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## THE SYSTEM OF TEACHING HISTORY IN TURKISH SCHOOLS

### *Abstract*

In this study, a methodological analysis of the history teaching system in the secondary education system of the Republic of Turkey was conducted. Particular attention was paid to the structure of the history curriculum, teaching methods, textbooks used, the assessment system, as well as interdisciplinary connections and methodological features. The study employed qualitative and content analysis, a historical-comparative method, and pedagogical observation. A structural and content evaluation of the “Social Studies” textbooks for grades 5-7 and “The History of Reforms of the Republic of Turkey and Kemalism” for grade 8 was carried out, assessing their role in shaping national and global historical perspectives. The content analysis method was aimed at studying the structure of curricula and textbooks. Through documentary analysis, Turkey’s national educational standards and curricula were examined. As a result of the study, the characteristics of history teaching as an integral part of Turkey’s national educational program were identified. The process of teaching history is aimed at forming students’ historical memory and understanding of national and universal values. It was determined that history teaching methods in Turkish schools influence the development of students’ thinking systems, and a scientific analysis of the methodological aspects of history teaching was conducted.

**Keywords:** history subject, Turkish education system (Millî Eğitim Bakanlığı, MEB), teaching methods, curricula, historical memory, school program.

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## ТҮРКИЯ МЕКТЕПТЕРІНДЕГІ ТАРИХ ПӘНІНІҢ ОҚЫТЫЛУ ЖҮЙЕСІ

### *Аңдатпа*

Зерттеуде Түркия Республикасының орта білім беру жүйесіндегі тарих пәнінің оқытылу жүйесі методологиялық тұрғыдан талданды. Атап айтқанда, тарих пәнінің оқу бағдарламасының құрылымы, оқыту әдістері, қолданылатын оқулықтар, бағалау жүйесі, сондай-ақ пәнаралық байланыстар мен әдістемелік ерекшеліктері қарастырылды. Зерттеу барысында сапалық, мазмұндық талдау, тарихи-салыстырмалы және педагогикалық бақылау әдістері қолданылды. Түркия мектептеріндегі 5-7 сыныптарға арналған «Әлеуметтік білім» оқулығы мен 8 сыныпқа арналған «Түркия Республикасының реформалар тарихы және Ататүрікшілік» оқулығына құрылымдық және мазмұндық сараптама жасалып, олардың ұлттық және жаһандық тарихи көзқарасты қалыптастырудағы рөлі бағаланды. Сондай-ақ, мазмұндық талдау әдісі оқу бағдарламалары мен оқулықтардың құрылымын зерттеуге бағытталды. Құжаттық талдау әдісі арқылы Түркияның ұлттық білім беру стандарттары мен оқу бағдарламалары зерделенді. Зерттеу нәтижесінде тарих пәнінің

Түркиядағы ұлттық білім беру бағдарламасының ажырамас бөлігі ретінде оқытылу ерекшеліктері анықталды. Тарихты оқыту үдерісі оқушылардың тарихи жадысын қалыптастыруға, ұлттық және жалпы адамзаттық құндылықтарды түсінуге бағытталғаны айқындалды. Түркия мектептерінде тарих пәнін оқыту әдістері ойлау жүйесін әсер ететіндігі анықталып, тарих пәнінің әдістемелік қырларына ғылыми сараптама жасалды.

**Кілт сөздер:** тарих пәні, Түркиядағы білім жүйесі (*Millî Eğitim Bakanlığı, MEB*), оқыту әдістері, оқу бағдарламалары, тарихи жады, мектеп бағдарламасы.

