PROSPECTIVE SOCIAL STUDIES TEACHERS' PERCEPTIONS ON THE CONCEPT OF "CITIZEN(SHIP)"

Fatih KAYAALP

Research Assistant, Zonguldak Bülent Ecevit University, f.kayaalp@beun.edu.tr
ORCID: 0000-0001-7640-5045

Esma Nur KARAMEŞE

Research Assistant, Zonguldak Bülent Ecevit University, esmanurkaramese@gmail.com
ORCID: 0000-0002-7094-9989

Oğuzhan KARADENİZ

Assoc. Prof. Dr., Zonguldak Bülent Ecevit University, oguzhan.karadeniz@beun.edu.tr
ORCID: 0000-0002-1717-861X

ABSTRACT

The concept of citizenship had its roots in ancient Greek and Rome and showed great change and development in the modern age when nation-states rose. Many states were affected by this process of change and development of this concept. Turkey that transformed from empire to nation-state also had to adapt itself to these changes. So, the Republic of Turkey attached crucial importance to citizenship education based on the experience from the period of the Ottoman Empire. Thus, the Turkish Republic benefited from educational practices to gain citizens common citizenship identity. This function of education remains valid today. This study aimed to reveal prospective social studies teachers' metaphors regarding citizenship which has an important place in social studies education and the basis of citizenship education. A total of 139 prospective social studies teachers, studying at a state university in the Western Black Sea region of Turkey in the 2017-2018 academic year, voluntarily participated in the study. The phenomenological method, one of the qualitative research methods, was used. The data were collected by asking the prospective teachers: "Citizen(ship) is like/looks like…………. Because.............". The data were analyzed by content analysis. The prospective social studies teachers' metaphors regarding the concept of citizenship were a flower, family, water, tree, sun, breath, earth, vein, ant, society, light, mineral, oxygen, seed.

Keywords: Citizenship, social studies, prospective teacher

INTRODUCTION

It is very challenging to define the concepts of social sciences. It is almost impossible to make a common definition of the concepts of social sciences. The abstract structure of the concepts of social sciences makes this definition more difficult. Therefore, many social scientists need to represent an abstract concept with a concrete object when describing or defining it. Through this concrete entity, the abstract concept becomes descriptive and understandable. One of the concepts that social scientists have difficulty in making a common definition is the concept of citizenship.

The concept of citizenship, accepted as a product of modern state theory, has entered into our language at the end of the 19th century and the beginning of the 20th century (Polat, 2011). When the concept of citizenship is examined etymologically, it is understood that the word citizen is derived from the word *civic* (city), originated from the Latin term *civitas* which is the origin of the word *city* (Oğuz, 2007; Polat, 2011). It means being a member of a particular country. While the word citizen expressed as a *burgher* in German thought means *urbanite*, the word *citoyen* (countryman) is derived from the word *cite* and refers to the citizens with limited rights (Esendemir, 2008). Although the etymological origin of the concept of citizenship refers to similar meanings in different languages, the definition and content of the concept of citizenship have undergone significant changes in the historical process.

In antiquity, the concept of citizenship, based the collective consciousness, aims at raising the virtuous citizen, while in the Middle Ages it concentrates on the concept of belonging based on the faith of Christianity. Citizenship did not have any form except for the Italian city-states. Citizenship, which was revived by American and French revolutions, could be defined to the extent of civil, political and social rights over time(Gürses, 2010; Polat, 2011). In spite of the few citizenship characteristics that are active in the administration, decision making, and judicial activities within the polis (city) phenomenon, the concept of modern citizenship has brought many people to citizenship status with its nation-state structure (Oğuz, 2007).

