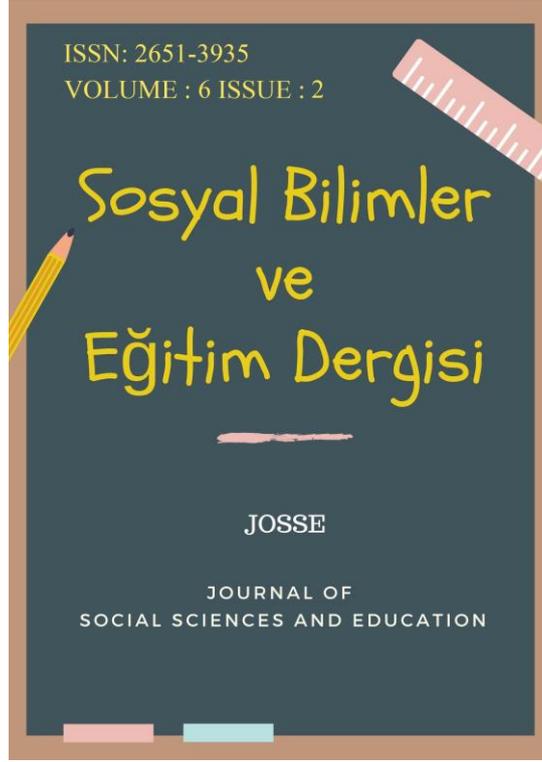


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**Examination of Foreign Students' Experiences in Social Studies Education
from the Teacher's Perspective**

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Examination of Foreign Students' Experiences in Social Studies Education from the Teacher's Perspective

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Abstract

The aim of this study is to examine the experiences of foreign students towards social studies education from the perspective of teachers. Within the scope of this research, in which a case study was used, the involvement of foreign students in in-school and out-of-school learning activities was determined. The researcher's observation notes and opinions of teachers and students are the basic data collection tools. The data were interpreted by content analysis. It has been observed that foreign students have adaptation problems in the social studies course. In many topics, especially in the themes of language and culture and citizenship, it was determined that foreign students could not adapt to the class and remained below the general average in cognitive and affective terms. Foreign students who considered themselves weak in language skills stated that they could not socialize and emphasized that this situation negatively affected their participation in the Social Studies course. The elements of Turkish history, democratic government, national holidays, Turkish family structure, Turkish cultural heritage in the Social Studies course are among the topics that foreign students have difficulty in making sense of. Foreign students who came from various countries such as Syria, Iraq and Libya and took refuge in Turkey stated that they experienced conflict in their inner worlds because they tried to evaluate these themes in the Social Studies course from their own social and cultural perspectives. It may be possible to diversify projects such as PICTES and to include teachers in these projects and to carry out the process of integrating foreign students into the society in a healthier way.

Keywords: Foreign students, social studies, integration, teacher experiences

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Introduction

Migration, which is defined as a permanent change of place from one's own center of life to another place, is a multidimensional event (Baloğlu-Uğurlu & Akdovan, 2019). Migration, which gives rise to differences in terms of reasons for occurrence and status, creates various consequences in the destination. People who voluntarily leave their country in order to reach a qualified standard of living are called migrants. On the other hand, contrary to the previous situation, people who voluntarily leave their country and go to safer places to get rid of various crises and to eliminate the risk of life are called asylum seekers or refugees (General Directorate of Migration Management, 2021; Reçber, 2014). This *"forced mobility"*, which is called refugee or asylum-seeker and numbers hundreds of thousands every day, has been increasing exponentially from past to present. Refugeeism, which has become a serious global problem, started to grow with World War II and reached its peak during the Cold War. Subsequently, the 1951 Geneva Convention Relating to the Status of Refugees (UN, 1951) gave refugees an international status. Due to the deficiencies in this convention, the status of refugees was revisited and updated with the 1967 protocol. According to the 1967 Protocol Relating to the Status of Refugees (UN, 1967), a refugee is defined as *"any person who, owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country, or who, having no nationality and being outside his former country of residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it"*.

