

SOSYAL BİLGİLER DERSİ ÖĞRETİM PROGRAMI VE DERS KİTAPLARINDA TASARRUF VE EŞİTLİK DEĞERLERİNİN İNCELENMESİ

Kamil UYGUN¹ Nurcan ŞENER² Özgür ARSLAN³

ÖZET

Araştırmanın amacı, sosyal bilgiler dersi öğretim programında ve ders kitaplarında tasarruf ve eşitlik değerlerini incelemektir. Bu çalışmada, nitel araştırma yöntemi kullanılmıştır. Araştırma verileri nitel araştırma tekniklerinden biri olan döküman analizi ile elde edilmiştir. Veri kaynakları, Milli Eğitim Bakanlığı Sosyal Bilgiler Öğretim Programı (2018) ve dördüncü ve altıncı sınıf sosyal bilgiler ders kitaplarıdır. Araştırma verilerinin elde edildiği kitaplar, 2020- 2021 eğitim öğretim yılında kullanılmıştır. Bu kitaplar, araştırmacıların okullarından birinde ders kitabı olarak kullanıldıkları için kolay erişilebilirlik nedeniyle seçildi. Araştırma verileri içerik analizi ile analiz edilmiştir. Araştırma sonuçlarına göre tasarruf değerinin dördüncü sınıf ders kitabında beş kazanımda, eşitlik değerinin altıncı sınıf ders kitabında üç kazanımda yer aldığı görülmektedir.

Anahtar Kelimeler: Sosyal bilgiler, sosyal bilgiler programı, tasarruf, eşitlik

EXAMINATION OF THE VALUES OF THRIFT AND EQUALITY IN SOCIAL STUDIES CURRICULUM AND TEXTBOOKS

ABSTRACT

The aim of the research is to examine the values of thrift and equality in the social studies curriculum and social studies textbooks. The method used in this study is qualitative research design. The research data were obtained through document analysis, which is one of qualitative research techniques. As data collection instruments, Ministry of National Education Social Studies Curriculum (2018) and fourth and sixth grades social studies textbooks published by a private publishers. The books from which the research data were derived were used in 2020- 2021 academic year. These books were chosen due to the easy accessibility since they were taught in one of the researchers' school. The research data were analysed via content analysis. According to the results of the research, it is seen that the saving value is included in five acquisitions in the fourth grade textbook and the equality value is included in three acquisitions in the sixth grade textbook.

Key words: Social studies, social studies curriculum, thrift, equality

Önerilen Atıf (ÖRNEĞİ):

Uygun, K., Şener, N., Arslan, Ö. (2022). Sosyal Bilgiler Dersi Öğretim Programı Ve Ders Kitaplarında Tasarruf Ve Eşitlik Değerlerinin İncelenmesi. *Uluslararası Liderlik Eğitimi Dergisi (ULED)/ International Journal of Leadership Training (IJOLT)*, 6(2), 1-13.

<https://trdoi.org/10.26023458/uled.1202996>

¹ Uşak Üniversitesi, Eğitim Fakültesi, Uşak, Türkiye, kamil.uygun@usak.edu.tr, ORCID ID: 0000-0002-8971-328X

² Marmara Üniversitesi Atatürk Eğitim Fakültesi, İstanbul, Türkiye, nsener@marmara.edu.tr, ORCID ID: 0000-0002-1987-1717

³ M.E.B., Çine İmam Hatip Ortaokulu, oarslan09@gmail.com, ORCID ID: 0000-0001-5767-4426

INTRODUCTION

Education systems, which are directly effective in the development of countries, aim at teaching citizens the values on which society has a common idea and ensuring that the values are accepted by the citizens. The values acquired through the curriculum in a planned manner in schools are crucial in terms of the survival of societies and the formation of the sense of unity. According to Ulusoy and Arslan (2019), through values education, students become integrated into the culture of the society s/he lives in and gains a sense of cultural belonging. In addition, Schwartz (1994) emphasizes that values are a guiding lights in people's lives.

One of the most important reforms in the curricula in 2005 is the new values added to these curricula. Accordingly, the values that are required to taught in each learning area in the curriculum are defined as "a common thought, goal, basic moral principles or beliefs that are accepted as true and necessary by the majority of the members of the society in order to ensure and maintain its existence, unity, functioning and sustainment" (Ministry of National Education, 2005). In this regard, values play a pivotal role in the existence and future of the society. The values are required to be acquired and interiorized by all individuals. Akbaş (2008) stated that values education had two objectives: (1) to ensure that people are satisfied with their lives and (2) to ensure the well-being of societies. In other words, value education is prerequisite for people and society to live a peaceful and good life in a liveable world. In 2018 education programs, values have been classified under the headings of root values and course-specific values. Root values have been specified as justice, friendship, honesty, self-control, patience, respect, love, responsibility, patriotism and benevolence. These values have been addressed both on their own and together with the sub-values with which they are associated and with other root values in the process of learning and teaching (MNE, 2018).