Although citizenship is used in the same sense in different regions and languages until modern times, social, economic and political events in the 18th century have led to the transformation of the definition of citizenship. Marshall's work in this transformation has altered the existing mental images for the concept of citizenship. According to Marshall, citizenship has a meaning of not only belonging to a place but also equipped with a number of rights. In other words, the content of citizenship composed of civil, political and social rights. The historical process presented 18th-century civil rights, 19th-century political rights and 20th-century social rights to the citizens (Oğuz, 2007). This transformation in the concept of citizenship has created two different citizenship approaches. These are theliberal citizenship approach that explains citizenship on the basis of rights and keeps the individual above society and the republican citizenship approach that keeps the common good of the society above individual interests (Kadıoğlu, 2008; Durgun, 2010). In other words, while liberal citizenship emphasizes that the most important virtue in social life is individual rights and freedoms, republican

citizenship emphasizes that social responsibility is the most important virtue (Oğuz, 2007). In this respect, when we examine the current definitions of the concept of citizenship;

Üstel (1999) described citizenship as a political belongingness to the territorial state and as a legal status for a number of rights and duties, while Sağlam (1998) considered citizenship as being directly or indirectly decided about one's own life. According to Arat (1998), citizenship is a contract that makes the relationship between individual and state clear. While Uğurlu (2011) explained the concept of citizenship as belonging to a homeland, the common values specific to that country, the act of adopting the legal regulations and acting in accordance with them and highlighting the orientation of citizenship to social life, Polat (2011) defined the concept of citizenship as an essential element of the relationship between the state and the individual. The concept of citizenship, defined as a status, belonging to a region or land, a legal position, rights and freedoms, duties and responsibilities, changed throughout the history by means of the rights demanded by individuals and status or identity given to the individual by the state (Polat, 2011) In this respect, the concept and classification of citizenship from the past to the present is changing and expanding in the spirit of time. Citizenship concepts and classification from past to present shown in Table 1.

Table 1. Citizenship Concepts and Classification from Past to Present

Citizenship Concepts and Classification from Past to Present	
Dual Classifications	German Citizenship Tradition, French Citizenship Tradition, Liberal Citizenship, Republican Citizenship
Marshall's Citizenship Classification	Civil Rights Based Citizenship Political Rights Based Citizenship Social Rights Based Citizenship
Western Centered Classification	British Citizenship European Citizenship North American Citizenship
Current Citizenship Concepts	Multicultural Citizenship Global Citizenship Modern Citizenship European Citizenship Ecological Citizenship Constitutional Citizenship Digital Citizenship Active Citizenship

(Ozulu, 2015; Esendemir, 2008; Öztürk, 2015).

In Table 1, the change in the historical process of citizenship has revealed with a wide perspective. In this process, citizenship influenced by German romance and French contractual identity searches but gained civil, political and social rights. Although political, social and economic factors lead citizenship to geography-based definitions, regional citizenship definitions have been replaced by global citizenship by globalization. While

citizenship sometimes described as ecological, digital or constitutional, the coexistence of individuals with different characteristics has led citizenship to the definition of multicultural citizenship. Citizenship transmitted passive citizenship in the past to the role of active citizenship. This change in the historical process shows that the concept of citizenship has a continuous and mobile structure.

The concept of citizenship is a dynamic concept that includes rights and responsibilities that change over time as a result of social events, economic change and transformation (Faulks, 2006; Kerr, 2003). The adaptation of the young generations to the changing citizenship understanding in the process is carried out through education (Lapayese, 2003). Education has admitted as a tool for the creation of social outcomes, such as social cohesion and democracy since formal training took place (Dewey, 1916). The main purpose of the education system is to train its citizens according to certain criteria in order to ensure the continuity of the state. Therefore, it is inevitable that the way of the definition of the concept of citizenship affects the form and effectiveness of the citizenship education given in schools (Faulks, 2006).

Citizenship education has been an important topic for countries from past to present (Evans, 2006). Citizenship education deals with the characteristics of a good citizen and how to acquire these characteristics (Bakioğlu & Kurt, 2009). Scheerens (2011) discusses the aims of citizenship education in three dimensions, namely, the cognitive dimension of knowledge of democratic concepts, the pragmatic dimension of taking action and gaining experience, and the affective dimension that addresses the individual's commitment to society. In view of these dimensions, four main components of citizenship education are (a) political literacy, (b) critical thinking and analytical skills, (c) attitudes and values, and (d) active participation (Eurydice, 2012). Schools have important duties in gaining these citizenship attitudes, skills and values.

Schools are institutions where participatory and active citizens are raised as a requirement of democracy (Doğanay et al., 2007). Therefore, schools and teachers play an important role in achieving these goals. Nowadays, it is important to provide appropriate education and to give an effective citizenship education. At this point, teachers who guide the learners in the learning-teaching process assume a decisive role (Kansu, 2017). Teachers' perceptions of citizenship, especially of social studies teachers, have an impact on younger generations.

