category of “knowledge” (see Table 6).

Table 6. *The characters indicated by the learning outcomes of the 4th unit*

| Learning Outcomes | Character | Category |
|---|------------------|-----------------|
| The student: | | |
| HB.1.4.1. obeys the safety rules at school and at home. | Responsibility | Skill |
| HB.1.4.2. observes the behavior of people in traffic in and out of school. | Sensitivity | Knowledge |
| HB.1.4.3. obeys the traffic rules when going in and out of school. | Responsibility | Skill |
| HB.1.4.4. applies safety rules when communicating with people around. | Responsibility | Skill |
| HB.1.4.5. knows the telephone numbers of the institutions to call for help in the case of an emergency. | Responsibility | Knowledge |
| HB.1.4.6. uses technological tools and equipment safely. | Responsibility | Skill |
| HB.1.4.7. distinguishes safe and unsafe areas for himself/herself. | Responsibility | Knowledge |

The content of the unit includes responsibility for himself/herself and others in terms of a safe life. Therefore, the content is consistent with the character of “responsibility,” which addresses most of the learning outcomes of the unit.

Life in Our Country

“Life in Our Country” is the 5th unit of the 1st grade social studies curriculum. There are seven learning outcomes. Three of them address the character of “patriotism/citizenship,” two of which are within the category of “knowledge” and one of which is within the category of “attitude.” The character “sensitivity” is addressed by three learning outcomes within the category of “knowledge.” Two learning outcomes indicate the character of “cooperation,” one of which is within the category of “knowledge” and one of which is within the category of “skill.” One learning outcome addresses the character of “respect” within the category of “knowledge.” The character “unity of family” is indicated by one learning outcome within the category of “attitude” (see Table 7).

Table 7. *The characters indicated by the learning outcomes of the 5th unit*

| Learning Outcomes | Character | Category |
|--|--|-----------------|
| The student: | | |
| HB.1.5.1. knows where he/she lives. | Sensitivity | Knowledge |
| HB.1.5.2. realizes the historical, natural, and touristic places in the vicinity. | Sensitivity | Knowledge |
| HB.1.5.3. recognizes the general features of our country. | Patriotism / Citizenship | Knowledge |
| HB.1.5.4. realizes that he/she lives together with people from different cultures in our country. | Sensitivity Respect | Knowledge |
| HB.1.5.5. knows the life of Atatürk. | Patriotism / Citizenship | Knowledge |
| HB.1.5.6. will be willing to participate in national days, holidays, ceremonies, and celebrations. | Patriotism / Citizenship Interdependency | Attitude |
| HB.1.5.7. attends religious holidays and celebrations willingly. | Interdependency Unity of family | Skill |

The content of this unit is about country, and more specifically citizenship. Thus, the content is consistent with the most addressed character that resulted from the analysis of the unit.

Life in Nature

The last unit of the 1st grade social studies is “Life in Nature.” The unit is composed of eight learning outcomes. The analysis of the learning outcomes showed that six of them address the character of “sensitivity” within the category of “knowledge” and two of them indicate the same character within the category of “skill.” The character of “responsibility” is addressed by two learning outcomes within the category of “skill” and by one within the category of “knowledge” (see Table 8).

Table 8. *The characters indicated by the learning outcomes of the 6th unit*

| Learning outcomes | Character | Category |
|---|-------------------------------|-----------|
| The student: | | |
| HB.1.6.1. observes the animals in the vicinity. | Sensitivity | Knowledge |
| HB.1.6.2. observes the plants in the vicinity. | Sensitivity | Knowledge |
| HB.1.6.3. takes care to protect the animals and plants in vicinity. | Sensitivity Responsibility | Skill |
| HB.1.6.4. is sensitive to keeping nature and the environment clean. | Sensitivity Responsibility | Skill |
| HB.1.6.5. distinguishes recyclable materials. | Sensitivity Responsibility | Knowledge |
| HB.1.6.6. observes the Sun, Moon, Earth, and stars. | Sensitivity | Knowledge |
| HB.1.6.7. researches the seasons and their characteristics. | Sensitivity | Knowledge |
| HB.1.6.8. comprehends the changes in nature according to the seasons. | Sensitivity | Knowledge |

The content of this unit is about sensitivity to nature. Similarly, the analysis of the study showed that the character of “sensitivity” was addressed by most of the learning outcomes of the unit.