Table 1. Values in the 2005 and 2018 Program

The Values in 2005 Education Program	The Values in 2018 Education Program
Giving importance to family unity	Giving importance to family unity
Being fair	Being fair
Independence	Independence
Peace	Peace
Being scientific	Being scientific
Diligence	Diligence
Cooperation	Cooperation
Sensitivity	Sensitivity
Honesty	Honesty
Freedom	Freedom
Respect	Respect
Love	Love
Responsibility	Responsibility
Patriotism	Patriotism
Helpfulness	Helpfulness
Tolerance	-
Hospitableness	-
Giving importance to be healthy	-
Being clean	-
-	Equality
-	Thrift

When examining 2005 and 2018 social studies curricula, it has been seen that there are 20 values in the 2005 curriculum and 18 values in the 2018 curriculum. However, the values of tolerance, hospitableness, giving importance to be healthy and being clean in the 2005 curriculum were not included in the 2018 curriculum and two new values as equality and thrift were added (Uygun, 2018; Yalçınkaya and Karaca, 2019). The thrift value is given in the "Production, Distribution and Consumption" learning area in the fourth grade social studies textbook and the equality value is, however, given in "Active Citizenship" learning area.

In the curriculum (MNE, 2018), the specific objectives of the course have been explained under eighteen articles and the values are directly pointed out in these articles. For example, the second article, which addresses to the specific purposes of the curriculum by referring to "Comprehending the importance of Atatürk's principles and revolutions in the social, cultural and economic development of the Republic of Turkey and being willing to sustain democratic, laical, national and contemporary values" puts emphasis on national and contemporary values and, besides, by highlighting being willing, an objective in the affective field is determined. To this end, it is aimed that students are willing to sustain the values not only in the cognitively but also in the affective field and that the values are permanently reflected in their behaviours and, therefore, in their lives. Similarly, in the sixteenth article of the curriculum, which is included in the specific objectives of the course, the gain of values both on a national and global scale is intended based on the objective of "Knowing the importance and ways of being a virtuous person by adopting national, spiritual and global values". A virtuous person is the one who know his/ her values and apply them to his/ her life. In both objectives, the concept of values are directly included and an acquisition in cognitive and affective fields is aimed. In the third article of the curriculum, which is included in the specific objectives of the course, with the statement of "Knowing that the rules of law are binding for everyone and that all persons and organizations are equal before the law", the equality value is emphasized. In the six articles of the curriculum regarding the specific objectives, the thrift value is highlighted with the statement of "Recognizing the limits of the natural environment and resources, making efforts to protect natural resources by developing the sense of environmental sensitivity and having a sustainable environmental understanding". Thus, it is aimed to raise awareness of the limited natural resources and to create awareness of the efficient use of resources.

Regarding the issues to be considered in the implementation of social studies curriculum (MNE, 2018), it has been stated that the values were associated with the acquisitions and that the values are also required to be associated with other learning areas and acquisitions with the statement of "The values and skills are linked to the acquisitions in the curriculum. However, in order to the values and skills to be considered within the framework of *lifelong learning*, these values and skills are also required to be related to different learning areas and acquisitions that are deemed appropriate."

In the literature, there are studies aimed at examining value education, its reflection in textbooks and revealing the opinions of students and teachers towards values. Topkaya and Tokan (2013) investigated how values determined by the Social Studies curriculum were reflected in the sixth grade social studies textbooks published by Ministry of National Education Publishing and private publishers. Çelikkaya and Kürümlüoğlu (2018) examined the status of association of the values in the fourth and fifth grades with the acquisitions in the 2017 Social Studies curriculum and inclusion of the values associated with the acquisitions in social studies textbooks. In addition, Güçlü (2019) investigated the opinions of classroom teachers and fourth and fifth grade social studies teachers on the values included in textbooks by examining fourth and fifth grade social studies textbooks in terms of the values. Finally, Oğuz and Demir (2020) examined the status of the inclusion of the values in fourth, fifth, sixth and seventh grade social studies textbooks.

1.1. Aim of the Research

The aim of the research is to examine the values of thrift and equality in the social studies curriculum and social studies textbooks. For this aim, answers to the following questions have been sought:

- 1- At which class levels do the values of thrift and equality are included in learning areas and acquisitions in social studies curriculum?
- 2- How is the thrift value given in the social studies fourth grade textbook?
- 3- How is the equality value in the social studies sixth grade textbook?

1.2. Importance of the Research

The future of a society depends greatly on the existence of individuals who adopt, protect and sustain its values. In addition to providing certain academic skills, the education system should assume the task of making the new generation internalise the basic values of the society. In this respect, it is of importance that how values are included in the social studies curriculum and textbooks. To this end, this study aims at examining the reflection of the values of equality and thrift that are newly added to the 2018 social studies curriculum in the curriculum and textbooks.

2. METHOD

In this research, which was carried out in accordance with the qualitative research method, the document review method was used. Document analysis is the study of existing sources for the purpose of collecting different information or data. In addition, it can be expressed as a systematic method used in the stages of identifying, inclusion and reproduction of essential and useful information in the analysis (Watkins, West-Meiers and Visser, 2012). Document review is both a research model and a data collection tool. According to Bowen (2009), previous studies on the examined subject are data sources and also serve as a guide for researchers in interpreting and explaining data.