Migration, a phenomenon experienced by the Anatolian geography throughout history, has had a direct impact on the social change of the place in question and continues to do so. As in the past, there are mass migrations to Turkey from many African and Asian countries, especially Syria and Iraq, which are our border neighbors, due to political crises, natural disasters, financial problems and internal conflicts in the border regions. It can be said that the number of asylum seekers has reached a considerable level compared to the population of the citizens of the Republic of Turkey due to the migrations caused by various crises that have increased in recent years. According to the data of the United Nations High Commissioner for Refugees, Turkey has been identified as the country hosting the largest refugee population in the world with a refugee population of approximately 3.8 million as of 2022. Asylum-seekers

from countries such as Syria, Iraq, Afghanistan, Iran, Somalia and Pakistan are registered by the Directorate General of Migration Management and included in preventive plans for various problems that may arise. In its latest report, the United Nations High Commissioner for Refugees (UNHCR) predicts that refugee migration will continue to increase in the long term due to issues such as civil wars, conflicts, hunger and drought, which will lead to a global security crisis (UNHCR, 2021).

Turkey has faced a massive refugee migration, especially after the Syrian Civil War, and refugees from different countries have crossed the border. This situation has led to potential problems in social, economic and cultural areas such as nutrition and shelter. Educational and cultural activities, which have a slower impact and results compared to others, play a major role in the integration of refugees into society. Educational institutions have a great role to play in the integration process of diverse groups within the society. As a matter of fact, integration is a complex concept and is not a process that can only be carried out through economic means. It can be said that educational, social and cultural activity plans will create significant added value for integrating foreign nationals into Turkish society (Tokmak & Kara, 2023).

Schools are one of the leading institutions to eliminate and minimize the negative consequences of migration, which is a global issue (Pinson & Arnot, 2007). It is essential for foreign students to go through the education process in order to develop themselves in the future and become respected individuals in the society. However, with the participation of children with asylum-seeker status in school life in Turkey, both asylum-seeker students and the teachers who teach them have faced many problems related to education and training. Teachers try to address and solve this problem of foreign students whose academic development is negatively affected when they cannot adapt to the course content. As a matter of fact, as it is seen in the literature, teachers have a leading role in the process of teaching the cultural structure and national language of the society they migrate to, in the development of foreign students' literacy skills (Şeker & Aslan, 2015; Seçmez & İlhan, 2022).

Educational institutions have important duties to integrate the children of foreign families who migrated to Turkey for a number of reasons into Turkish education and to increase their potential to prevent social problems and intervene in crises. Designing educational institutions to include all students in a way that facilitates the integration of foreign nationals will ensure social integration and unity faster. In addition, the studies to be

carried out will contribute to reducing social, financial and political problems (Weinstein, Tomlinson Clarke, & Curran, 2003).

Schools have an crucial role in integrating foreign students into society (Kağnıcı, 2017). As a matter of fact, Turkish Ministry of National Education has prepared short and long-term strategic plans to be implemented by its educational institutions. In these strategic plans, it is emphasized that foreign students should be educated within the Turkish education system in accordance with social and universal norms. In addition, it is aimed to provide diploma equivalence, to provide financial support to families for education, and to open language and vocational skills courses (Ministry of National Education, 2015).

It is important for the peace of the country that foreign students, whose integration into the society is seen as important, become useful individuals who reduce the crisis rather than being a crisis-increasing factor for the society in the process. The Social Studies course, which imposes certain responsibilities on both Turkish and asylum-seeking students for the integration of foreign students into society, prioritizes the students' reflecting peace and tolerance, which are indispensable for the peace and continuity of a society, to their own lives. In addition, Social Studies, which has a curriculum that includes important social issues such as global peace, has the potential to solve local and universal problems (Odia, 2014). It can be defined as a multidisciplinary field that aims to raise an active citizen with a humanistic and realistic mindset in a world order that makes individuals and societies more interdependent in today's world conditions (Arisi, 2011). In addition, the transfer of "*Social Studies is the combination of knowledge and experiences related to human relations for the purpose of citizenship education*" (Barr, Barth, & Shermis, 1977, as cited in Doğanay, 2004:16) has imposed various responsibilities on Turkish and refugee students in order for foreign students to adapt to the socio-cultural norms of the society they immigrated to.