DISCUSSION and CONCLUSIONS

As the related literature review showed, value education has been actualized in the content of the existing course curricula in Turkey. Öztürk and Özkan (2018) similarly indicated that the 1st, 2nd, and 3rd grade social studies curricula had important missions for value education. Thus, one of the suitable courses for value education in primary education is the social studies course. In this regard, the current study was carried out with the aim of examining the characters indicated by the learning outcomes of the 1st grade social studies curriculum of 2018. The results of the study found that each learning outcome of each unit indicated at least one character. These characters are “unity of family,” “interdependency,” “sensitiveness,” “good manners,” “cooperation,” “kindness,” “respect,” “responsibility,” and “patriotism/citizenship.”

Furthermore, one of the results obtained here was that each character addressed by the 1st grade social studies curriculum has wide content (see Table 2). Similar to the results of this study, Karasu Avcı and Ketenoğlu Kayabaşı (2018) emphasized that some values had sub-values. For example, they stated that “giving importance to family love” and “family cohesion” were sub-values of “family values.” Also, they said that “sensitivity to historical values,” “sensitivity to cultural values,” and “sensitivity to nature/environment” were sub-values of the “sensitivity” value.

Özer and Çam Aktaş conducted a study with the aim of comparing values of the 2013 preschool education curriculum and the 2018 1st, 2nd, and 3rd grade social studies curricula in terms of them complementing each other. They found that the most common values of the preschool education curriculum were self-control, responsibility, and tolerance. They also reported that the most discussed values of the social studies curricula were responsibility, respect, patriotism, and self-control. Therefore, they concluded that some values such as responsibility and self-control were complementing each other, while some values such as respect were not complementing the others. Moreover, they stated that the values of “justice,”

“friendship,” “honesty,” and “cooperation” were not appreciated by any of the curricula. Furthermore, they underlined that the values of both curricula were not designed as a spiral. However, the results of the current study showed that “respect” and “cooperation” were among the characters indicated by the learning outcomes of the 1st grade social studies curriculum. Further research, similar to that performed in Özer and Çam Aktaş’s study, should be conducted with the aim of comparing the characters indicated by the learning outcomes of the 1st, 2nd, 3rd, and 4th grade social studies curricula in terms of complementing each other.

On the basis of the results of this study, the 1st grade social studies course curriculum indicated nine characters within at least one of three categories: “knowledge,” “attitude,” and “skill.” Character education is one of the types of education mainly dealing with affective learning outcomes. As is known, the affective domain as developed by Krathwohl, Bloom, and Masia has five levels: 1) receiving, 2) responding, 3) valuing, 4) organization, and 5) internalization (Savickiene, 2017). The three categories used in the current study are associated with the levels of the affective domain. In this regard, the category of “knowledge” matches with the 1st and 2nd levels of the affective domain, namely “receiving” and “responding.” The category of “attitude” matches with the 3rd and 4th levels of the affective domain, namely “valuing,” and “organization.” The last category, “skill,” matches with the last level of the affective domain, “internalization.”

The results of this study have indicated that the 1st grade social studies curriculum is one of the successful curricula into which character education has been integrated at the primary education level in Turkey. Furthermore, the 1st grade social studies curriculum seems to be an example of how character education can be actualized by synthesizing multiple dimensions of a character and the natural content of a social studies course via integration into the course curriculum. Moreover, as was stated before, the ultimate aim of character education is the last level of the affective domain. That level is “internalizing,” and it corresponds to the category of “skill.” Therefore, it is suggested that the learning outcomes of 1st, 2nd, 3rd, and 4th grade social studies curricula should be reorganized according to these categories. In other words, the learning outcomes should start with the category of “knowledge” and end with the category of “skill” for each character and for each grade of social studies curricula. Another suggestion is that further research be conducted in relation to the implementation methods of character education and the effects and implications of this education on the students in terms of maintainability and bringing course content into action.

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