It is possible for teachers to use the subject area of social studies as a channel to convey the democratic beliefs and behaviors that the desired culture desires or are widely accepted (Gagnon, 2003). Many social studies educators define the development of citizenship skills as their main tasks. The main purpose of social studies education is to provide students with the content knowledge, intellectual skills and citizenship values that are necessary to fulfill the duties of citizenship in a participatory democracy (NCSS, 2005). In order to provide active individuals to society, it is important that teachers give a certain level of proficiency and citizenship education (OinBrien & Smith, 2011).

With its unique qualities to the nation-state structure in Turkey, it was tried to create appropriate educational content according to its citizens' ideal characteristics. In the Republican period, the course of Citizenship Knowledge was offered to provide citizenship education in accordance with the ideal citizenship. The subject of citizenship is taught as a subject in the social studies course or as an independent course. Citizenship education is maintained its importance even though the subject is offered as a compulsory or elective course. As a matter of fact, in the social studies course curriculum which was updated in 2017, a citizenship issue is kept up-to-date as an independent issue within the active citizenship learning area (MEB, 2018). For this reason, it was considered that the knowledge, skills, attitudes, values, and qualifications of prospective social studies teachers about the concept of citizenship is effective in the transfer of the subjects of active citizenship learning area included in the social studies course. So, it is important to determine how prospective social studies teachers explain the concept of citizenship.

In order to find out how prospective social studies teachers understand the concept of citizenship, it was investigated what kind of studies conducted before by scanning national and international indexes with the keywords such as citizenship, prospective social studies teacher. Research on citizenship perceptions emphasized on especially good citizens (Dere et al., 2017; Kılınç, 2015; O'Brien & Smith 2011; Martin & Chiodo, 2007), active citizenship (Namlı Altıntaş & Kozaner, 2016 ; Kara et al., 2012; Sarıipek, 2006), ecological citizenship (Karatekin & Uysal, 2018; Kayasandik, 2015), global citizenship (Çolak, 2015; Şahin & Çermik, 2014; Kan, 2009). It was recognized that research that directly reveal the citizenship perception of the prospective social studies teachers were not sufficient in the field of education (Şimşek et al., 2017; Memişoğlu, 2014; Özmen, 2011). Therefore, it considered that this study provides significant contributions to research in the field of citizenship education.

The aim of this research was to reveal the perceptions of prospective teachers on the concept of citizenship through metaphors. In line with this general objective, the following questions were asked to make in-depth evaluations:

1- Which metaphors did prospective social studies teachers use to explain their perceptions of the concept of citizenship?
2- What categories of metaphors used by prospective social studies teachers to explain the concept of citizenship can be grouped in terms of their common characteristics?

METHOD

In this study, aims to determine the perceptions of prospective social studies teachers on the concept of citizenship, the phenomenological pattern, included in the qualitative research method, was used. This pattern is used in social sciences to examine and explain the events, situations, experiences, concepts (Sönmez & Alicapınar, 2017: 92). The phenomenological pattern focuses on the facts that we are aware but do not have an in-depth and detailed understanding (Yıldırım & Şimşek, 2011: 72). In this way, it is possible to reveal the

common meaning of the experiences of a few people about a phenomenon or concept as a whole (Aydın, 2016: 77).

Participants

This study conducted with 139 voluntary prospective teachers enrolling in the department of social studies teaching at a state university in a western part of the Black Sea region of Turkey. 12 of the prospective teachers were excluded from the study group because they did not produce metaphors appropriate for the study content. Demographic information of the study group is shown in Table 2.

Table 2. Frequency and Percentage Distribution of Demographic Information of Study Group

		Female	Male	Total
Gender	**N**	91	36	127
	%	71,65	28,34	100

Instruments

Data were collected through a semi-structured open-ended questionnaire. In order to reveal the metaphors related to the citizenship concept of prospective social studies teachers who participated in the research, a form which addressed "Citizen(ship) is like/looks like…………. Because.............." was given to prospective teachers. The prospective teachers were asked to focus on these statements and complete the given gaps within 40 minutes. A metaphor is used as a research tool, "such" explains the connection between the subject and the source, "because" expresses the rationale of the metaphor produced (Saban, 2009).

