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A COMPARATIVE ANALYSIS OF 6TH-GRADE SOCIAL STUDIES TEXTBOOKS TAUGHT IN TURKEY AND GUYANA¹

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ABSTRACT

The existence of globalization concept and its influence on education encourages us to comparatively examine the teaching materials of different countries, especially textbooks. It is important to be able to look at textbooks on a universal scale. In this context, the materials such as textbooks used in different countries must be examined to improve the social studies education in our country and carry it to a better level. In this way, a number of important pieces information about the social studies education in the world will be obtained. The aim of a comparative study is to improve education. For this reason, comparative education not only examines the current situation but also suggests proposals for the future. The purpose of the research in this context is; to compare the contents of 6th grade social studies textbooks taught in Turkey and in Guyana, to identify the similarities and differences and to provide new ideas regarding 6th-grade social studies book taught in our country and to enable the implementation of those ideas. The qualitative research method is used in the study. Sources and materials of the research constitute of the 6th-grade social studies textbook published by Sevgi Publishing in Turkey, in 2017 and the 6th-grade social studies textbook published by the ministry of education in Guyana, in 2004. The data are obtained by "document review" method. The Guyana 6th grade social studies textbook was translated into English by the researchers. Descriptive analysis method, which is a qualitative research method, is used in the analysis of data. As a result of the research, it is determined that the 6th-grade social studies books taught in Turkey and Guyana have both some similar and some different features, in terms of content. Based on the different features identified, it is thought that the events in different parts of the world should be included in the textbooks of social studies textbooks in our country.

Keywords: Social studies, textbooks, Guyana, Turkey.

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INTRODUCTION

Due to social, cultural, economic and political developments and changes, all textbooks are reassessed and scrutinized. For this reason, it is not possible to talk about a textbook that remains unchanged. The existence of globalization concept and its influence on education also encourages us to comparatively examine the teaching materials of different countries, especially textbooks. It is important to be able to look at textbooks on a universal scale. In this context, the materials such as textbooks used in different countries must be examined to improve the social studies education in our country and carry it to a better level. In this way, a number of important pieces information about the social studies education in the world will be obtained.

The learning and teaching process has an important place in the education and training of the student who is the reason for existence of school as well as in the existence of a healthy innovation (Özden, 2014). Technological developments provide us with great ease in the process of learning and teaching, but textbooks still maintain their place and importance as one of the most indispensable tools of education. At the same time, textbooks are the means by which educational programs become more substantial. The textbooks used by the teachers as a basic source in the past and in the present have an important place for students to access information. For this reason, textbooks help teachers; they are also an important tool to reach information - especially in reaching safe and correct information- since students have different economic and technological resources. However, according to Oruç (2014); textbooks sometimes make teaching difficult. This situation arises sometimes from the writing and printing of the textbook, and sometimes due to some teachers not being competent on how to use the textbook. At this point, writing and publishing textbooks as well as their conforming to the level of the students and specifically the inclusion of subjects related to everyday life in social studies lessons are of a great importance.

Textbooks are one of the most important guides of teachers in schools and one of the most important lesson materials that significantly affect the teaching of the lesson (Ütkür, 2018). However, textbooks are not lesson materials which are only used at school. Thanks to the textbooks, students also have the opportunity to repeat the subjects they have learned in the course at any time and place (Karasu Avcı ve Faiz, 2018).

Some qualities have been identified as the obligatory features of the social studies textbooks to be taught in schools. Among these qualities are covering the values, attitudes, and competencies that the curriculum aims to provide and taking into account the interests, abilities, and needs of the students in the preparation and organization of the subjects (Ulusoy, 2015). It is possible to say that the textbooks written in accordance with the existing curriculum facilitates communication between the student and the teacher - in all subjects including the social studies lesson - and makes the course more systematic.

The social studies textbooks published in recent years have significant improvements compared to the previous ones. They include drawings, graphics, and cartoons. Timelines, maps, etc. help the students to understand easily (Zarillo, 2016). Also, in our country, significant differences and significant progress have been noted in

textbooks published in the recent years, in accordance with the education programs in line with the constructivist approach.

Textbooks to be prepared by publishing houses are designed considering various aspects such as; content, language, expression, and style; learning, teaching, measurement, and evaluation; technical, design and regulatory aspects (MEB, 2016). One of the most important points related to textbooks is that these books are written for students, that is for children. Therefore, textbooks in every way — from planning to writing and from printing to be used in the education process should be considered according to the generation of the period and the pedagogical expectations of the students. In this context, the information in the books should be structured in accordance with the age range of the student. Lectures and explanations should be reduced to the level of the student (Kabapınar, 2015).

The purpose of this research is to compare the contents of 6th-grade social studies textbooks taught in Turkey and Guyana, to identify the similarities and differences and provide new ideas regarding 6th-grade social studies books taught in our country and enable the implementation of those ideas.