The Social Studies Course Curriculum (SCCP), which aims to acquire the knowledge, skills and values necessary for individuals to adapt to social life and become effective citizens, has an important mission in the citizenship education of primary school children in Türkiye (Kızıllı & Dönmez, 2017, p.221; Tokmak, Yılmaz, & Şeker, 2023). People who have received an effective citizenship education are expected to be committed to the basic principles of the state and to be aware of their citizenship rights and responsibilities and to act for the good of other citizens (Akbaş, 2014, p.346). By fulfilling the goal of raising "*citizens who love their homeland and nation as citizens of the Republic of Türkiye, know and use their rights, fulfill their responsibilities, use basic communication skills to organize social relations*

and solve the problems they face, and have national consciousness" (MoNE, 2018, p.8), it can be said that SCCP will contribute to the coexistence of society with all its diversity.

It is highly probable that foreign students who need to be educated in a country different from their own culture, in a completely different cultural form, may have some problems in the Social Studies course. However, in order to prevent this negative situation, Social Studies course content contains many elements that create awareness. The fact that it prioritizes developing a sense of "us" instead of "me" in all students affects the development of foreign students' sense of belonging to the society they live in. The Social Studies course, which aims to provide students with history, culture, customs, traditions, customs, written and unwritten rules, and citizenship rights and responsibilities, accelerates the adaptation process of foreign students to the society (Baloğlu-Uğurlu & Akdovan, 2019; Aktaş, Tokmak, & Kara, 2021).

Given the fact that Social Studies is the course that most frequently emphasizes the teaching of sociocultural values and norms, it can be said that the performance of Social Studies teachers in schools will affect the healthy execution of the integration process. The practitioners of Social Studies, which is the cornerstone course that frequently emphasizes the unity in society, are in an important position in terms of the adaptation of foreign students to the society. As a matter of fact, the effectiveness of the activities related to the course and teachers' attitudes that can be role models facilitate the adaptation of foreign students to the society in which they live.

When the related literature is examined, the experiences of foreign students in the education/training process and the observations of teachers in this process are scrutinized. The focus of the studies in which terms such as refugee, asylum-seeker or foreign students were used, is the analysis of the current situation of these students in the course operation in schools (Şeker & Aslan, 2015; Ardıç Çobaner, 2015; Kağnıcı, 2015; Yıldırım, 2020). It has been determined that similar studies have been conducted abroad (Betancourt et al., 2015; Naidoo, 2013; Harding, & Wigglesworth, 2005; Cassity, & Gow, 2005; Sidhu, & Taylor, 2007). The data obtained also made an important contribution to future studies. Accordingly, most of the studies in the literature cover in-school activities. In addition, the limitation of the studies that addressed the problem in terms of Social Studies course functioning was also identified. In this context, it is thought that this study will contribute to the related literature. The aim of this research is to identify the main problems experienced by foreign students in the Social Studies course process and to develop solution suggestions. In addition, in line with

the experiences and opinions of foreign students, it is aimed to reveal their perspectives on the process.

Method

Model

Qualitative research method was used in this study. Qualitative research, which is conducive to the use of data collection tools such as interviews, document analysis and observation, allows for the analysis of events or phenomena in the natural environment in which they occur (Yıldırım & Şimşek, 2008). Throughout the research, steps were taken towards in-depth interpretation of the data collected with tools suitable for fieldwork. Content analysis has been consulted so that the data in question can be analyzed effectively in this context. Within the framework of Marmara University's Institute of Educational Sciences Research and Broadcasting Ethics Committee Resolution 189927 and 10.12.2022, it was decided that it was ethically appropriate to conduct this research. Case studies are based on "how" and "why" questions and researchers opportunities for in-depth examination of phenomena or events beyond one's control It can be said that it provides (Yıldırım & Şimşek, 2018). The most important aspects of qualitative case study Its feature is that the situations that occur at a certain time are revealed in depth with a holistic approach (Creswell and Plano Clark, 2007; Yıldırım and Şimşek, 2018).