Data Analysis

Data obtained from the open-ended questionnaire given to prospective teachers were analyzed by content analysis in order to determine the meanings attributed to prospective social studies teachers' concept of citizenship. The main purpose of the content analysis is to reach the concepts and relations that can explain the collected data. For this reason, gathering data similar to each other within the framework of certain concepts and themes and interpreting them in a way that the reader can understand (Yıldırım & Şimşek 2011: 227) constitutes the basis of content analysis.

In this study, the metaphors produced by prospective teachers were classified in alphabetical order. As a result of the classification, 12 forms which were not suitable for the research content were excluded from the study. Thus, depending on the remaining forms, it was seen that prospective social studies teachers produced 69 valid metaphors for the concept of citizenship. These metaphors were divided into 5 categories as belonging, duty and responsibility, social benefit, unity and togetherness, rights and freedom by taking their common characteristics into consideration. While the metaphors produced by the prospective social studies teachers for these categories were shown through direct quotations, they were coded as prospective teachers (P. T.).

In order to ensure the reliability of the study, expert opinion was used to confirm whether the metaphors in the categories formed were appropriate for the category. One of the experts was in the department of educational sciences and the other in the department of social sciences. Two lists of metaphors and metaphor categories were given to experts. The experts were asked to match the relevant category without leaving the metaphors outside. Then, Miles & Huberman (1994) (Reliability = Consensus / Consensus + Disagreement x 100) was used to calculate the consensus and disagreement between the researchers and the experts. The desirable level of reliability in qualitative research is that the fit between the researcher and the specialist is 90% or more (Saban, 2008). As a result of the reliability analysis, the reliability of the study was calculated as 91.3% (Reliability = 63/63 + 6x100 = 91.3). Finally, 69 metaphors and 5 categories of citizenship concept described by the prospective social studies teachers were identified and all data were transferred to the computer.

FINDINGS (RESULTS)

In this part, the findings were classified in the context of the research questions and the opinions of the prospective teachers participating in the study were presented through direct quotations.

In line with the first research question defined as "Which metaphors did prospective social studies teachers use to explain their perceptions of the concept of citizenship?", metaphorical perceptions of prospective social studies teachers for citizenship concept were given in Table 3.

Table 3. Frequency and Percentage Distribution of Prospective Social Studies Teachers' Metaphors for the Concept of Citizenship

Metaphor	*f*	*%*	Metaphor	*f*	*%*	Metaphor	*f*	*%*
Tree	6	4,72	Vein	1	0,79	Mineral	1	0,79
Tree root	2	1,57	Emotion	1	0,79	Breath	2	1,57
Family	7	5,51	Nature	2	1,57	Oxygen	2	1,57
Belonging	2	1,57	Diamond	1	0,79	School	2	1,57
Mom	3	2,36	Child	3	2,36	Ocean	2	1,57
Military service	1	0,79	Universe	1	0,79	Studentship	2	1,57
Love	3	2,36	Sky	1	0,79	Teacher	1	0,79
Fire	2	1,57	Sun	1	0,79	Color	1	0,79
Mirror	1	0,79	Sunbeam	1	0,79	Robot	1	0,79
Father	1	0,79	Life	3	2,36	Spirit	2	1,57
Loyalty	1	0,79	Cell	1	0,79	Love	2	1,57
Flag	1	0,79	Liberty	1	0,79	Responsibility	4	3,15

Brain	2	1,57	Skeleton	1	0,79	Water	6	4,72
White light	1	0,79	Paper	1	0,79	Seed	1	0,79
Building	1	0,79	Heart	1	0,79	Captivity	1	0,79
Building foundation	3	2,36	Brotherhood	1	0,79	Society	2	1,57
Individual	4	3,15	Ant	1	0,79	Soil	8	6,30
Plant	1	0,79	Rock	1	0,79	Membership	1	0,79
Bell	2	1,57	Bird	1	0,79	Jigsaw puzzle piece	2	1,57
Wheel	1	0,79	Mine	2	1,57	Rain	2	1,57
Plane	1	0,79	Machine	1	0,79	Leaf	1	0,79
Flower	2	1,57	Obligation	1	0,79	seat	2	1,57
Child	1	0,79	Magnet Part	1	0,79	Phoenix	1	0,79