Guyana obtained independence from the United Kingdom in 1966. It is the only English-speaking country in the northeast coast of South America. Guyana's population consists of six different ethnic groups. The largest of these, which consists of approximately 43.4 percent of the population, is of East India origin and 30.2 percent is Afro-Guyanese. The other major groups are mixed peoples (16.7 percent), local Amerindians (9.2 percent) and China, Europeans, and others (0.3 percent). (UNDP / United Nations Development Program, 2010; UNESCO, 2010). Shortly after independence, the country became a member of the United Nations, the IMF and the World Bank. Guyana is a country of agriculture. Agriculture contributes to about 25 percent of Gross Domestic Product (GDP). The recent expansion of bauxite mining has made Guyana the world's fourth largest bauxite exporter. Agriculture and mining contribute to almost all of Guyana's product export earnings; more than 50 percent of these are derived from agricultural products and most of the remaining part are derived from minerals, and only 40 percent are derived from bauxite (World Bank, 1967).

The Ministry of National Education is the largest ministry in Guyana in terms of its field of activity. The types and levels of institutions that form the educational system in Guyana are as follows: Preschool or nursery, primary education, secondary education, post-secondary education, technical and vocational education and teacher training or university. The primary level consists of Mathematics, Language Arts, Social Studies, Science, Health and Family Life Education, Physical Education, Art and Music. Primary education covers the first six grades: The Social Studies course, starting from the first year, is included in the entire primary education level, including the sixth grade. At the same time, compulsory main courses include Language Arts, Mathematics and Science courses as well as Social Studies (Ministry of Education Guyana, 2013; UNESCO, 2010).

Sub-Objectives

In line with the determined general objective, answers to the following sub-objectives were sought:

What are the identifying characteristics of the 6th-grade social studies textbooks taught in Turkey and in Guyana?

What subjects does the 6th-grade social studies textbook in Turkey cover?

What subjects does the 6th-grade social studies textbook in Guyana cover?

In what aspects are the 6th-grade social studies textbooks taught in Turkey and in Guyana similar to each other in terms of content?

In what aspects are the 6th-grade social studies textbooks taught in Turkey and in Guyana different from each other in terms of content?

The Significance of the Research

As a result of the literature review, it was noted that comparative studies in the field of social studies, especially the analysis of textbooks, are quite a few. In this context, it is thought that this research would be beneficial.

Limitations

Research is limited by;

- a) The 6th grade Social Sciences Text Book, published by Sevgi Publications in 2017 and accepted as the course book for (5) five years starting as of 2014-2015 education year according to the decree of The Ministry of National Education and the Head Council of Education and Morality, dated 09.12.2013, numbered 218
- b) The 6th grade Social Studies Textbook in Guyana published by the Ministry of Education in 2004.

METHOD

The qualitative research method was used in the study. Developments in qualitative research methods have contributed greatly in recent years to the understanding of qualitative research methods alone or in conjunction with quantitative research methods (Seggie and Bayyurt, 2017). Qualitative research is basically defined as a form of research based on qualitative data, meaning non-numerical data such as words and drawings. The main goal is to find and discover. Qualitative researchers examine the world in its natural state, without intervention (Johnson and Christensen, 2014). These researches, which involve flexible research designs that emerge naturally, often require the collection of relatively unstructured data in natural environments (Hammersley and Traianou, 2017). In the study, criterion sampling method was used. In this sampling technique, the sample is determined according to the predefined criteria (Patton, 2014). The criterion defined in the study is that Social Studies textbook of the foreign country, which will be compared with the Social Studies textbook of Turkey, should be published in English and as a PDF file on the official website of the country's Ministry of Education. The Social Studies textbook which was taught in Guyana was considered and

studied because it met this criterion. Resources and materials of the research; 6th grade Social Studies Text Book of Turkey (Sevgi Publications-2017) and 6th grade Social Studies Text Book of Guyana (Ministry of Education-2004).

The data of the research is obtained by document review. Document collection may contain any kind of written or non-written record of information and it also provides a field for the researcher to interpret more efficiently the data collected by other methods. It is possible to think of photographs, budget reports, meeting records, letters, diaries, newspapers, magazines, video and audio recordings, objects, works of art, in short, all types of recorded information, as a rich database to do research (Buran, 2017). Phases of document review are; accessing the documents, controlling the authenticity (originality), understanding the documents, analyzing the data, using the data (Yıldırım and Şimşek, 2011). Documents can be obtained in electronic format using computer or internet (Baş and Akturan, 2013). The textbooks of this research were obtained in electronic format using computer and internet.

There are various problems in determining the authenticity of the document. In some cases, the document may be an imitation or have a doubtful source (Arthur et al, 2017). For this reason, the documents are obtained from the official websites of the ministry of education of the countries to ensure authenticity. Once the documents were acquired, the stage of understanding and analyzing started. The relevant parts of the Guyana 6th grade social studies textbook were translated from English into Turkish by the researcher. These translations and original documents were checked and compared by the researcher and a translator. Then the documents were analyzed comparatively with a certain system.

