

## Chapter 19

# Examples of Activities That Can Be Used for Value Transfer in a Primary School 4th Grade Social Studies Course

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### ABSTRACT

*Values play a key role in order to exist in social life practices and to ensure the continuity of culture. As a matter of fact, values are a system of beliefs consisting of the experiences of the individual through socialization. In this context, in the study, sample activities were presented in the worksheets supported by nine values in the 4th grade social studies curriculum (SSLC). Literary genres such as epics, stories, poems, proverbs, quotations, comics, and biography were used in the worksheets. As a matter of fact, it is known that the use of literary works in the learning and teaching process serves permanent learning. For this reason, literary works were used in the worksheets prepared on value transfer in the study. Literary works appear as a reflector and transmitter of culture. These works are seen as important works in reflecting the social life, social relations, moral, and religious values of the period. This is important in order to ensure that values are internalized correctly. In this context, it is thought that the study will guide educators.*

### INTRODUCTION

One of the most important functions of education systems is to raise individuals who have internalized social values and built their actions in line with these values. For this reason, it is necessary to critically reevaluate the extent to which our values integrated into curricula are realized (Kan, 2010). In line with this, education programs are essential in reaching the desired level of remote-targeted education systems. Although primary education programs have a standard value concept system for all courses,

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### **Examples of Activities That Can Be Used for Value Transfer**

the most significant task in terms of value transfer to raise influential citizens falls on the social studies course (Yaşar & Çengelci, 2012). *Social studies course* is an interdisciplinary course that enables the individual to exist in social life practices to raise effective citizenship (Öztürk & Deveci, 2011). One of these disciplines related to the social studies course is literature. The relationship between social studies and literature was first mentioned in the 2005 Social Studies Curriculum; then, it was again emphasized in the revised curriculum in 2018. Under the title of matters to be considered in the 2018 Social Studies Curriculum (SSLC), It is stated as “Social studies lesson should be supported with literary products by making use of genres such as legend, epic, tale, proverb, folk tale, folk song, and poetry” (MEB, 2018: 10). For this reason, literary works are one of the essential tools that serve the realization of the target acquisitions. Literary works are written in one of the literary genres and have artistic value (Türk Dil Kurumu, 2011:754). Şimşek (2015), on the other hand, defined literary products as works written or designed with an artistic purpose and having aesthetic concerns. In other words, literary products are a part of literature, a way of self-expression. In addition, children can visualize the events and phenomena conveyed in literary works in their minds, which helps them gain historical empathy skills (Seyis, 2021; Turfanda, 2022). Öztürk, Coşkun-Keskin, and Otluoğlu (2012) and Mindivanlı, Küçük, and Aktaş (2012) stated that literary works could be used as teaching materials in social studies courses as well as in many programs in the education system. “The ability to use Turkish correctly, beautifully, and effectively” in the 2018 SBDÖP is included in the field of literary products in social studies teaching. For this skill, which facilitates students’ daily life, there are stages in the program, such as listening, speaking, and reading (Öztürk, 2018). Frederick (2007), on the other hand, stated that the use of literary works in the social studies course is essential to reach the course’s goals. Literary works increase children’s academic success (Er & Kaymakçı, 2016; Yeşilbursa & Sabancı, 2015), gain an empathetic perspective (Akyol, 2011, Seyis, 2021), critical and questioning thinking (Beldağ & Aktaş, 2016), correct Turkish, in using beautifully and effectively (Yıldırım, 2017), making abstract subjects more understandable by concretizing (Kaymakçı, 2013), providing motivation (Tokcan, 2016) and developing a positive attitude towards the lesson (İbret, Karasu-Avcı, Karabıyık, Güleş, & Demirci, 2017; Öztaş, 2018) are essential. In addition, McCall (2010) emphasized that through literary works, children can have the opportunity to evaluate similarities and differences with a critical perspective by making comparisons between the present and the past.

In addition, using activities in value transfer will serve permanent learning. According to Northwiev Public Schools, for values education to reach its goals, many activities and materials should be developed to internalize values by students (Act., Dilmaç, 1999:22).

Gündüz (2018) stated that the activities to be designed about the values that are thought to be gained by the students in the classroom;

1. Enabling children to be actively involved in the process
2. With motivational qualities
3. Bringing diversity to teaching
4. Having drawn attention to qualities
5. Appealing to many senses and
6. She stated that it should be designed to address individual differences.

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