2.1. Data Collection

As data collection instruments, Ministry of National Education Social Studies Curriculum (2018) and fourth and sixth grades social studies textbooks published by a private publishers. The books from which the research data were derived were used in 2020- 2021 academic year. These books were chosen due to the easy accessibility since they were taught in one of the researchers' school.

Table 2. Information Regarding the Textbooks

Course	Class Level	Textbooks
Social Studies	4	Tüysüz, S. (2019). İlkokul Sosyal Bilgiler 4 Ders Kitabı. Ankara: Tuna Matbaacılık.
Social Studies	6	Şahin, E. (2020). Ortaokul ve İmam Hatip Ortaokulu Sosyal Bilgiler 6 Ders Kitabı. Ankara: Anadol Yayıncılık.

2.2. Data Analysis

The research data were analysed via content analysis. In content analysis, which is one of the important research analysis techniques used in the field of social sciences, the existence, meaning and relationships of the words and concepts in the researched texts are determined in order to specify the existence of certain words or concepts within a set of texts (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz and Demirel, 2008). By analysing and interpreting these meanings, it enables the researchers to express the meanings in the researched content that anybody cannot directly see in a way that any person can understand. The purpose of the content analysis is to reveal meanings hidden in the texts or transcripts and the messages intended to be conveyed in the form of concepts and categories by following a certain systematic order (Güler, Halıcıoğlu and Taşgın, 2015). While analyzing the data, three academicians who are experts in the field made evaluations. Miles and Huberman's (2009) reliability formula, Reliability = Consensus/ (Agreement + Disagreement) was used for reliability in the research. As a result of the calculation, the reliability of the study was determined as 85%. Miles and Huberman (2009) stated that 70% is a valid rate for reliability in studies.

3. FINDINGS and INTERPRETATIONS

1- At which class levels do the values of thrift and equality are included in learning areas and acquisitions in social studies curriculum?

Table 3. The Learning Areas and Acquisitions Regarding the Thrift Value in the 2018 Social Studies Curriculum

Class Level	Learning Area	Acquisitions
4	Production, Distribution and Consumption	4.5.1. S/he makes conscious choices between his/ her wants and needs by distinguishing between them. 4.5.2. S/he recognizes the main economic activities of his/ her family and immediate circle. 5.4.3. S/he exhibits the behaviours of a conscious consumer as a responsible individual. 4.5.4. S/he makes his/ her own sample budget. 4.5.5. S/he uses the resources around him/ her without wasting.

As seen in Table 3, the thrift value is included in Production, Distribution and Consumption learning area in fourth grade social studies curriculum. It can be said that the thrift value is directly or indirectly included in four acquisitions of fourth grade curriculum. With the acquisition of “4.5.1. S/he makes conscious choices between his/ her wants and needs by distinguishing between them”, the thrift value is emphasized by asking the student to distinguish between his/ her wants and needs and make conscious choices. The wants may be countless, however, needs should be prioritized and purchased. In the acquisition that “4.5.2. S/he recognizes the main economic activities of his/ her family and immediate circle”, it has been aimed that the student learns economic concepts. The acquisition that “5.4.3. S/he exhibits the behaviours of a conscious consumer as a responsible individual” emphasizes the thrift value with conscious customer behaviours. In the acquisition that “4.5.4. S/he makes his/ her own sample budget”, the student’s comprehension of the thrift value was intended by presenting a case study. Finally, in the acquisition that “4.5.5. S/he uses the resources around him/ her without wasting”, it has been stated that resources should be consciously used and saved. When examining the acquisitions of “Production, Distribution and Consumption” learning area, it has been seen that the thrift value is included in all acquisitions.

Table 4. The Learning Areas and Acquisitions Regarding the Equality Value in the 2018 Social Studies Curriculum

Class Level	Learning Area	Acquisitions
6	Active Citizenship	6.6.1. S/he compares different forms of government in terms of basic principles of democracy. 6.6.4. S/he explains the importance of democracy in our social life. 6.6.6. S/he becomes aware of the value attached to women in social life based on Turkish history and current examples.

In Table 4, it has been seen that the equality value is included in “Active Citizenship” learning area in sixth grade social studies curriculum. The acquisition that “6.6.1. S/he compares different forms of government in terms of basic principles of democracy” refers to the equality value which is one of the basic principles of democracy. While different forms of government are mentioned in the textbooks, it has been stated that there is no equality in terms of power or persons that dominate all forms of government, and it has also been emphasized that everyone is equal before the law in the republican administration. With the acquisition that “6.6.4. S/he explains the importance of democracy in our social life”, the equality value has been highlighted by addressing the reflections of democracy in our daily lives. Finally, in the acquisition that “6.6.6. S/he becomes aware of the value attached to women in social life based on Turkish history and current examples”, gender equality has been presented through examples from the Turkish states and the legal and political rights given to women in the Republican period.

2- How is the thrift value given in the social studies fourth grade textbook?

In the social studies fourth grade textbook, the thrift value is the value included in “Production, Distribution and Consumption” learning area. The thrift value has also been addressed in all five acquisitions in the learning area.