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## СИСТЕМА ПРЕПОДАВАНИЯ ИСТОРИИ В ШКОЛАХ ТУРЦИИ

### Аннотация

В данном исследовании проведён методологический анализ системы преподавания предмета истории в системе среднего образования Турецкой Республики. Особое внимание уделено структуре учебной программы по истории, методам преподавания, используемым учебникам, системе оценки, а также междисциплинарным связям и методическим особенностям. В ходе исследования применялись качественный и содержательный анализ, историко-сравнительный метод и педагогическое наблюдение. Была проведена структурная и содержательная экспертиза учебников «Социальные знания» для 5-7 классов и «История реформ Турецкой Республики и кемализм» для 8 класса, с оценкой их роли в формировании национального и глобального исторического мировоззрения. Метод содержательного анализа был направлен на изучение структуры учебных программ и учебников. Посредством документального анализа были изучены национальные образовательные стандарты и учебные программы Турции. В результате исследования выявлены особенности преподавания предмета истории как неотъемлемой части национальной образовательной программы Турции. Процесс преподавания истории направлен на формирование у учащихся исторической памяти, понимание национальных и общечеловеческих ценностей. Определено, что методы преподавания истории в турецких школах влияют на развитие системы мышления учащихся, проведён научный анализ методических аспектов преподавания истории.

**Ключевые слова:** предмет истории, система образования Турции (*Millî Eğitim Bakanlığı, MEB*), методы преподавания, учебные программы, историческая память, школьная программа

### Introduction

According to Collingwood, history is an intellectual activity that occurs in the mind of a historian when he critically analyzes and interprets documents [1]. That is, history is not just a collection of objectively presented facts, but rather the result of the historian's thinking in the process of research. The historian does not just collect information about past events, but analyzes, compares, critically examines them, and interprets their meaning and causes and effects, thereby forming historical knowledge. History is not just a description of written or material evidence of the past, but a process of understanding and explaining them on a scientific basis. That is why history is considered one of the main subjects in the compulsory education program. This is because knowledge of the past is an important component of the study of historical phenomena and contributes to the formation of valuable scientific knowledge for the future. In this regard, many people first get acquainted with the subject of history within the school curriculum and form a systematic understanding of the past era. Teaching history is aimed at developing students'

intellectual abilities, including attention, perception, thinking, imagination, memory, and speech [2]. These skills are very important for the development of independent knowledge and understanding of historical and contemporary social reality. History education is not only a factor in the conscious construction of the future of individuals, but also an important factor in the preservation and development of nations as a single ethnos. That is, historical education plays a decisive role in strengthening the cultural and national identity of society.

Each state forms the history curriculum in the secondary education system in accordance with its own national standards. In many countries, the history curriculum covers the main historical periods from ancient times to the present day. In the Republic of Turkey, the curriculum of this subject is based on national, secular and scientific-analytical principles. The content and structure of the history subject are approved by the Ministry of Education of the Republic of Turkey (Millî Eğitim Bakanlığı, MEB) and includes several theoretical and methodological directions. The main goal of the history education system in Turkey is the formation of national identity. In this context, the ideology of Mustafa Kemal Atatürk (Atatürkçülük) is considered as the ideological basis of history education. This program pays special attention to teaching the cultural, political and military achievements of the Turkish nation. The process of developing history textbooks for schools in Turkey dates back to the second half of the 19th century. The Ministry of Education (Ma'arif Nazırlığı), established in the Ottoman Empire in 1857, was responsible for the development and approval of history textbooks. After the establishment of the Republic of Turkey in 1923, this institution changed its current name to the Ministry of Education of the Republic of Turkey (Millî Eğitim Bakanlığı, MEB) and became responsible for determining the content of all school textbooks. The "Tevhid-i Tedrisat" law passed in 1924 brought the education system under full state control [3].