Sample and Population

Criterion sampling method was preferred in this study. It can be said that the study on situations or individuals who meet the criteria determined before the research is conducted more accurately with this sampling method (Marshall & Rossman, 2014). Within the scope of the research, an educational institution with a high number of foreign students compared to other schools was preferred. A total of 8 Social Studies teachers work in this school. In the selection of the participants, attention was paid to the fact that there were Social Studies teachers teaching in classes where foreign students were concentrated. In this context, the study group consisted of Social Studies teachers working in an official public school in Istanbul and foreign national students studying there.

Table 1

Characteristics of Participant Teachers

Code	Branch	Professional Seniority	Gender
Participant Teacher 1	Social Studies	8 years	Male
Participant Teacher 2	Social Studies	12 years	Male
Participant Teacher 3	Social Studies	13 years	Female
Participant Teacher 4	Social Studies	20 years	Female

Table 2

Characteristics of Participating Students

Code	Age	Nationality	Gender
Participant Student 1	12	Syria	Male
Participant Student 2	12	Syria	Male
Participant Student 3	12	Syria	Female
Participant Student 4	12	Syria	Female
Participating Student 5	12	Libya	Female
Participant Student 6	12	Iraq	Male
Participant Student 7	12	Palestine	Female
Participant Student 8	12	Sudan	Male

Data Collection Tools

Within the framework of the research, interviews and observation notes were used as data collection tools. While the Social Studies course was being taught, teachers' experiences about the process were systematically observed and noted by the researcher. Observation notes were examined by three experts before and after the research and reviewed for validity and reliability. Interview technique was also used to contribute to the data to be obtained from the observation technique and to analyze the research more effectively. The questions of the semi-structured interview form were sent to the field experts before the application and applied to the participants after the deficiencies were identified and updated.

Collection of Data and Analysis

Data were collected from Social Studies teachers and foreign students in accordance with the interview technique. Interviews were conducted face-to-face. Each participant was given a voluntary consent form before the interview. The data obtained from the data collection tools were interpreted through content analysis. The views of the participants were described through tables. In the table where themes and codes were created, the frequency of

expression of common views on the process was reflected. The data collected from the researcher's observation notes and the interview form were systematically categorized. Situations that supported or contradicted each other in the observation form and interview form were described.

Findings

The author of the study has also been working as a Social Studies teacher in schools affiliated to the Ministry of National Education for 12 years. During this time, the researcher taught in 5 schools with different socio-economic levels and thus had the opportunity to make detailed observations and to analyze them.

In the regions where the number of foreign students is higher than the number of Turkish students in the school, a number of problems were observed. The process of citizenship awareness, which is tried to be adopted through the Social Studies course, is one of these problems. Considering the fact that the sense of belonging in Türkiye is not at the desired level, it can be said that the Social Studies course is an essential tool for developing the citizenship consciousness of foreign students. Social Studies teachers attach importance to the task of transferring democratic values and social norms through SCCP, whose main starting point is to raise conscious citizens through citizenship education. In addition, it is considered important for foreign students to take on the role of active citizens by developing their social participation skills.

The academic achievement of foreign students who lag behind in terms of Turkish language skills in Social Studies courses is also negatively affected. As a matter of fact, as a result of measurement and evaluation, it was determined that foreign students in the school generally received low grades in oral and written exams. Since their inability to express themselves adequately creates a sense of failure in them, this causes foreign students to turn into a psychologically withdrawn profile. Weakness in Turkish affects their academic failures with a snowball effect. As a matter of fact, when the relevant literature is examined, it is emphasized that the language problem is the main problem experienced in the education of foreign students (Ertan Özalp, 2019; Kardeş & Akman, 2018; Sarıtaş, Şahin, & Çatalbaş, 2016). Students, whose development in the language learning process progresses slowly, also fall behind in academic learning in this process. Thus, it can be said as a result of observations that their interest in the lesson and their sense of curiosity are dulled. In addition, foreign

students, who cannot reveal their existing potential, cause them to feel weak and unsuccessful in front of Turkish citizen students at school.