Table 5. The Learning Area Acquisition in Fourth Grade Social Studies Curriculum

Class Level	Learning Area	Acquisitions
4	Production, Distribution and Consumption	4.5.1. S/he makes conscious choices between his/ her wants and needs by distinguishing between them.

It has been seen that the acquisition that “S/he makes conscious choices between his/ her wants and needs by distinguishing between them” in the fourth-grade curriculum is given under the title of “Our Wants and Needs”. The text given in the textbook that “Seda, Sila and Selçuk are three siblings. Seda wants a guitar, Sila wants shoes and Selçuk wants a remote- controlled car from their father. However, the family can only meet a child’s want. Which of these children do you think their father should prioritize? Why?” (p.124) has exemplified that the actual need should be prioritized by emphasizing the concepts of wants and needs. Students are asked to respond by empathizing which request the father should see as a need and give priority. Besides, it has been pointed out that the family budget should be spent to the extent of the responsibilities by underlining acting sparingly. The text given in the textbook that “...For example let’s imagine that someone who does not have an ice-skating hall where s/he lives buys himself/ herself a skate. In this case, that person will not have the opportunity to use his/ her skates and will have wasted his/ her money...” (p.124) has emphasized the thrift value and stated that by purchasing a product that will not be used, the money is wasted.

Table 6. The Learning Area Acquisition in Fourth Grade Social Studies Curriculum

Class Level	Learning Area	Acquisitions
4	Production, Distribution and Consumption	4.5.2. S/he recognizes the main economic activities of his/ her family and immediate circle.

The concepts of economic activity and production have been defined by including “S/he recognizes the main economic activities of his/ her family and immediate circle” in “Economic Activities in My Family and Environment” in the fourth-grade curriculum. In order to concretize these concepts, the stone coal mine in Zonguldak, hazelnut production in Ordu, tourism activities in Antalya and industrial enterprises in Izmit have been given as examples. The thrift value has been stated in the textbook as “...However, due to adverse weather conditions, hazelnut production decreases in some years. Therefore, my father does not spend all of our income, but he saves some of it to use when there is a shortage of product” (p.128). By stating that the father does not spend all of the hazelnut revenues to spend in case of possible product shortages, both the thrift value is gained and the product produced as an economic activity has been mentioned.

Table 7. The Learning Area Acquisition in Fourth Grade Social Studies Curriculum

Class Level	Learning Area	Acquisitions
4	Production, Distribution and Consumption	5.4.3. S/he exhibits the behaviours of a conscious consumer as a responsible individual.

It has been seen that the acquisition that “S/he exhibits the behaviours of a conscious consumer as a responsible individual” is given under the title of “Let’s Be Conscious Consumers” in the fourth-grade textbook. Through this title, the thrift value has been attempted to be comprehended by the students through a dialogue between a mother who is doing shopping and her son. The text given in the textbook that “An important issue to be considered when deciding on shopping is price. For this reason, we should find out what its real value is by asking the price of the product we are going to buy in several places. We should prefer the cheapest of the same quality products. We should also avoid excessive and unnecessary expenditures that lead to a deficit in our family budget” (p.133) refers to the thrift value. In the text, it has been stated that one of the issues to be considered in shopping is to price out, and it has been emphasized that excessive and unnecessary expenditure should not be made and it has been aimed to understand the importance of acting sparingly.

Table 8. The Learning Area Acquisition in Fourth Grade Social Studies Curriculum

Class Level	Learning Area	Acquisitions
4	Production, Distribution and Consumption	4.5.4. S/he makes his/ her own sample budget.

In the textbook, the acquisition that “S/he makes his/ her own sample budget” has been given by generating an example family budget in the subject titled as “Let’s Cut Our Coats according to Our Cloth”. In the title of the subject, “Let’s Cut Our Coats according to Our Cloth”, the thrift value has been intended to be presented. Students’ answers are expected about being thrifty with the question of “What is the message that is intended to be given with this proverb?” The statement in the textbook that “*Children often think that money is limitless and is earned in abundance by their elders. However, making money is not an easy task. Therefore, we must be thrifty and careful not to waste money. We should also not use all of our money and try to save the rest after meeting our needs*” (p.138) highlights being thrifty. In the textbook, the thrift value has been presented through an example family budget. “*We estimated and noted how much we should spend in our family budget over a course of a month. Accordingly, if everything happens as we expect, it seems that we will save some of our money. We will not spend the money that we have saved because, in the following days, urgent needs may arise that we do not take into consideration. If we have money saved up, we do not have to borrow when faced with unexpected expenses.*”(p.139). In the above- mentioned text, the thrift value is directly included and it has been stated that the money can be used for unexpected expenses as a benefit of being thrifty. The thrift value has been intended to be gained by preparing the student’s own weekly budget. In this regard, with the text in the textbook that “*In my personal budget, my income was five Turkish Liras more than my expenses. I want to increase this amount by reducing my expenses a little more. For this, I will now bring my lunch from home. So, by adding to my savings the money I will pay for toast every day, I will be able to get the watch I really want*” (p.140), the student states that s/he can control his/ her own expenditures by acting sparingly, saying that s/he can buy a product s/he wants with the money s/he saves. With the effect of being thrifty on student life, it is aimed to teach that turns out a permanent learning and behaviours. Moreover, in the textbook, the students were asked “*What are you doing to save your pocket money?*” (p.140) and the thrift value was emphasized. The opinions of the students were also included and it was explained that what they did about saving in their own lives.