To develop historical science in the Republic of Turkey, the "History Association" (Türk Tarih Kurumu, TTK) was established on April 15, 1931, at the initiative of Mustafa Kemal Atatürk. The main tasks of this organization were to study Turkish history, conduct archaeological excavations, publish historical documents, develop curricula, analyze and improve textbooks, and prepare teaching and methodological tools for teachers and students. In 1930, the association developed the content of the first official history textbooks for Turkish schools and included them in the curriculum. These textbooks were based on the four-volume work "Basics of Turkish History" (Türk Tarihinin Ana Hatları), prepared at the initiative of Mustafa Kemal Atatürk. Later, in the 1940s and 1950s, history textbooks were revised and approved by the Ministry of Education of the Republic of Turkey. Thus, since the beginning of the 19th century, the main goal of the Turkish education system was to establish secular, national, and scientifically based teaching standards. These reforms were aimed at strengthening the ideology of the new republic and eradicating illiteracy by forming the historical consciousness of the people [4].

### **Materials and research methods**

During the study, the 2023 approved history curriculum for secondary schools in the Republic of Turkey, teaching aids, official documents and scientific works were reviewed. A comprehensive analysis of the history curriculum and secondary school curricula approved by the Ministry of National Education of the Republic of Turkey (Millî Eğitim Bakanlığı, MEB) was conducted. In addition, the content of history textbooks for secondary schools approved by the ministry and their educational goals were studied. An expert study was conducted on the curriculum in relation to the national education standards of Turkey using the document analysis method. Based on the content analysis method, the content, ideological and structural features of the topics in history textbooks were analyzed. The comparative-historical method was used and works by Turkish and international researchers on the methodology of teaching history were studied. As a result, the features and methodology of the history education system in Turkey were determined. The article examined cognitive and constructivist theories of history education. As a result, it was determined that although most textbooks approved for secondary schools in Turkey are written with constructivist theory, constructivist theories are still used. An analysis of textbooks, monographs,

and dissertations on the characteristics of history teaching in Turkey was conducted. During the writing of the article, the Turkish education platform - Eğitim Bilişim Ağı (EBA) was widely used, and the educational materials and methodological tools on the platform were used as a research source.

### **Results and discussion**

Nowadays, the rapid development of technologies is also bringing about significant changes in the field of education. In particular, since 2005, educational methodology has shifted from a cognitive approach to a constructivist approach, which in turn aims to stimulate students' self-mastery of knowledge [5]. Although these approaches use various methods in education, their main goal is to develop students' thinking skills and create conditions for a deep understanding of historical and social phenomena. Cognitive approaches in pedagogy focus on students' internal learning processes, rather than external factors. This approach places special emphasis on the relationship between students' cognitive processes and teaching methods, and shows that understanding their thinking and emotions is important for the development of effective educational activities. In addition, the cognitive approach promotes active and constructive learning, that is, students need to integrate new information with their existing knowledge [6]. The cognitive approach is based on the research of scientists such as Jean Piaget, Jerome Bruner, David Ausubel, and Turkish researchers Selahattin Tufan and Mehmet Sahin. One of the main characteristics of this approach is that the role of the teacher is to convey information, and students are recipients of knowledge. In history, the cognitive approach helps to remember the chronology of historical events, to understand cause-and-effect relationships. Constructivism, as an ideology, methodology and technology, brought important elements to understanding educational interaction, didactic communication and its development directions [7]. Researchers who have made a significant contribution to the development of constructivist ideas in foreign education include the works of L.S. Vygotsky, J. Dewey and J. Piaget, and Turkish researchers Ziya Selçuk, Ferudun Turan, Ayşe Demirkan. In the constructivist approach, the teacher plays the role of a guide, not a teacher. The student, through his own experience, assimilates new information and forms his own ways of interpreting it. In accordance with this principle, the curricula for history and social studies in Turkey have been updated. In 2005, a new social sciences curriculum was introduced, and in 2008, a revised history curriculum came into effect [8]. The main goal of these reforms was to provide students with historical knowledge not only by traditional methods, but also by using modern pedagogical technologies and innovative teaching methods. The updated programs are aimed at developing historical thinking skills, improving students' research skills and working independently with historical sources. Thus, the methodology of teaching history in Turkey has been improved in line with the times and has acquired a structure that allows increasing the cognitive activity of students. Under the new education system, basic education in Turkish schools is taught according to the 4+4+4 model:

1. Non-compulsory preschool education (Anaokulu): for children aged 3-5;
2. Compulsory education – primary school (İlkokul, 4 years): 6-10 years;
3. Secondary school (Ortaokul, 4 years): 10-14 years;
4. Lyceum (Lise, 4 years): 14-18 years; Lyceum offers the possibility of general secondary education or vocational education.
5. Higher education (Üniversite, 4 years) – continues with the (YKS) [9].