Qualitative data analysis is the process of creating a holistic, meaningful and symbolic structure from qualitative data. In this context, it is possible to say that it is a systematic and dynamic process. It is also the process of searching for answers to the question "How can I answer my research questions with this data?" of the researcher. The purpose and questions of the research are also directly affected by this qualitative data analysis process (Kabakçı Yurdakul, 2016). Descriptive analysis method, which is a qualitative research method, was used in the analysis of data. The data obtained in the descriptive analysis are summarized and interpreted according to the previously determined topics. The data can be arranged according to the topics set out by the research questions, or by considering the questions or dimensions used in the interview and observation processes. The aim is to present the findings to the reader in an organized and interpreted way. It consists of four steps: forming a framework for descriptive analysis, processing the data according to the thematic framework, identifying and interpreting the findings (Yıldırım and Şimşek, 2011). In this research, the data obtained through the documents, namely textbooks, were presented according to the topics derived from the research questions and presented to the readers in tabular form.

In the qualitative type of research, validity means that the researcher observes the research topic as it is, with an unbiased approach as much as possible. In addition, an important criterion of validity in a qualitative research requires to report the collected data in detail and to explain how the researcher reaches the results

(Yıldırım and Şimşek, 2011). The textbooks are studied as they are with an unbiased approach to be able to maintain validity in this research. In addition, the data are reported in detail and the results are obtained by comparative examination of the information attained from the textbooks.

LeCompte and Goetz (1982) suggest some strategies for internal reliability. One of these strategies is firstly to present the collected data directly with a descriptive approach. The data obtained by the researcher through observations, interviews and documents should be presented to the reader without interpretation, and it should be interpreted afterwards. Readers will have the opportunity to read the uninterpreted data of the research, and then evaluate the results obtained according to these data (Yıldırım and Şimşek, 2011). In order to ensure reliability in this study, the data obtained through document reviewing were first presented to the reader without interpretation. Then they were interpreted. Thus, readers had the opportunity to read the uninterpreted data. They would be able to evaluate the results obtained according to this data. According to Lincoln and Guba (1985), one of the measures that can be taken in terms of ensuring reliability is to request from people who have general knowledge of research and who specialize in qualitative research methods to examine the research. The expert can examine many aspects of the research, for example, from the collected data to the analysis of these data, critically, and provide feedback. Thus, he/she contributes to the increase in the quality of the research (Yıldırım and Şimşek, 2011). In this study, it was requested from an academic who had general knowledge about the subject of the study and who was specialized in qualitative research methods to examine the research. As a result of this expert's feedback, various arrangements and efforts were made to increase the quality of the research.

FINDINGS (RESULTS)

In this section, headings are presented in line with the sub-objectives of the research. Following these headings, findings obtained are presented in tabular form.

Table 1. Turkey and Guyana 6th grade Social Studies Text Books Introductory Information

| Introductory Information | Turkey | Guyana |
|---------------------------|---|---|
| Year of Publishing | 2017 | 2004 |
| Publisher | Sevgi Publications Volume and Printing House | Guyana Ministry of Education (Georgetown) VonHoffmann Company |
| | Authors Fatih M. Karakaya Aliye Midilli M. Necati Güven | Writing Team Ruth Persico [Team Leader] Cheryl Foster Myrtle Fraser |
| | Editor Sema Cebir Şahin | Pearl Marks Winifred Toney |
| | Linguist Ahmet Kapulu | Subject Field Expert Marvin Bart |
| | Visual Expert | Illustrator |

| | | |
|------------------------------|--|--|
| Authors | Ziya Harun Ergenç Program Development Specialist Özlem Doğan Guidance Specialist Necdet Dönmez Measurement and Assessment Specialist Dr. Nuri Doğan | Maylene Duncan Designer Franciene Doris Graphics Editor Franciene Doris Cover Designers Maylene Duncan Marvin Bart |
| Total number of pages | 191 | 80 |
| Number of Chapters | 7 | 7 |

As seen in Table 1, a 6th-grade social studies textbook published by a private publishing house in 2017 in our country is taken into consideration, while in Guyana, the equivalent textbook published in 2004 by the Ministry of Education is examined. In both textbooks, the names contributing to the book are listed. When the textbooks of the two countries are compared in terms of the number of pages, it is observed that the 6th-grade social studies textbook in our country has quite a lot of pages. However, it is noteworthy that the number of chapters is the same.

Table 2. The Topics in 6th grade Social Studies Text Book Taught in Turkey

| Turkey | |
|--|---|
| <p>1. Chapter: I'M LEARNING SOCIAL STUDIES MULTIDIMENSIONALITY OF EVENTS We are moving FACT OR OPINION? HOW DOES a SOCIAL SCIENTIST WORK? Ayse is conducting a study on, "Brain Drain in Turkey" THE IMPORTANCE OF SOCIAL STUDIES RIGHTS AND RESPONSIBILITIES WHAT DID ATATURK DO FOR SOCIAL SCIENCES?</p> | <p>2. Chapter: LIFE ON EARTH WHERE ARE WE ON THE WORLD? Language of Maps CHANGING LIFE FROM POLES TO EQUATOR Climate MY UNIQUE COUNTRY, TURKEY CLIMATE IN TURKEY HISTORICAL AGES AND FIRST SETTLEMENTS IN ANATOLIA Çatalhöyük Historical Ages and First Settlements in our Country ANATOLIA AND ITS ENVIRONMENT IN THE ANTIQUITY Mesopotamian Civilizations Hittites Phrygians and Lydians Ionians and Urartians</p> |
| <p>3. Chapter: TURKS ON THE SILK ROAD TURKS IN THE LEGENDS AND INSCRIPTIONS The Legend of Oghuz Kagan and Huns Kokturks Advice from The Kokturk Kagan Uyghurs and Migration Legend Ataturk and National History LIFE IN STEPPES Getting to Know Our Homeland</p> | <p>4. Chapter: RESOURCES OF OUR COUNTRY ECONOMIC ACTIVITIES IN OUR COUNTRY Agriculture, Animal Husbandry, Forestry and Water Resources Industry Activities in Our Country LET'S GENERATE A PROJECT FOR OUR COUNTRY Businessmen are coming together in GAP Let's Produce a Project for Our Country as well SKILLED LABOR WHILE SELECTING OUR PROFESSION</p> |