Before making her own budget, Neşe was;

- spending some of her money on things that she did not need.
- saying that her pocket money was not enough.
- not calculating what she wanted to be bought.
- not appreciating what she had, as she was unaware of the money spend on her education and clothes.

After making her own budget, Neşe;

- reduced her food costs by bringing her food from home.
- started saving money to get the watch she wanted so much.
- realized the share of the budget for her learning equipment, clothes and other items and began to adopt them.
- gave up the habit of wanting everything she saw.” (p.141).

When examining the comparison of the results of acting and not acting sparingly in the textbook, it has been found that the positive gains obtained as a result of acting sparingly are given. The statement in the textbook that “*We should buy as much food as we can eat and not waste it. We should not waste our pens; ...*” (p.141) highlights the necessity of being thrifty by emphasizing not to waste. With the question of “*What are the benefits of budgeting for people?*” (p.141), it has been pointed out that saving has numerous benefits.

Table 9. The Learning Area Acquisition in Fourth Grade Social Studies Curriculum

Class Level	Learning Area	Acquisitions
4	Production, Distribution and Consumption	4.5.5. S/he uses the resources around him/ her without wasting.

The acquisition that "S/he uses the resources around him/ her without wasting" has been included in the textbook with the title of "Yes Consumption, No Waste". In this regard, the thrift value has been intended to be gained through the concept of waste. Accordingly, the concept of waste is explained through the examples of the waste of bread, water, electric, paper, clothes and time and, besides, the importance of the value of being thrifty has been presented. With the text in the textbook that "...as I emphasized, we should buy as much bread as we can eat and in small weights. Instead of throwing away stale bread, you can toast it; add it to the soup; use it in the meatballs and make a dessert. Thus, we can effectively use it" (p.144), it has been stated that bread should be consumed sparingly without being wasted. When examining the text regarding the waste of water, it has been seen that examples of how to prevent the waste of water are presented. "We can prevent the waste of water in our home by taking small precautions. For this purpose, we should have the broken faucets repaired and, thus, prevent our water from being wasted. We should also not leave the tap open when brushing our teeth or washing our hands. We should keep the shower time as short as possible and water our plants or wash our balcony with the water that we wash the fruit and vegetables. On the other hand, we should not use the flush in our toilets unnecessarily. We need to maintain these water- saving behaviours as our lifelong habits" (p.145). The textbook has stated that being thrifty should become a habit. The concept of saving water has been visualized and supported with the statement of "Saving is the greatest source of water" (p.145) in the textbook.

Regarding the electricity saving, in the textbook, it has been found that there are statements that "...Therefore, we must act sparingly when using electricity. Saving electricity is an issue that concerns everyone in a family. For this reason, we should give information our mother, father and siblings about conscious electricity consumption...", "When using electrical energy, we should give importance to efficiency as well as saving. Turning off one of the two lamps in the living room is a saving and using a bulb that consumes less energy for the same lighting is efficiency"(p.146). It has been pointed out that the responsibility of family members is important in saving electricity and the use of electrical products that are both efficient and economical has been emphasized by giving the concepts of saving and energy- efficiency together. In the textbook, the concept of the waste of paper has also been included. Accordingly, it has been found that there is a statement regarding the waste of paper in the textbook that "...wasting paper means cutting down more trees. However, we do not want trees to be cut down and our forests to be destroyed. Therefore, we should avoid the behaviours that will lead to the waste of paper by acting with the awareness of saving when using paper" (p.147). It has been stated that the destruction of forests will be prevented and less trees will be cut thanks to the paper saving. Regarding the concepts of the waste of time and time saving, the textbook emphasizes the importance of spending time efficiently. The question of "What are the benefits of saving time? Can you say that you do not waste time in your daily life? Why?" (s.148) highlights the thrift value. Furthermore, it has been seen that there is a question about the concept of saving in the evaluation questions in the learning area. A fill- in- the- blanks question has been included regarding the concept of saving which is the value of the learning area: "Complete the sentences given below with the appropriate words in the boxes. The money left in the budget after spending is called ...". The thrift value has also been evaluated through a multiple-choice test as follows:

"Which of the following proverbs does not encourage people to be thrifty and save money?"

- A) Teamwork makes the dream work. B) Waste not, want not.
C) Cut your cloth according to your cloth. D) Many a little makes a mickle.

The thrift value in the texts and visual in the textbook has also been assessed by the evaluation questions.

3- How is the equality value in the social studies sixth grade textbook?

In the social studies sixth grade textbook, the equality value is included in "Active Citizenship" learning area.

Table 10. The Learning Area Acquisition in Sixth Grade Social Studies Curriculum

Class Level	Learning Area	Acquisitions
6	Active Citizenship	6.6.1. S/he compares different forms of government in terms of basic principles of democracy.