Issues in historical education are closely related to content and methodological foundations. Textbooks are of particular importance as the only educational tool used in the classroom for a long time [10]. In Turkish secondary schools, national history and world history are not separated into separate textbooks. Historical materials from both directions are presented together within the framework of one textbook. This is one of the main features of the textbook. In addition, at the primary school level (grades 1-4), history is not taught as a separate subject. History is included in the curriculum starting from grade 5. No separate history textbook has been published for students in grades 5-7. Instead, history is taught as part of an integrative subject called “Social Science” (Sosyal Bilgiler). This subject encompasses a set of social sciences and combines fields such as

history, geography, economics, sociology, anthropology, psychology, philosophy, political science, and law [11]. Maps are widely used for each topic presented in the "Social Science" (Sosyal Bilgiler) textbook for grades 5-7 in Turkey. Maps not only help to visually represent processes, but also to explain complex and abstract concepts [12]. According to researchers, maps used in social science textbooks play a very important role in the learning process, as they provide students with the necessary historical, geographical and cultural information in a coherent and concise manner [13]. Through the maps in the proposed textbook, students in grades 5-8 better understand the spatial relationships of historical events, visually perceive the territorial changes of states and the areas of spread of civilizations. The use of maps is consistent with the theory of constructivist learning, as this method allows students to classify new information according to their needs and form their own understanding of it [14]. The data presented through the map contributes to the development of students' historical thinking skills, the identification of chronological and spatial relationships of events, as well as the improvement of research skills. The widespread use of maps in history textbooks indicates its close interdisciplinary connection with the subject of geography. The connection with geography plays an important role in understanding political, economic and cultural processes in history. This approach allows students to understand the development of civilizations, changes in state borders and migration movements in a deeper way. The connection with not only geography, but also social science and law, economics is reflected in the consideration of the structure of states, legislative changes and the evolution of governance systems. The connection with social science can be seen in the basic information about the state structure, laws and legal foundations of the Republic of Turkey, which is given in history lessons. This contributes to the formation of students' civic responsibility and the development of their legal culture. Thus, the subject of history taught in Turkey is integrated with various fields of science, allowing students to comprehensively study and understand historical phenomena in a comprehensive manner. The "Social Science" textbook was approved by the Ministry of National Education of the Republic of Turkey (Millî Eğitim Bakanlığı, MEB) and published in İzmir in 2023. The authors of the textbook are Ömer Faruk Evirgen, Jülide Özkan and Suna Öztürk. This textbook, which has a total volume of 205 pages, contains information related to history only on pages 36-40. 5th grade students are introduced to history for the first time within the framework of this textbook. At this level, history teaching begins with the Mesopotamian civilizations and covers the period up to the Anatolian culture. In addition, the textbook provides brief information about the Hittites who lived in the 2nd millennium BC and the Van kingdom that developed in the 9th-6th centuries BC. Due to the limited space allocated to historical materials, the historical content presented to fifth grade students is relatively short and general. Also, during the content analysis of the textbook, it was determined that the "Social Science" (Sosyal Bilgiler) textbook was compiled in a constructivist approach. Firstly, the textbook is presented together with subjects such as geography, economics, sociology, anthropology, psychology, and philosophy. And the interdisciplinary connection of one subject is a constructivist approach. Secondly, the first topic contains 12 pictures and 6 questions. "Look at the picture above. Is there any similarity or difference between the car in the picture and the car you use today?" The question is asked before the topic begins. This shows that the student looks at the picture before the topic, without the help of the teacher, searches and answers. Thirdly, the types of questions asked are not "What kind of writing was in ancient Mesopotamia?" but "What do you think our day would be like if cuneiform had not been invented?" The child would answer the first question not with his own thoughts, but in a memorized theoretical way, and the answer to the second question requires research. Another interesting question on this topic is "Would you like to live in the Sumerian era or in our era?" This is one of the questions that connects these events with the present day. This is also evidence of the constructivist approach. In addition to pictures, maps, and questions, each topic has a section called "Your Turn." That is, the student must share the documents, data, and materials he or she has searched for on the topic. These are the facts contained in 4 pages related to history only [15].