| | |
|---|--|
| <p>LIGHT RISES FROM THE EAST OUR ARMY ISLAM AND TURKS Turks during the Umayyads and Abbasids TURKISH INFLUENCES ON ISLAM FIRST TURKISH - ISLAMIC STATES Karahanlı State and Gaznavid State The Oghuzes founding the Great Seljuk State CELEBRATIONS FROM PAST TO PRESENT Newroz is an Amity Day Henna Night and Weddings PEOPLE WHO WITNESSED THE PAST Miniature Art</p> <p>5.Chapter: OUR COUNTRY AND THE WORLD IS IT POSSIBLE TO LIVE ANYWHERE? Industry, Mining, Agriculture and Population Distribution WHY DO WE TRADE? OUR RELATIONS WITH OTHER COUNTRIES Sentimental Bonds Between Countries SOLIDARITY AMONG COUNTRIES Extermination of Forests and Hunger INTERNATIONAL ACTIVITIES</p> | <p>RESPONSIBILITIES AS CITIZENS OF THE REPUBLIC OF TURKEY Caution: Is there a tax certificate? WE SHOULD PROTECT THE BALANCE OF NATURE One Day It May Die Out</p> <p>6.Chapter: JOURNEY OF DEMOCRACY MANAGEMENT FORMS I am learning Democracy HISTORY OF DEMOCRACY Democracy in the V. Century BC Democracy in Turkish States of Central Asia Democracy in the Middle Ages Development of Democracy in the World The Development of Democracy in Turks Sovereignty, without any condition and reservation, belongs to the nation RIGHTS, FREEDOM, AND EQUALITY I want to live Civilizations Came Together in Our Country Let me talk! HUMAN RIGHTS IS AN ATTAINMENT Development of Human Rights JOURNEY OF WOMEN IN TURKISH HISTORY We exist too!</p> <p>7.Chapter: CENTURY OF ELECTRONICS SOCIAL SCIENCES IN OUR LIFE TECHNOLOGY FROM PAST TO PRESENT Technology in All Fields INVENTIONS IN MEDICINE FIELD AND SOCIAL SOLIDARITY Voluntary Blood Donation Organs Living in Another Body We Must be Resistant to Diseases COPYRIGHT AND PATENT RIGHT THE FUTURE IS IN THE SKIES Our Guide Atatürk</p> |
|---|--|

As seen in Table 2; a 6th-grade social studies textbook in Turkey consists of 7 chapters and its first chapter's title is "I'm Learning Social Studies". We see that in this chapter while focusing rather on social sciences and social issues, important topics such as our rights and responsibilities are addressed as well. Within the scope of the second chapter, geography discipline, a section of social science, is emphasized more; it is possible to say that under the titles of "Where are We in the World" and "The Language of the Maps", it is attempted to

inform students on concepts such as latitude, longitude, hemisphere, continent, and map information. Also, the types of climates in the world and Turkey are mentioned within the scope of this chapter. Finally, it is seen that ancient civilizations founded in Anatolia and Mesopotamia were placed under the heading "Anatolia and its Environment in the Antiquity".

In the third chapter, the topics related to the first Turkish states and Turk Islam history, are noteworthy. It is seen that the information about the Turkish army is included in this chapter as well. Finally, it is possible to say that celebrations such as Newroz and weddings, which are an integral part of Turkish culture as well as miniature art, are also discussed.

In the fourth chapter, economic activities of Turkey are in the forefront. Some of the important investments in our country, including projects like the Southeastern Anatolia Project (GAP), were mentioned. Efforts are made to make students think about new investment projects and in this context, it is seen that there is a part called "Let's Produce a Project for Our Country". Other important issues in this chapter are the choice of profession and our various responsibilities. There is an effort to raise awareness among students with the subject titles such as "Caution: Is there a tax certificate?". Lastly, while there are topics about the need to protect natural balance; it is noteworthy that current issues are emphasized under the heading "One day it may die out".

In the fifth chapter, the population issue is addressed in the context of our country and the world, links are tried to be established between various economic activities and the population. In addition, Turkey's relations with other countries on issues such as transnational solidarity in various disaster situations are dealt with in this chapter and the chapter is finalized with Turkey's international activities.

In the sixth chapter, different forms of governance are addressed; especially democracy in the world, its development process in our country and its history have a wide coverage. Rights, freedom, equality, human rights, and women's rights are also prominent subjects in the chapter.