The equality value has been included in the first acquisition of active citizenship learning area in the textbook, as one of the basic principles of democracy, with the statement that *"Equality means that all individuals in society have the same rights. In democracies, there is a principle of equality and no privilege can be granted to any person. Everyone is equal before the law. There is no superiority of one person over another"* (p. 205). In this text in the textbook, the concept of equality is defined and it has been emphasized that everyone is equal before the law and that no one will be given a privilege. Moreover, on the same subject, when presenting the characteristics of republican form of government, with the statement that *"Everyone is equal before the law and the principle of the rule of law applies"* (p. 206), it has been pointed out that laws are for all by highlighting the rule of law.

Table 11. The Learning Area Acquisition in Sixth Grade Social Studies Curriculum

Class Level	Learning Area	Acquisitions
6	Active Citizenship	6.6.4. S/he explains the importance of democracy in our social life.

In the textbook, the importance of democracy in social life is expressed in a text about elections. The equality value is included in this acquisition that *"It is a requirement of democracy that every individual in the social community expresses his/ her views freely and that one person is not superior to another"* (p.215). Democracy is a system of government in which ideas are freely expressed. Everyone can express their thoughts freely, and no one is superior to another. In the statement that *"The laws in force in our country apply to everyone. People can use their rights in accordance with the laws"* (p.215), equality is emphasized by stating that the laws apply to everyone. *"In societies where democracy is accepted as a way of life, people's rights and freedoms are constitutionally guaranteed. People in a society are equal, and no one is superior to the other."* (p.216). Likewise, it has been highlighted that people in a society are equal and no one is superior to the other by emphasizing the equality value.

Table 12. The Learning Area Acquisition in Sixth Grade Social Studies Curriculum

Class Level	Learning Area	Acquisitions
6	Active Citizenship	6.6.6. S/he becomes aware of the value attached to women in social life based on Turkish history and current examples.

The equality value is not included only in terms of today's democracy, its characteristics and constitutional rights in the textbook. In addition, it has also been enriched through the examples from Turkish history and gender equality. In this regard, the concept of equality has been included in the textbook with the statement that *"There was no distinction between men and women in the Huns. In fact, it the khan's orders started only with the phrase 'the Khan commands', they would not be considered valid. The envoys of foreign states did not appear only before the khan. Instead, the lady should have been with the khan. At reception ceremonies, feasts and celebrations, the lady used to sit next to the khan. The lady would listen to the discussions on political and administrative issues and express her opinions."*(p.222). Gender equality has been emphasized in the above-mentioned text. As highlighted in the statement that *"In the first Turkish states, unwritten rules of law are called as customs. According to Turkish customs, mistreating women is not considered appropriate. Indeed, such a situation does not draw attention in Turkish culture and epics. In Turkish epics, women have always been by the side of their men and a source of strength and inspiration"* (p.222), it has been seen that there is gender equality

in the social life in the first Turkish states. The efforts made to ensure gender equality legally and politically in the Republican period was included in the textbook with the statement that "On February 17, 1926, the Turkish Civil Code was accepted and Turkish women had social and economic rights. Accordingly, official marriage was made compulsory and women were granted the right to divorce as well as men. With the same Code, men and women became equal in inheritance and women had the right to choose the profession they wanted and to work in the profession they wanted. The political rights that enabled Turkish women to participate in the administration of the country were given under the leadership of Mustafa Kemal Atatürk. Women were granted the right to participate in municipal elections in 1930, the right to participate in mukhtar elections in 1933 and the right to elect and be elected as deputies in 1934." (p. 224). The equality value in the textbook that highlights gender discrimination was included through the statement that "Individuals should not be discriminated due to their gender, and it should be noted that every individual, male or female, has equal rights" (p. 226) and it has been stated that men and women have equal rights. As shown below, the multiple-choice test regarding the equality value has been included in the evaluation part in the textbook:

I. Personal Hegemony

II. Equality

III. Political Parties

IV. Discrimination

Which of these above are among the basic principles of democracy?

- A) I and II B) II and III
C) I and IV D) III and IV (p.234)

On February 17, 1926, the Turkish Civil Code was accepted and Turkish women had social and economic rights. Accordingly, official marriage was made compulsory and women were granted the right to divorce as well as men. Men and women became equal in inheritance.

When looking the information given above, which of the fields below women are said to be entitled by the Turkish Civil Code?

I. Social

II. Economic

III. Political (p.235)

- A) Only I B) I and II C) II and III D) I, II and III

When the test items are examined, the concept of equality, which is one of the basic principles of democracy, has been emphasized and, in the other question, gender equality is highlighted.

4. DISCUSSION and RESULT

In the current study aiming to examine the values of thrift and equality in the Social Studies Curriculum and fourth and sixth grade social studies textbooks, it has been found that the values of thrift and equality that are newly added to the 2018 curriculum are directly or indirectly included in the textbook. Although the thrift value has been included in the five acquisitions in the fourth grade "Production, Distribution and Consumption" learning area, the equality value has been included in the three acquisitions in the sixth grade "Active Citizenship" learning area. It can be said that the thrift value, which is determined to be included in each acquisition, has been given place in the textbook sufficiently. However, the equality value is not included in subjects related to each acquisition of the learning area. When the subject in the textbook are examined, the equality value has been discussed in the context of democratic values and, it has been determined to be presented in the context of the basic principles of democracy, the importance of democracy in social life and gender equality through the examples from historical processes.