Prospective social studies teachers produced 69 metaphors for the concept of citizenship. Prospective teachers explained the concept of citizenship mostly through metaphors of land (6.30), family (5.51), tree (4.72) and responsibility (3.15). Also, prospective social studies teachers express the concept of citizenship, parents, flag, wheel, sycamore, robot, seed, leaf (0.79) with metaphors such as tree root, brain, flower, oxygen, oxygen, nest (1, 57) clarify the concept of citizenship by using metaphors.

In accordance with the second research question defined as "What categories of metaphors used by prospective social studies teachers to explain the concept of citizenship can be grouped in terms of their common characteristics?", frequency (f) and percentage (%) distributions of the categories of metaphors produced by prospective social studies teachers were shown in table 4.

Table 4. Frequency and Percentage Distribution of Metaphor Categories Formed by Prospective Social Studies Teachers

Categories	Metaphor	*f*	%
Belonging	Father, tree, love, soul, individual, family, membership, spirit, school, child, nest, mirror, sky, love, devotion, vessel, belonging, tree root, captivity, emotion, flag, sycamore, life	47	37
Social Benefit	Machine, earth, heart, mother, nature, teacher, sun, rain, flower, plant, fire, paper, brain, phoenix, seed, mine, diamond	32	25,19
Duty and Responsibility	Mineral, white light, military service, water, responsibility, student, solar ray, skeleton, necessity, robot, breathing, oxygen, kid	27	21,2
Unity and togetherness	Wheel, ant, building, cosmos, rock, magnet piece, leaf, society, color, jigsaw piece, cell, brotherhood, ocean, building foundation	19	14,96
Rights and Freedom	Bird, Freedom	2	1,57

Metaphors, created by prospective social studies teachers, were grouped by considering common characteristics as belonging (37), duty and responsibility (21,2), social benefit (25,19), unity and togetherness (14,96), rights and freedom (1,57). Among these categories, belonging (37) was the most prominent citizenship category, while rights and freedoms (1.57) were the least expressed citizenship categories.

Citizenship as a Perception of Belonging

In the category of citizenship as a perception of belonging, 23 different metafor was produced by 47 prospective teachers (37%). The examples of how prospective social studies teachers perceive the concept of citizenship as belonging were presented below.

"Citizenship resembles a tree root. Because citizenship is like a tree. The body is the state and its roots are citizens" (P. T.- 123).

"Citizenship is like a plane tree. Because the citizen should take root like a plane tree and should be able to stand firm against all kinds of negativity". (P. T.- 115).

"Citizenship is like a vein in the body. Because it is not easily separated from the body and is connected by a bond. There is always an interaction between them" (P. T.- 104).

"Citizenship is like family. Because the family is interdependent and connected to their homeland in a citizen." (P. T.- 82).

"Citizenship is like the sky. Because everyone is under" (P. T.- 55).

"Citizenship is like home. Because it is a home where people will arrive at the end of their lives no matter where they are, it is the home you have the responsibility, the country where you have the rights, the citizen is the person who has this place" (P. T. - 48).

"Citizenship is like a tree. Because the roots of the ground are based on the deep and the root to be alive longer to say that each branch, the leaf is healthy, efficient means. Citizenship is like this, our roots, the more solid our history, the citizen will do for the homeland and the nation." (P. T. - 41).

"Citizenship is similar to love. Because you're connected to it as much as you love it, if you like it, you'll love it more" (P. T.- 2).

Prospective social studies teachers needed a metaphor to link the concept of citizenship to the country of residence or to the country they belong to when they perceived the concept of citizenship. It was observed that prospective social studies teachers sometimes try to establish this connection with a tree root, sometimes with a mirror and sometimes with vessel metaphors.

Citizenship as a Perception of Social Benefit

In this category, 17 different metaphors were produced by 32 prospective teachers (25,19%). Below are examples of how prospective social studies teachers perceive the concept of citizenship as social benefits.

"Citizenship is like a machine. It is useful when it performs its functions" (P.T.- 126).