Turkish 6th-grade social studies textbook's last chapter gives ample space, especially to technological developments. In addition, while inventions in the field of medicine are mentioned; it continues by efforts to raise awareness among students on important issues such as blood donation and organ donation. In this last part of the book, raising the consciousness of the students on subjects such as copyright and patent rights is noteworthy.

Table 3. 6th grade Social Studies Text Book Taught in Guyana

| GUYANA | |
|--|--|
| <p>1. Chapter: Our world Land and Water Continents Ocean and Seas Hemispheres Climate Zones Is the world warmer? How harmful can this be? Tropical Region Climate Desert People; Houses, Clothing & Food The climate in the temperate zone The climate of the Polar Region People of the Arctic Region; Houses, Clothing, and Food Tropical Savannah People Rupununi Savannahs have two seasons: Dry and wet season Savannah People's Homes Cattle industry problems How is meat sold? How do people move? Trade with Brazil We Can Find Communities in the World Latitude Lines Longitude Lines</p> <p>3. Chapter: Caribbean Community (CARICOM) How did the Caribbean Community form? Member States How does the Caribbean Community Function? Flag of the Caribbean Community Facts about the Member States Guyana Trinidad and Tobago Barbados Jamaica Antigua and Barbuda Saint Kitts and Nevis Montserrat Dominica Saint Lucia Saint Vincent / Grenadines Grenada The Bahamas Belize Suriname Haiti</p> <p>5. Chapter: How do we govern? Guyana Constitution</p> | <p>2. Chapter: Counting people in the community The importance of a census Some Population Terms Mobile Population Populated areas in our world Places where people live in Guyana</p> <p>4. Chapter: A Brief Look at Our History First Types of Collaboration Collaboration among Africans - Victoria's Acquisition Collaboration among races Portugal collaboration How did the East Indies collaborate? How did the Chinese collaborate? Cooperative Societies Types of Cooperative Societies Guyana: A Cooperative Republic Historical Events Fort Nassau - River Berbice Fort Zeelandia (Fort Island - Essequibo River) Monument for the Memory of an Event - Independence Arch Monument for the Memory of a Person - Russel Monument Names of Places</p> <p>6. Chapter: How do we protect ourselves? Our Police Forces</p> |

| | |
|---|---|
| <p>Choosing a Government Preparing for the Elections Election Days Voting Locations Election Systems</p> <p>The Highest Bodies of Democratic Power Our National Assembly The Structure of Our National Assembly Parliament Some important figures in the National Assembly Speaker Minority Leader Cabinet</p> <p>Structure of Local Government</p> | <p>Benefits of the Police Forces</p> <p>Our Defense Forces Objectives of Guyana Defense Forces</p> <p>Our Courts Criminal Court of Peace High Court of Justice</p> |
| <p>7.Chapter: Natural Disasters Their Effects on Human Life Tropical Winds and Hurricanes Hurricanes in the Caribbean Earthquakes Volcanoes</p> | |

As seen in Table 3, The Guyana 6th grade social studies textbook consists of 7 chapters as well and it is seen that the first chapter is completely dedicated to geography discipline of the social sciences. It is mainly concerned with the climate topic. In addition, there is an effort to improve map knowledge and skills of students by giving information on subjects such as our world, land and water, latitude and longitude lines. Especially the titles "Is the world warmer? How harmful can this be?" draw attention to global warming and thus it is noted that a current issue is addressed.

It is seen that the second chapter consists of subjects of geography discipline. The issue of population in the chapter is addressed both in terms of the world and in terms of Guyana and the issue of migration is also briefly included. Whereas in the third chapter, it is seen that abundant information about the "Caribbean Community (CARICOM)", of which Guyana is a part of, is given.

It is possible to say that the fourth chapter is devoted entirely to the historical development of Guyana and that this chapter includes the important historical events of the country. In the fifth chapter, the issue of management is emphasized. Important issues such as the constitution, elections, parliament, and cabinet are particularly addressed considering Guyana.

Under the title "How do we protect ourselves?" in the sixth chapter, the Guyana Police forces are presented, and the benefits are emphasized. It also includes Guyana's defensive power and its objectives. The chapter ends with courts such as Criminal Court of Peace and the Supreme Court.

It is seen that natural disasters are given a wide coverage in the last chapter of the Guyana 6th grade social studies textbook. Hurricanes, earthquakes, volcanoes and the effects of these disasters on human life are emphasized.

Table 4. Similar Features in Terms of Content of the 6th grade Social Studies Text Books taught in Turkey and in Guyana