In order to support foreign students in terms of academic and language development, the school offers supportive courses outside of class time. It was observed that the students who attended these courses increased their attendance and started to improve their academic and language skills. However, the low participation in the supportive courses shows that the mentioned improvement is reflected in very few students. In order to overcome this, administrators and teachers collaborated to carry out a number of social responsibility activities. In particular, support was received from education stakeholders to strengthen their sense of social belonging, increase their language skills and accelerate their academic development. Foreign students were included in many sociocultural activities with the support of local and central governments and non-governmental organizations. However, in a crowded metropolitan city like Istanbul, the high number of students in the school negatively affects the reflection of these activities on the process. Despite these negativities, significant work has been carried out and progress has been observed in the development of foreign students.

Insufficient class time, overcrowded classrooms and current economic inadequacies have led to the use of limited teaching, methods and techniques for students. Opportunities should be given to foreign students to increase their participation in the course and to enable them to express themselves better. The limited opportunities of the in-class lesson and the large amount of texts in the Social Studies textbook create a disadvantageous situation for foreign students who are already weak in language competence.

As a result of the interviews with the teachers, it was determined that the refugee students had difficulties in teaching the social studies lesson in the classrooms. It has been stated that students' poor language skills negatively affect classroom communication. It has been stated that introvert students' participation in class is limited. Social studies teachers stated that the content of the textbooks used during the course was not sufficient for the education of refugee students.

Participant Teacher 1, who organized out-of-school learning activities, concluded that site visits increased students' interest in the lesson. Visiting various out-of-school learning environments in Istanbul also contributed to their communication skills. As a matter of fact, Iranian students, Uyghur Turkish students who are Chinese citizens, Syrian Turkmen students, Syrian Turkmen students and Afghan students who visited the otage tents in Topkapı

Turkish World and saw the Turkish customs, traditions and lifestyle on site showed great interest in this activity. The researcher, who watched and observed a movie about the life story of a child living in another country as a result of forced migration with the students, found that the children developed a sense of empathy. This movie activity facilitated the establishment of a more positive and interactive communication channel between Turkish and foreign students. It can be said that this situation provides significant cognitive and affective contributions to students and enriches their perspectives (Aktaş, 2022; UNESCO, 2010).

The *"Refugees and Us"* exhibition trip to The Culture and Art Center in Istanbul also contributed to the development of empathy for foreign students. This exhibition trip, which made the students more aware of the difficulties, pain and sadness experienced during forced migration, was used as an effective out-of-school learning environment.

Foreign students were encouraged to visit the homes of their Turkish friends as guests and gain on-site experience about the hospitality, tolerance and respectful attitude of the Turkish society. Thus, the *"Will You Be My Guest?"* activity enabled Turkish and foreign students to get to know each other and become more aware of each other. The main purpose of these activities, which were carried out under the guidance of Participant Teacher 2, was to enable foreign students to integrate into society and education more easily. When the feedback received from students and parents who interacted with each other was analyzed, it was determined that foreign students had stereotypes about the Turkish family structure, social life style, traditions and customs. After the *"Will You Be My Guest?"* activity, foreign students realized that their stereotypes were unfounded. The foreign students emphasized that Turkish culture and family structure contain rich elements and have a feature that instills empathy and tolerance.

The important quotations from the interview with Participant Teacher 2 regarding the activity in question are as follows: *"Foreign students who saw certain examples of the Turkish family structure on site determined that there were similar or dissimilar features with their own culture. I think that the students' sense of belonging to the society has developed. I also think that they have encountered good examples of social tolerance. Thus, they have seen the subjects we teach at school such as communication, social cohesion, the importance of family in a practical way. Therefore, I believe that our activity was very effective."*

Among the in-school and out-of-school activities, creative drama and pantomime were the methods through which foreign students were able to express themselves best and reflect their feelings. Under the guidance of Participant Teacher 3, after a case study was determined,

it was acted out. The mime technique was also used with foreign students whose Turkish vocabulary was very poor. Thus, it was seen that the students who felt themselves valuable and could reflect their own perspectives on the case study had a positive perception of the lesson and carried out in-class communication in a healthier way.

In a lesson in which the Six Thinking Hats Technique was used, Participant Teacher 4 identified a common problem that might be of interest to the foreign students in the class. For the solution of this problem, she gave the majority of the class the right to speak and asked for their opinions. They tried to produce a solution by addressing different dimensions of the problem named *"The Impact of Forced Migration on Istanbul"*. Participant Teacher 4 ensured that everyone conveyed their opinions in an impartial manner within the framework of respect. Thus, Turkish and foreign students tried to find common solutions based on each other's ideas.