"Citizenship is like nature. Because it prepares all kinds of environment for us and ensures our protection" (P. T.- 118).

"Citizenship is like a flower. It would reward us if we value the flowers. If we don't value them, they decay. In the case of citizenship, if we raise ourselves, we became a beneficial individual for our country, we become active individuals. It doesn't decay" (P. T.- 66).

"Citizenship is similar to rain. Because the rain will be blessed with the state similar to the land. Just like a citizen ... Citizens resembling raindrops for the sake of the state. Rain becomes mercy on the ground". (P. T.- 65).

"Citizenship is like the sun. Because a knowledgeable citizen illuminates the society like the sun" (P. T.- 51).

"Citizenship is like a fire. Because good citizenship warms the country to humanity" (P. T.- 49).

"Citizenship is like land. Because a dormitory is a land that makes a home. The importance of land for life is important for the citizen in the country. The quality of the soil increases the yield, the citizen should be effective and quality" (P. T.- 78).

It was seen that social studies teachers, who prioritize society to the individual, explained the relationship between citizenship and society by emphasizing the contribution to social life. This social benefit was expressed as the use of metaphors as elements of human life such as sun, fire, and soil.

Citizenship as a Perception of Duty and Responsibility

A total of 13 different metaphors in this category were expressed by 27 prospective teachers (21,2%). Below are examples of how prospective social studies teachers perceive the concept of citizenship as their duty and responsibility.

"Citizenship is like getting the sun's rays. Because the person who does not meet the required responsibility and consciousness is excluded from society. The person who gains the necessary responsibility and consciousness takes an important place in society with his rights and obligations." (P. T.- 103).

"Citizenship resembles minerals in the water. Because if we take the homeland as water, it is not lived in the stateless unless it is dehydrated. Citizenship refers to the responsibilities of individuals who share a homeland. Considering that the minerals in the water benefit, it has the citizenship knowledge and applies it to the life of the individual who benefits his homeland" (P. T.- 84).

"Citizenship is similar to student. Because there are countless homework and responsibilities to fulfill." (P. T.- 80).

"Citizenship is similar to military service. Because each soldier gathered at the time he lived in the country keeps vigorous. Every citizen has an independent, strong manner in the country if he/she performs his / her duty. " (P. T. - 77).

"Citizenship is like a son. Because, if the father is protecting his child, if the son has a responsibility to the parent in his state, he has a responsibility to the citizens in his state and has a responsibility towards the state" (P. T.- 26).

"Citizenship is like oxygen. Because if people need oxygen to continue their lives, living in their homeland as a whole depends on citizenship. In other words, the citizen has a duty as a citizen"(P. T.- 21).

"Citizenship is like being a child. Because we have to fulfill our duty as a duty to our mother and father. The motherland opens us his arms as a mother to us. We do our duty to him." (P. T.- 1).

It was seen that social studies teachers who perceive citizenship as a whole are trying to overcome these obligations on the basis of duty and responsibility. In fact, it was understood that prospective social studies teachers sometimes have the task and responsibility to identify with the necessary elements such as oxygen and sunlight from the subjects which are related to everybody like "student and military" and sometimes from the essential elements of human life.

Citizenship as a Perception of Unity and Togetherness

In this category, 14 different metaphors were produced by 19 prospective teachers (14,96). Below are examples of how prospective social studies teachers perceive the concept of citizenship as unity and togetherness.

"Citizenship is like a wheel. Because all the gears need each other. If one of them breaks, the others don't".

(P. T.- 127).

"Citizenship is like a puzzle. Because when all the parts come together, the concept of the ideal country emerges." (P. T.- 125).

"Citizenship is similar to the leaves of the tree. Because the tree is lush with leaves. It looks good". (P. T.- 59).

"Citizenship is like a magnet. Because when we have a bad event towards our country, we can be united." (P. T.- 11).

"Citizenship is similar to the ocean. Because they are the citizens of the country that makes a country. If we consider the ocean as a country, every drop in this ocean represents one citizen" (P. T.- 40).

"Citizenship is like ants. Because if we are in unity like ants we will improve our country" (P. T.- 35).