| TURKEY | GUYANA |
|--|---|
| Geographical Location and Map Information | |
| LIFE ON EARTH | Our world |
| WHERE ARE WE ON THE WORLD? | Land and Water |
| Language of Maps | Continents |
| | Ocean and Seas |
| | Hemispheres |
| | We Can Find Communities in the World |
| | Latitude Lines |
| | Longitude Lines |
| Climate Issues | |
| CHANGING LIFE FROM POLES TO EQUATOR | Climate Zones |
| Climate | Tropical Region Climate |
| MY UNIQUE COUNTRY, TURKEY | Desert People; Houses, Clothing & Food |
| CLIMATE IN TURKEY | The climate in Temperate Zone |
| | The climate of the Polar Region |
| | People of the Arctic Region; Houses, Clothing, and Food |
| | Tropical Savannah People |
| | Rupununi Savannahs have two seasons: Dry and wet season |
| | Savannah People's Homes |
| Historical Development Processes of Countries | |
| ANATOLIA AND ITS ENVIRONMENT IN THE ANTIQUITY | A Brief Look at Our History |
| Mesopotamian Civilizations | First Types of Collaboration |
| Hittites | Collaboration among Africans - Victoria's Acquisition |
| Phrygians and Lydians | Collaboration among races |
| Ionians and Urartians | Portugal collaboration |
| TURKS ON THE SILK ROAD | How did the East Indies collaborate? |
| TURKS IN THE LEGENDS AND INSCRIPTIONS | How did the Chinese collaborate? |
| The Legend of Oghuz Kagan and Huns | Cooperative Societies |
| Kokturks | Types of Cooperative Societies |
| Advice from The Kokturk Kagan | Guyana: A Cooperative Republic |
| Uyghurs and Migration Legend | Historical Events |
| Ataturk and National History | Fort Nassau - River Berbice |
| LIFE IN STEPPES | Fort Zeelandia (Fort Island - Essequibo River) |
| Getting to Know Our Homeland | Monument for the Memory of an Event - Independence Arch |
| LIGHT RISES FROM THE EAST | Monument for the Memory of a Person - Russel Monument |
| OUR ARMY | Names of Places |
| ISLAM AND TURKS | |
| Turks during the Umayyads and Abbasids | |
| TURKISH INFLUENCES ON ISLAM | |
| FIRST TURKISH - ISLAMIC STATES | |

Karahanlı State and Gaznavid State
The Oghuzes founding the Great Seljuk State

Population

OUR COUNTRY AND THE WORLD
IS IT POSSIBLE TO LIVE ANYWHERE?
Industry, Mining, Agriculture and Population
Distribution

The importance of a census

Some Population Terms
Mobile Population
Populated areas in our world
Places where people live in Guyana

Management and Democracy

JOURNEY OF DEMOCRACY
MANAGEMENT FORMS
I am learning Democracy
HISTORY OF DEMOCRACY
Democracy in the V. Century BC
Democracy in Turkish States of Central Asia
Democracy in the Middle Ages
Development of Democracy in the World
The Development of Democracy in Turks
Sovereignty, without any condition and reservation,
belongs to the nation
RIGHTS, FREEDOM, AND EQUALITY
I want to live
Civilizations Came Together in Our Country
Let me talk!
HUMAN RIGHTS IS AN ATTAINMENT
Development of Human Rights

How do we govern?

Guyana Constitution

Choosing a Government

Preparing for the Elections
Election Days
Voting Locations
Election Systems

The Highest Bodies of Democratic Power

Our National Assembly
The Structure of Our National Assembly
Parliament
Some important figures in the National Assembly
Speaker
Minority Leader
Cabinet

Structure of Local Government

Current Issues

WE SHOULD PROTECT THE BALANCE OF NATURE Is the world warmer? How harmful can this be?
One Day It May Die Out

As seen in Table 4, the 6th-grade social studies textbooks taught in Guyana and in Turkey have some similar features in terms of content. The prominent similarities are subjects such as geographical location, map information, and climate. It is noteworthy that both countries have a universal perspective, especially when they present the climate issue. In other words, it is noted that not only the types of climate prevailing in their own countries but also the types of climate-changing from polar areas to the equator and their effects on human life are included. However, it seems that both countries included their own historical development processes. In addition, it is noteworthy that the 6th-grade social studies textbooks of both Turkey and Guyana dealt with population topic with a universal perspective, similar to the climate issue and gave examples from all over the world. About management, it is seen that they rather included the topics related to democracy. Finally, another similar content which attracts attention is the current issues of the world. Whereas 6th-grade social studies textbook of Guyana presented global warming issue under the headings; "Is the world warmer? and How harmful can this be?"; a 6th-grade social studies textbook in Turkey draws attention to protecting the natural balance for future generations, the reduction in water resources, etc and the effects of these situations on our lives, under the title "We must maintain the natural balance / one day it may die out".

Table 5. Different Features in Terms of Content of the 6th grade Social Studies Text Books taught in Turkey and in Guyana