These features reflect the integrative nature of the history teaching system in Turkey, that is, history is taught not as a separate subject, but as part of a complex of social sciences. This approach allows students to learn historical events in relation to other socio-economic and cultural contexts. The authors of the textbook for grade 6 are: Cengiz YILDIRIM, Fatih KAPLAN, Hayriye KURU, Mukaddes YILMAZ. The textbook consists of 277 pages. Information related to history is provided on pages 46-100. According to the decision of the Education and Training Council of the Ministry of National Education of the Republic of Turkey, the curriculum of the “Social Science” subject for grades 6-7 consists of the following areas:

Table 1.1. Topics of the subject “Social Studies” for grade 6

Field of study	The main sections, topics
We and our values	We learn public knowledge
Historical journey	Turks on the Silk Road
Life on Earth	Life on Earth
Science and technology	Electronic Age
Power, governance and society	Our Country's Resources
Production and extraction	Our Country and the World
International relations	History of Democracy

The chapter "Historical Journey" in the proposed sixth grade history textbook is full of historical data. The chapter itself consists of 5 sections:

1. The homeland of the Turks - Central Asia (Conclusions on the geographical, political, economic and cultural features of the first Turkic states established in Central Asia;)
2. The emergence of Islam (The emergence of Islam and the changes it brought;)
3. The acquaintance of the Turks with Islam (The impact of the adoption of Islam by the Turks on the political, social and cultural spheres;)
4. The new homeland - Anatolia (The process of the settlement of Anatolia by the Turks;)
5. Historical routes (The role of historical trade routes in political, cultural and economic relations between peoples;)

The first part of the textbook under study describes the historical homeland of the Turkic peoples - Central Asia, that is, the territory of Turkestan. Due to the geographical features of this region with a harsh continental climate, the culture formed here is adapted to a nomadic lifestyle. In this regard, it is noted that the socio-economic structure of the Turkic peoples is mainly based on nomadic cattle breeding. The main content of the section is devoted to the history of ancient Turkic states. The Huns, Oghuz Khagan, Mukan Khagan, the Kokturik state, as well as the Ergenekun epic belonging to the Kokturiks are considered. In addition, the revival of Turkic statehood under Kutlyk Khagan and the significance of the Orkhon inscriptions are analyzed. The section ends with the history of the Uyghur state. The second part considers the history of the emergence of the Islamic religion. Here, the work of each prophet and his contribution to religious knowledge are discussed separately. The next section describes the influence of Islamic culture on the Turkic peoples and contains information about the Karakhanid state, which was the first to adopt Islam. The fourth section is devoted to the process of settling in a new historical space - Anatolia, and the formation of the Seljuk state and its development trends are comprehensively considered. The political, economic and cultural structure of the state is analyzed. The last section of the studied textbook is devoted to the importance of the Great Silk Road. This section describes its role as a means of trade, cultural exchange and communication between civilizations. Thus, the textbook examines the history of the Turkic peoples from ancient times, connecting them with the stages of their development in new historical spaces. The 6th grade textbook is also presented in a constructivist approach. The first topic is “The Homeland of the Turks - Central Asia” and a map is given. If we pay attention to the meaning of the question “Does the geographical location of the place where you live resemble Central Asia?”, then to answer the question, the student first

familiarizes himself with his living environment, and secondly with the geographical location of Central Asia. The textbook also contains many pictures and maps, and uses methods that engage students, such as group games, pair games, the "Your Turn" section, and even the idea of continuing the picture [16].