"Citizenship is like a rock. Because people must stand firm, strong and strong against their country. They should stay strong when there is a bad event." (P. T. - 5).

Prospective social studies teachers, who find the whole meaning more meaningful than the sum of the parts, perceived the concept of citizenship as one of the parts of the whole and see it as a meaning to the whole. So much so that each piece is far from a sense alone, it has a meaning within the whole. The whole takes its meaning from the combination of these parts. In other words, there is a nested connection between the whole and the part. It was seen that prospective social studies teachers try to explain this whole and part relation with metaphors such as wheel gears, leaves of a tree, pieces of a jigsaw.

Citizenship as a Perception of Rights and Freedom

In this category, 2 different metaphors were produced by 2 prospective teachers (1,57). Below are examples of how prospective social studies teachers perceive the concept of citizenship as rights and freedom.

"Citizenship is like a bird. Because citizenship has wings, is free. But they need people. Either he'il feed himself or feed the people (the State)." (P. T. - 97).

"Citizenship is like freedom. Because to the extent that man is free, he becomes a good citizen." (P. T. - 37).

It was seen that prospective social studies teachers, who bring task and responsibility to the forefront, get closer to the relationship between citizenship and rights and freedom. As a natural consequence of this situation, while keeping the rights and freedom dimension of citizenship in the background, it understood that for the continuity of social cohesion, the benefits of a society rather than individual were taken into the foreground. It was observed that prospective social studies teachers explained the rights and the specificity of citizenship concept through the concept of freedom, which is a symbol of freedom and the representation of independent living.

CONCLUSION and DISCUSSION

In this study, we determined the perceptions of prospective social studies teachers about the concept of citizenship by means of metaphors. It was seen that prospective social studies teachers defined different aspects of citizenship such as belonging*, duty and responsibility, unity and togetherness, social benefit, rights, and freedoms*.

The Republican point of view adopted in the meaning of the concept of citizenship has highlighted the approach of "the benefit of society is more valuable than individual interests" (Durgun, 2010). This citizenship approach leads citizens to be aware of their duties and responsibilities towards society and to do what is necessary. When we look at the view of this duty and responsibility perception on prospective social studies

teachers, it understood that 21,2 % of prospective social studies teachers explained citizenship as duty and responsibility. Similarly, Yeşilbursa (2015) stated that prospective teachers had duties and responsibilities such as enlistment and voting in the perception of good citizenship, while Martin & Chiodo (2007) stated that students' perception of citizenship was in the form of duty-based citizenship. In his study, Yiğit (2017) revealed that prospective teachers perceived citizenship more on the basis of duties and responsibilities than rights and freedoms and that citizenship was perceived within the framework of duties and responsibilities such as voting and taxation. Again, Namlı Altıntaş & Kozaner (2016) stated in their study that citizenship type (state-centered, obedient) citizenship developed rather than active citizenship. In the study which examined the beliefs of social studies teachers about citizenship and citizenship education by Kuş & Aksu (2017), it was revealed that social studies teachers were in the forefront of the duty and responsibilities of good citizen belief and that the effective citizen was explained within the framework of the task concept. In other words, the citizen who fulfills his duties against the state is in the foreground. Dere, Kızılay & Alkaya (2017) examined the views and perceptions of parents about the concept of citizenship and citizenship education. In this study, it revealed that the definition of good citizens by the parents improved in terms of participation in social life and more duties and responsibilities (going to the military, paying taxes, obeying the rules). Baloğlu Uğurlu (2013) compared the perception of citizenship of 8th grade American and Turkish students in the study. When considered the results of these studies and the citizenship dimension as a sense of duty and responsibility of our current study, it was seen the results of our study was parallel with these studies.