| Turkey | Guyana |
|--|---|
| <p>Social Studies and Social Sciences / Technological Developments</p> <p>I'M LEARNING SOCIAL STUDIES</p> <p>MULTIDIMENSIONALITY OF EVENTS</p> <p>We are moving</p> <p>FACT OR OPINION?</p> <p>HOW DOES a SOCIAL SCIENTIST WORK?</p> <p>Ayşe is conducting a study on, "Brain Drain in Turkey"</p> <p>THE IMPORTANCE OF SOCIAL STUDIES</p> <p>RIGHTS AND RESPONSIBILITIES</p> <p>WHAT DID ATATURK DO FOR SOCIAL SCIENCES?</p> <p>SOCIAL SCIENCES IN OUR LIFE</p> <p>TECHNOLOGY FROM PAST TO PRESENT</p> <p>Technology in All Fields</p> <p>INVENTIONS IN MEDICINE FIELD AND SOCIAL SOLIDARITY</p> <p>Voluntary Blood Donation</p> <p>Organs Living in Another Body</p> <p>We Must be Resistant to Diseases</p> <p>COPYRIGHT AND PATENT RIGHT</p> <p>THE FUTURE IS IN THE SKIES</p> <p>Our Guide Atatürk</p> <p>The economy of the Country, Trade and International Relations</p> <p>RESOURCES OF OUR COUNTRY</p> <p>ECONOMIC ACTIVITIES IN OUR COUNTRY</p> <p>Agriculture, Animal Husbandry, Forestry and Water</p> <p>Resources Industry Activities in Our Country</p> <p>LET'S GENERATE A PROJECT FOR OUR COUNTRY</p> <p>Businessmen are coming together in GAP</p> <p>Let's Produce a Project for Our Country as well</p> <p>WHY DO WE TRADE?</p> <p>OUR RELATIONS WITH OTHER COUNTRIES</p> <p>Sentimental Bonds Between Countries</p> <p>SOLIDARITY AMONG COUNTRIES</p> <p>Career Choice and Various Responsibilities of Individuals</p> <p>WHILE SELECTING OUR PROFESSION</p> <p>RESPONSIBILITIES AS CITIZENS OF THE REPUBLIC OF TURKEY</p> <p>Caution: Is there a tax certificate?</p> <p>WE SHOULD PROTECT THE BALANCE OF NATURE</p> <p>It May Die Out One Day</p> | <p>Guyana's Affiliated Community: CARICOM</p> <p>Caribbean Community (CARICOM)</p> <p>How did the Caribbean Community form?</p> <p>Member States</p> <p>How does the Caribbean Community Function?</p> <p>Flag of the Caribbean Community</p> <p>Facts about the Member States</p> <p>Guyana</p> <p>Trinidad and Tobago</p> <p>Barbados</p> <p>Jamaica</p> <p>Antigua and Barbuda</p> <p>Saint Kitts and Nevis</p> <p>Montserrat</p> <p>Dominica</p> <p>Saint Lucia</p> <p>Saint Vincent / Grenadines</p> <p>Grenada</p> <p>The Bahamas</p> <p>Belize</p> <p>Suriname</p> <p>Haiti</p> <p>Police and Military Power of the Country, Important Courts</p> <p>How do we protect ourselves?</p> <p>Our Police Forces</p> <p>Benefits of the Police Forces</p> <p>Our Defense Forces</p> <p>Objectives of Guyana Defense Forces</p> <p>Our Courts</p> <p>Criminal Court of Peace</p> <p>High Court of Justice</p> <p>Natural Disasters (Hurricane-Earthquake-Volcano)</p> <p>Natural Disasters</p> <p>Their Effects on Human Life</p> <p>Tropical Winds and Hurricanes</p> <p>Hurricanes in the Caribbean</p> <p>Earthquakes</p> <p>Volcanoes</p> |

As seen in Table 5, the 6th-grade social studies textbooks taught in Guyana and in Turkey have some different features in terms of content. Whereas the 6th grade social studies textbook taught in Turkey includes subjects

such as social studies and social sciences, some technological developments, the country's economy and trade relations with other countries, the choice of profession and various responsibilities of individuals; These issues are not included in the 6th grade social studies textbook taught in Guyana. However, some of the important topics in the 6th-grade social studies textbook in Guyana, which are not included in the textbook of our country, are noteworthy. It is observed that Guyana 6th grade social studies textbook includes specifically the Guyana police force and some important courts, however, the social studies textbook in Turkey does not include these and similar issues. On the other hand, the issue of natural disasters is also a very important topic. Information on earthquake is included in the 5th-grade social studies course in Turkey; however, it is noteworthy that natural disasters such as hurricanes and volcanoes, which significantly affect the human life, are not included in social studies textbooks.

CONCLUSION and DISCUSSION

In this study, 6th-grade social studies textbooks taught in Turkey and Guyana are compared and evaluated in terms of content. In the light of the findings obtained from the research; 6th-grade social studies textbook of Turkey is found to have a higher number of pages, compared to that of Guyana. On the other hand, the number of chapters is the same.

As a result of the research, it was noted that the 6th-grade social studies textbook of Turkey consists of 7 chapters. The first chapter is titled "I'm Learning Social Studies" and this chapter is mainly focused on social sciences and social studies topics. It is also identified that important issues such as our rights and responsibilities are included in this chapter. Within the scope of the second chapter, geography discipline, a section of social science, is emphasized more; it is possible to say that under the titles of "Where are We in the World" and "The Language of the Maps", it is attempted to inform students on concepts such as latitude, longitude, hemisphere, continent, and map information. Also, it is observed that the climate types in Turkey and in the world, as well as ancient civilizations founded in Anatolia and Mesopotamia, are included in this chapter. In the third chapter, it is noted that the subjects related to Turkish culture and history were dominant. In the fourth chapter, it was determined that the economic activities in Turkey are at the forefront. Other important issues identified in this chapter are the choice of profession and our various responsibilities. In the fifth chapter, issues such as population, relations of Turkey with other countries, examples of transnational solidarity in case of various disaster situations are noteworthy. In the sixth chapter, different forms of governance are addressed; especially democracy in the world, its development process in our country and its history were widely covered. In the last chapter, it is identified that while technological developments are widely covered, also efforts are made to raise awareness among students on important issues such as blood donation and organ donation.