The following excerpts from Participant Teacher 4's views on the process are given below: *"I think that we teachers are insufficient in integrating foreign students into the society and school. I have difficulty in controlling the class while trying to recover foreign students who fall behind the class in terms of academic and language skills. MoNE should organize more effective in-service training activities in this regard."*

Participant Teacher 1 used the debate technique in her lesson to discuss the role and impact of the media and mass media in conveying global problems such as migration, refugee rights, war victims and child labor. Both groups were formed heterogeneously in the debate, enabling them to realize each other's opposite or parallel views and thus respect each other. In addition to contributing to the socialization skills of foreign students through the debate technique, it was also possible for them to pronounce Turkish more beautifully and effectively.

Foreign students consider themselves weak in subjects such as scales, maps, symbols of independence, national holidays, Atatürk's principles and revolutions, and active citizenship awareness in Social Studies and Turkish Revolutionary History and Kemalism courses. On the other hand, they considered themselves more successful in subjects such as UN, UNICEF, children's rights, Nowruz, religious holidays, pronunciation of Ottoman Turkish words. Participant Teacher 1, who used the Social Studies textbook in her class, found that the content was not sufficient to ensure the social and cultural integration of foreign students. It can be said that the interest in the Social Studies course is weak due to reasons such as the fact that the subjects are seen by the students as abstract and based on

memorization, and that there is little experience-based learning due to the limited in-class activities.

The excerpt from the views of Participant Teacher 1 is as follows: *"Foreign students have a cultural adaptation problem. There are also significant problems with absenteeism. I think the main reason for these is language and communication. As far as I can see, this is also effective in experiencing discipline problems in the classroom."*

In addition to the views of the participating teachers, the views of foreign students on the process are also important. As a matter of fact, the statements of refugee students, who emphasized that in-school and out-of-school learning activities had significant effects on them, were shaped in the form of a number of common views. The data obtained from these student opinions are presented in Table 3.

Table 3

Foreign Students' Views on the Process

Themes	Codes	f
Contributions of the Social Studies course	Helped me solve my individual problems	3
	I got to know Turkish culture closely	8
	I socialized more with my friends	6
	My Turkish vocabulary has improved	8
	It made it easier for me to integrate into society	5
Impact of out-of-school learning activities	I discovered new places in the city	8
	My historical and cultural knowledge increased	5
	My interest in the lesson increased	5
	I got to know Turkish family structure better	4

As seen in Table 3, 3 of the participant students stated that the Social Studies course made significant contributions in solving individual problems, 8 in getting to know Turkish culture better, 6 in socializing more, 8 in developing Turkish vocabulary, and 5 in integrating into society. 8 students stated that they discovered new places in the city thanks to out-of-school learning activities, 5 students stated that their historical and cultural knowledge increased, 5 students stated that their interest in the course increased, and 4 students stated that they got to know the Turkish family structure better.

Important quotations were included in the data obtained from the semi-structured interview form. The statements of Participant Student 1 are as follows: *"Especially thanks to the home visits, I learned the characteristics of the Turkish family. I was very impressed by*

their hospitality. I realized how valuable the importance of the concept of family in the Social Studies course is." In the statements of Participant Student 3, the following stood out: "Thanks to the drama my teacher made me do in the classroom, I socialized more with my other classmates. Before, I only hung out with my Syrian friends. Thanks to these activities in the classroom, I felt socialized." In addition, the following quotations were given in the opinions of Participant Student 5: "I could not participate in the class much because I could not speak Turkish very well. But thanks to activities such as debates and drama, I learned more vocabulary and got the habit of reading books. Thanks to this course, I learned Turkish culture and history in detail and improved my Turkish."