The individual-based liberal citizenship approach places the individual at the center of life and prioritizes the rights and freedoms of the individual. It also states that it is not possible for society to limit the rights and freedoms of the individual (Durgun, 2010; Kadıoğlu, 2008). When we looked at the reflection of these rights and freedoms approach in social studies teachers' perceptions, it understood that 1,57% of prospective social studies teachers explained citizenship concept as rights and freedom. This implicated that social studies teachers' perception of citizenship is far from the rights-based liberal citizenship qualities. When similar studies were evaluated, it was observed that the rights and freedoms of the prospective teachers were not very determinants in the perception of good citizenship in the study conducted by Yeşilbursa (2015). Kızılay (2015), in the study of determining the qualities of good citizens, has created a category similar to our current study by putting the category of rights and freedoms in the ranking of good citizen characteristics. Sarıipek (2006) shows that the balance of rights and obligations of citizenship shows a tendency towards obligations rather than rights. However, in the study which was conducted by Osmanoğlu, Adak & Dereli (2013) examine the 6th-grade social studies textbooks, it was found out that the rights-based type of citizenship was 3.64 times more than the type of duty and responsibility of citizenship. So, it reached a different finding from our current study. The study conducted by Ertürk (2008) supports the study conducted by Osmanoğlu, Adak & Dereli (2013). Osmanoğlu & Öztürk (2012) compared Turkey and Egypt social studies textbooks and found out that rights-based structure of textbooks in Turkey individualist/liberal emphasized that property. Textbooks emphasized the rights in 84,7 % and 15,3 % in the scope of their obligations. Merey, Karatekin & Kuş (2012), compared to the citizenship education in the United States and Turkey. In this study, the social studies curriculum in Turkey

in 2005 that emphasized the rights and freedoms and responsibilities. When we evaluated these studies in a wholeness, it was seen that the students and the prospective teachers emphasize the duties and responsibilities in the definition of citizenship concept, but the textbooks are created on the basis of rights and freedoms.

41% of prospective social studies teachers who take social benefit into consideration instead of individual interests are gathered around a citizenship that emphasizes the social interest that is shaped around unity and solidarity. In other words, in the sense of citizenship perceptions of social studies teachers, each citizen has found meaning within the society and can feel valuable as he contributes to social life. Prior (1999), in his study of citizenship, identified teachers, students, and families as good working citizens in the perception of good citizenship, working for the community. In his study, Kılınç (2015) stated that good citizens in the citizenship qualifications of class and social studies teachers have the competence to be based on social anxiety (social responsibility, goodness, love of country). Similarly, the study conducted by Kılınç & Dere (2013) shows that social citizenship-based citizenship characterizes them. Martin (2008) in his study, which identified the good citizens' perceptions of the teachers, was defined as a good citizen with social occupation and working for social benefit. In addition, O'brien & Smith (2011), in their study, have explained that good citizenship is a good citizen who works for the benefit of society and participates in social events. Sarıipek (2006) emphasized the fact that citizenship has revealed the characteristics of active citizenship along with the increase in the obligations side, and that this situation has evolved into the citizen model that brings social unity and solidarity, solidarity and solidarity to the forefront.

A sense of belonging means sharing the same or similar feelings, thoughts, and ideas of people who do not know each other. These similar feelings and thoughts can be related to the land, flag, anthem, culture, and language of a country as well as to the symbols and symbols of a country. Similarly, it is the common citizenship that is shared among people who do not know each other around a common feeling and is an important element that leads to similar feelings and thoughts. When we considered the equivalence of the sense of belonging in prospective social studies teachers, it was understood that 37 % of prospective social studies teachers perceived citizenship as belonging to a land or a country. Ersoy (2012), who emphasized this belongingness, stated that mothers' perceptions of citizenship were shaped on the basis of moral values. It was seen that mothers' emphasis on homeland dependence in the perception of good citizens is included. In another study by Üstel (1999), while emphasizing the political identity of the territorial state, Uğurlu (2011) used similar expressions to our study by emphasizing the importance of adopting the common values that belonged to a homeland.

The concept of citizenship and citizenship education in Turkey as well as all over the world has taken its place among the main goals of education. Even though this main target is within all educational elements, citizenship education is mostly expressed in social studies education. In this respect, the social studies teachers' approach to citizenship and their approach to citizenship education makes it inevitable for them to shape citizenship

education. In this study which evaluated prospective social studies teachers' perceptions about citizenship concept, it was revealed that prospective social studies teachers have a citizenship approach which is aware of their duties and responsibilities and reveals their rights and freedoms. This situation described prospective social studies teachers as a part of the social community and a citizen working for social benefit. Being aware of their duties and responsibilities, prospective social studies teachers, who are part of the society, treat their homeland as a deep sense of belonging and feel as valuable.

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