According to the findings obtained in the research; 6th-grade social studies textbook of Guyana consists of 7 chapters as well and it is seen that the first chapter is totally dedicated to geography discipline within the social sciences. It is determined that the chapter is mainly concerned with climate. Especially "Is the world warmer?"

and "How harmful can this be?" titles reveal that there is an effort to draw attention to global warming. In the second chapter, entirely the topics of geography discipline are included such as the issue of population and immigration. In the third chapter, there is extensive information about the "Caribbean Community (CARICOM)", of which Guyana is a part of. It is observed that the fourth chapter is entirely devoted to Guyana's historical development, and the fifth focuses on the issue of governance. In the sixth chapter, including the Guyana Polis Forces and some of the courts under the title "How do we protect ourselves?" creates a difference in the book. In addition, in the last chapter of 6th-grade social studies textbook of Guyana, it is noteworthy that it includes natural disasters, focusing specifically on hurricanes, earthquakes, and volcanoes and emphasizes their effects on human life.

According to research findings; 6th-grade social studies textbooks taught in Guyana and Turkey have some similar features in terms of content. The prominent similarities are subjects such as geographical location, map information, and climate. It is revealed that both countries have a universal perspective especially when they present the climate topic. However, it is noted that both countries have included their own historical development processes. In addition, it is noteworthy that the 6th-grade social studies textbooks of both Turkey and Guyana deal with population topic with a universal perspective, similar to the climate issue and give examples from all over the world. On the subject of management, it is seen that they rather included the topics related to democracy. Finally, some current issues are identified as a similar content. 6th-grade social studies textbook of Guyana presents global warming issue under the headings; "Is the world warmer? How harmful can this be?" 6th-grade social studies textbook in Turkey draws attention to protecting the natural balance for future generations, the reduction in water resources, etc and the effects of these situations on our lives, under the title "We must maintain the natural balance / One day it may die out".

The increase in the amount of greenhouse gases released into the atmosphere causes climate change by increasing global warming. Depending on global climate change, various health problems affect people. Moreover, it is expected that the harmful effects of climate change on human health will be revealed more in the coming years (Çelik et al, 2008). In this context, "global warming" is one of the important issues that should be brought to the forefront of our country's social studies textbooks. Of course, there are various reasons for global warming. For this reason, it is not possible to resolve the stemming problems. According to Tuncel (2017), each individual can contribute to the slowing down of global warming at least if he can do as much as possible whatever he is supposed to do on this issue. For this reason, it is even more important for the students to be educated on this issue. On the other hand, countries also attach importance to teaching renewable energy resources in order to prevent global climate change. In this context, countries employ classes such as Social Studies to raise awareness of individuals about renewable energy sources. However, as a result of the research conducted by Çolak, Kaymakçı and Akpınar (2015), it was determined that the subject of renewable energy resources in Social Studies textbooks in our country is limited.

According to research findings; 6th-grade social studies textbooks taught in Guyana and Turkey have some different features in terms of content, as well. Whereas the 6th grade social studies textbook taught in Turkey includes subjects such as social studies and social sciences, some technological developments, the country's economy and trade relations with other countries, the choice of profession and various responsibilities of individuals; These issues are not included in the 6th grade social studies textbook taught in Guyana. However, some of the important topics in the 6th-grade social studies textbook in Guyana, which are not included in the textbook of our country, are noteworthy. It is observed that a 6th-grade social studies textbook of Guyana includes specifically the Guyana police force and some important courts, however, the social studies textbooks in Turkey do not include these and similar issues.

Natural disasters are thought to be among the most important issues. Information on earthquake is included in the 5th-grade social studies course in Turkey; however, it is noteworthy that natural disasters such as hurricanes and volcanoes, which significantly affect the human life, are not included in social studies textbooks of our country. In their research, Turan and Kartal (2012) stated that the concept of natural disaster has not been adequately addressed in the elementary school social studies program. They suggested that the concept of natural disasters in the elementary school social studies program only emphasized earthquakes. They also stated that, the elementary school social studies program should be reconsidered, different activities and different natural disasters should be added as learning outcome.

The concept of globalization; leads the individuals to acquire attitudes and behaviors such as treating the concepts, events, and issues of the world like a member of the global community and value the differences (Sağlam et al, 2011). In this context, natural disasters such as hurricanes should be included in social studies textbooks even though they are not experienced in our country since they are experienced in many regions of the world and significantly affect people's lives. Thus, students will be able to approach the events and problems in the world as a member of the global community.

SUGGESTIONS

Some suggestions are made on the basis of research findings:

It is considered that the events that are experienced in different parts of the world should be included in the social studies textbooks so that the students can approach the events and problems in the world as a member of the global society.

The global warming which is prominent and affects the whole world needs to be brought to the forefront of social studies textbooks.

The police and military power of our country, important courts and their historical development processes can be included in the social studies textbooks.

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