Discussion and Results

The *"language problematic"* is one of the most important problems that the researcher observed and analyzed in her lessons. It was determined that this problematic triggered the exponential growth of many problems. As a matter of fact, when foreign students interpret a statement in the book according to their own culture and act accordingly, a polemic arises among the students. When play groups are formed at recess and everyone is categorized according to their ethnicity and language family, some marginalizing situations can occur at school. It can be said that language difference is a slowing factor in social and cultural integration, as well as in establishing healthy communication with health, legal and security institutions. The statement of UNHCR Turkiye representative Batchelor (2014), *"If you want to help refugees, teach them Turkish."* reveals the striking situation in terms of reminding the importance of language teaching in carrying out this challenging process in a healthy way.

It is considered important to take the causes and consequences of migration more comprehensively, to organize course content related to it, and to carry out activity-based learning processes in and out of school. It is important to revise and organize the SCCP based on current global issues and to emphasize more on issues such as migration, refugee rights and freedoms, and multiculturalism in Social Studies textbooks. Teachers who can conduct adequate research on multiculturalism or intercultural education and develop their perspectives can easily carry out the process mentioned. As a matter of fact, the teacher in the role of the researcher meticulously handled the content close to the issues related to multiculturalism, migration, refugee rights while teaching the Social Studies course and tried

to reflect them effectively to the students. In return, it was found that there was a noticeable increase in students' interest in the Social Studies course.

It is seen in the literature review that similar findings were made (Seçgin & Erten Özalp, 2020; Zayimoğlu Öztürk, 2018; Tunç, 2015; Oytun & Gündoğar, 2015). In the notes of the researcher, who has years of teaching experience, language and culture conflict was emphasized as the main source of the problem. Foreign students who see themselves as weak in language competence cannot communicate with their peers and feel isolated and withdrawn. Thus, they isolate themselves from the society. In addition, it has been determined that foreign students have problems in establishing healthy communication with other students in in-school and out-of-school environments. In fact, Zayimoğlu-Öztürk (2021) stated that asylum seeker students have been excluded, marginalized and subjected to social isolation. In addition to the negative reflection of this situation on the process of social belonging and adaptation, it has been observed that it directly affects their academic success at school (Temur & Özalp, 2022). In overcoming this problem, it is important to prepare content in the curriculum that focuses on multiculturalism and proposes a social structure based on empathy (Biçer & Özaltun, 2020). On the other hand, in the study of Uysal (2022), it was emphasized that the cultural structure and values of the Turkish society are taught more effectively through the Social Studies course and that this has an important function in the integration of foreign students into society. Therefore, in this period, Social Studies and T.R. It can be stated that History of Revolution and Kemalism courses will be the main courses that will contribute to this process.

The other important work to be done after the effective teaching of Turkish is the adoption of democratic values, social and cultural norms through the Social Studies course; the establishment of empathy-based communication channels and the creation of opportunities for foreign students to keep their own cultures alive. It can be said that the cornerstone of this process is the Social Studies course (Baloğlu Uğurlu & Akdovan, 2019). Because the primary and secondary school age is seen as a critical period in terms of realizing these cognitive and affective gains. In this period, it can be stated that Social Studies and Turkish Revolution History and Kemalism courses will be the main courses that will contribute to this process. As a matter of fact, in Şahin (2020)'s research, it was determined that teachers should participate in in-service training activities regarding the value judgments and classroom management of foreign students in order to solve the situation in question.

As a result, it can be said that the learning activities carried out throughout the process had significant effects on the cognitive and affective development of foreign students. Based on the teachers' views, it is important to integrate foreign students into the society and improve their academic levels in line with pedagogical approaches. As a matter of fact, it was determined that in-school and out-of-school activities revealed positive changes in student attitudes.

It has been determined that immigrant children have many problems regarding their education. The education that should be given to immigrant students; The current situation has been tried to be revealed by considering the dimensions such as method, time, format, content, reducing school dropouts and ensuring continuity of education. In the process of solving the problems mentioned in the findings; The expected results are the healthy integration of Syrian children into the Turkish education system, the development of social sensitivity of these students, and thus contributing to the social peace of the Turkey of the future.

Recommendations

In line with the results obtained within the scope of the research, the following recommendations have been developed:

- There is a need to increase out-of-school learning activities for foreign students to learn the Social Studies course more effectively and integrate into society.
- Efforts can be made within MoNE to increase teachers' active participation in projects such as PICTES.
- It is important to update Social Studies textbooks in the axis of social belonging, tolerance and global citizenship.

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