In the fourth-grade textbook, the thrift value is given in the first acquisition (4.5.1) with the concepts of wants and needs. It is emphasized that the priority should be given to the needs by stating that wants can be numerous, however it is unlikely to fulfil all of them. In the second acquisition (4.5.2) of the learning area, the economic

activities in the student's immediate environment are introduced and the benefits of saving the products that are produced are explained. In the third acquisition (4.5.3) of the learning area, being a thrifty individual has been emphasized by focusing on conscious consumer behaviours. In the fourth acquisition (4.5.4) of the learning area, it has been stated that a budget should be created as well as shedding light on how to be thrifty in the budget and the benefits of this behaviour to the students' lives. In the fifth acquisition (4.5.5) of the learning area, the concept of waste is given the thrift value. The outcomes of the waste and the benefits of being thrifty have been emphasized and it is aimed that the students act sparingly. When thrift is considered as acting willingly in case of unexpected situations that may arise in the life of every person, the acquisition of the thrift value by the students plays an important role in their lives. They should be cautious against possible problems that may arise throughout their lives and participate in the process of problem-solving (Uzungöz, Aktepe and Özağaçanlı, 2020, p. 37). Çelikkaya and Kürümlüoğlu (2018), their studies in which they examined the reflection of the values in the fourth-grade textbook prepared based on the new program, concluded that the thrift value was included in the themes of visual (13), information (19), proverb (5), activity (21), news (1) and evaluation (5). Nonetheless, Güçlü (2019) reported that the thrift value was included in the text (87 times) and visual materials (23 times) in the textbook. Codes related to the thrift value have been stated as follows: waste, priority to basic needs, saving, deception to advertisements, price out and quality search. The thrift value has been found to be included in the text compared to the visuals. This result is said to be in accordance with the results of the study carried out by Güçlü (2019). Oğuz and Demir (2020) stated that the values that were included to the greatest extent were cooperation, sensitivity and responsibility; however, the least included values were determined as thrift and aesthetics.

The equality value which is intended to be gained in "Active Citizenship" learning area in sixth grade social studies curriculum has been stated as one of the basic principles of democracy and it has been emphasized that everyone is legally equal and has equal right in democracies. In the first acquisition (6.6.1) of the learning area, equality has been presented as a democratic value by giving information about the forms of government administered over time. In addition, in the fourth acquisition (6.6.4) of the learning area, since democracy is in all areas of life, it is aimed to include this value in students' life. The equality value has been included in the curriculum as one of the most important characteristics of the law and form of government. Besides, it is also stated that the equality value has been presented in the context of gender equality through the acquisition (6.6.6) of recognizing the value given to women in social life in the textbook. From the first Turkish states established in history to the present day, gender equality and the value of equality have been highlighted with the efforts made in this field.

Büyükdüvenci (1992), who stated that there were two aspects of democracy, pointed out this situation with the dimensions which were institution and value. One of the distinguishing characteristics of democracy is that it has the equality value. In the specific objectives of social studies curriculum (MNE, 2018), the equality value was emphasized and it was stated that individuals and organizations were equal before the law. Karasu Avcı, Faiz and Turan (2020) concluded in their studies based on the opinions of social studies teachers that the values of thrift and equality were among the characteristics of an active citizens were required to have. The inclusion of these values in the curriculum is of importance in terms of being in line with the teachers' opinions.

When examining the texts in the textbook, it has been emphasized that the values of thrift and equality are included in all areas of life. For example, the decrease in precipitation rate compared to previous years raises the issue of saving water. The decrease in the occupancy rates of the water in the dams is on the agenda of the public opinion and brings the concept of saving into question. Raising awareness of students on this issue is of vital importance that may enable them to gain a lifelong value. The equality value within the concept of active citizenship is the basic component of democracy in the historical process as one of the indispensable principles of democracy. The fact that the laws are fair, that everyone acts according to the rule of law, that there is no discrimination among citizens and that the rights and freedoms in the constitution apply to everyone are the indicators that equality is one of the principles of democracy. When considering students' cognitive developments, the fact that the values given through concrete examples are included in the textbooks with the context of their immediate environment and case studies is of great importance in terms of proper learning that is far from memorization.

5. SUGGESTIONS

As the values that are directly presented, the values of thrift and equality are consisted in only two learning areas. However, these values should be given more place in the Social Studies textbook, acquisitions and learning areas.

Although the Social Studies textbook includes visual about the values of thrift and equality, it has been seen that it is not sufficient. According to the development levels of the students, more visual materials should be included.

Concretizing values by presenting them with case studies may facilitate learning and contribute to meaningful and permanent learning. The fact that case studies are included in the textbooks to a greater extent is thought to increase the level of learning of the values. In the evaluation part of the learning area, questions can be included within the scope of the project work that directly focuses on the relevant value.

Sample additional activities that consist of values can be given to the teachers either online or in print in order to gain values, which are one of the important structures of the program.

Further research can be conducted to reveal the opinions of teachers on the inclusion of the values of thrift and equality in the Social Studies textbook.

REFERENCES

- Akbaş, O. (2008). *Sosyal Bilgilerde Değerler ve Öğretimi*. (Ed. Tay, B., Öcal, A.) Özel Öğretim Yöntemleriyle Sosyal Bilgiler Öğretimi içinde. Ankara: Pegem Akademi, 336-360.
- Alacapınar, G.F. ve Sönmez, V. (2018). *Örneklendirilmiş Bilimsel Araştırma Yöntemleri*, Ankara: Anı.
- Büyükdüvenci, S. (2019). Demokrasi, eğitim ve Türkiye. *Ankara University Journal of Faculty of Educational Sciences (JFES)*, 23 (2), 583-597.
- Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, 9 (2), 27-40.
- Büyüköztürk, Ş., Çakmak-Kılıç, E., Akgün, Ö.E., Karadeniz, Ş., & Demirel, F. (2008). *Bilimsel Araştırma Yöntemleri*, Ankara: Pegem Akademi.
- Çelikkaya, T, Kürümlüoğlu, M. (2018). Yeni sosyal bilgiler programında 4. ve 5. sınıfta kazandırılması hedeflenen değerlere ilişkin kazanımların içeriğe yansımaları. *Değerler Eğitimi Dergisi*, 16 (36), 7-38.
- Güçlü, H. (2019). *Sosyal Bilgiler Ders Kitaplarının Değerler Eğitimi Açısından Değerlendirilmesi*, Recep Tayyip Erdoğan Üniversitesi, Sosyal Bilimler Enstitüsü, Yayınlanmamış Yüksek Lisans Tezi.
- Güler, A., Halıcioğlu, B.M., Taşgın, S. (2015). *Sosyal Bilimlerde Nitel Araştırma*, Ankara: Seçkin.
- Karasu Avcı, E., Faiz, M., Turan, S. (2020). Etkili vatandaşlık eğitiminde değerler eğitimi: Sosyal bilgiler öğretmenlerinin düşünceleri. *Değerler Eğitimi Dergisi*, 18 (39), 263-296.
- MEB (2006). *İlköğretim Sosyal Bilgiler Dersi 6. Sınıf Öğretim Programı ve Kılavuzu*. Ankara: Devlet Kitapları Müdürlüğü.
- MEB (2018). *Sosyal Bilgiler Öğretim Programı*, <http://mufredat.meb.gov.tr/ProgramDetay.aspx?PID=354> adresinden 15/11/2020 tarihinde erişilmiştir.
- Miles, M. B., & Huberman, A. M. (2009). *Qualitative Data Analysis*, 8th. London: Sage Publication.
- Oğuz, S.H. & Demir, F. B. (2020). Sosyal bilgiler ders kitaplarının değerler açısından incelenmesi. *Journal of History School*, 49, 4443-4466.
- Schwartz, S. H. (1994). Are there universal aspects in the structure and content of human values? *Journal of Social Issues*, 50 (4), 19-45.
- Şahin, E. (2020). *Ortaokul ve İmam Hatip Ortaokulu Sosyal Bilgiler 6 Ders Kitabı*, Ankara: Anadol.

- Topkaya ve Tokcan, (2013). Sosyal bilgiler öğretim programının belirlediği değerlerin 6. sınıf sosyal bilgiler ders kitaplarına yansımaya düzeylerinin karşılaştırılması, *Uluslararası Avrasya Sosyal Bilimler Dergisi*, 4(10), 33-43.
- Tüysüz, S. (2019). *İlkokul Sosyal Bilgiler 4 Ders Kitabı*, Ankara: Tuna Matbaacılık.
- Ulusoy, K., ve Arslan, A. (2019). *Değerli Bir Kavram Olarak "Değer ve Değerler Eğitimi"*. İçinde R. Turan ve K. Ulusoy (Ed.), *Farklı Yönleriyle Değerler Eğitimi*, 3. Baskı, (1-16). Ankara: Pegem Akademi.
- Uygun, K. (2018). *Sosyal Bilgiler Programı ve Yapılandırıcılık*. İçinde Çalışkan, H; Kılcan, B. (Ed.) *Sosyal Bilgiler Öğretimi* (53-86), İstanbul: Lisans.
- Uzunöz, A, Aktepe, V, Özağaçhanlı, Z. (2020). Sosyal bilgiler öğretmen adaylarının tasarruf değerine ilişkin metaforik algıları. *Nevşehir Hacı Bektaş Veli Üniversitesi SBE Dergisi*, 10 (1), 36-51.
- Watkins, R., West-Miers, M. And Visser, Y. L. (2012) *A guide to assessing needs: Essential tools for collecting information, making decisions and achieving development results*. The World Bank.
- Yalçınkaya, E., Karaca, A. (2019). *Karakter ve Değer Eğitimi*. İçinde Çelikkaya, T., Demirbaş, Ö. Ç., Yıldırım, T., Yakar, H. (Ed.) *Sosyal Bilgiler Öğretimi II*. (267-291), Ankara: Pegem Akademi.