Table 1.2. Topics of the subject “Social Studies” for grade 7

Field of study	The main sections, topics
Communication and interpersonal relations	Communication and inter-ethnic relations
A journey through Turkish history	Journey through the history of the Turks
People and location	The people of our country
Science through time	The ancient world and the culture of the Turks
Economy and social life	Economy and social life
Democracy	Democracy in practice

The chapter “Journey to Turkish History” of the seventh-grade history textbook consists of 4 sections:

1. The birth of a state;
2. The policy of conquest of the Ottoman Empire;
3. The impact of European development on the Ottoman and other states;
4. Ottoman institutions changed by reforms;

The chapter on history of the textbook under study begins with the history of the formation of the Ottoman Empire. This section examines the biographies of the rulers who founded the Ottoman state and contributed to its political development - Osman Gazi, Orhan Gazi, Murad, Bayezid and other pashas. The social situation of the population during that period, economic problems and the state's domestic and foreign policy are analyzed. The chapter describes in detail the policy of conquest of the Ottoman Empire and its results. In particular, the significance of Mustafa Kemal Atatürk's reforms in the last period of the empire is considered. The military strategies of the Ottoman Empire, including military operations conducted by sea and trade relations, are described. The impact of political and economic changes in Europe, including the Industrial Revolution, on the Ottoman Empire is studied. The textbook also pays special attention to the development of culture and art of the Ottoman Empire. The influence of economic and political factors on cultural processes during the periods of prosperity of the state is considered, and achievements in the fields of art, architecture and education are analyzed. In general, the content of the chapter comprehensively examines historical processes from the foundation of the Ottoman Empire to the stages of its development and internal and external political changes [17].

The mandatory textbook for the 8th grade, approved by the Ministry of National Education of the Republic of Turkey (T.C. Milli Eğitim Bakanlığı), is “The History of Reforms of the Republic of Turkey and Atatürkism” (Türkiye Cumhuriyeti İnkılap Tarihi ve Atatürkçülük). This textbook differs in content from history textbooks for previous grades and mainly focuses on the period of Turkish Renaissance, the decline of the Ottoman Empire, the Turkish War of Independence, the reforms of Mustafa Kemal Atatürk and the principles of Kemalism. The main purpose of the textbook is to explain to students the process of modernization of the Republic of Turkey, to introduce them to the principles of Kemalism and to present Turkey's struggle for independence since historical data in order to educate them in patriotic education. The textbook also adheres to the official state position of Turkey and explains the historical development of the country from the perspective of the ideology of Kemalism. This educational material allows 8th grade students to get acquainted with the history of the formation of the new Turkey and the role of its founder Mustafa Kemal Atatürk. The content of the textbook covers the main political, economic and social changes during the formation of the Republic of Turkey and scientifically analyzes the historical significance of the reforms in Turkey [18].

Table 1.3. Topics of the subject “History of Reforms of the Republic of Turkey and Atatürkism” for 8th grade

<b>Department:</b>	<b>Main topics:</b>
section 1: The Birth of a hero	Changes in Europe and the Ottoman Empire Domestic policy of the Ottoman Empire in the 19th century Childhood and education of Mustafa Kemal Childhood and family; Education in military schools; Monastery Military High School; Military school and war academy in Istanbul
section 2: National Awakening	World War I (1914-1918) The beginning of the war and its supporters; The participation of the Ottoman Empire in the war; The fronts involved. The Çanakkale Front; The results of the war; The Ottoman Empire in the First World War; The participation of the Ottoman Empire in the war; The Eastern, Iraqi, Syrian and Palestinian fronts; The impact of the war and the fall of the Ottoman Empire; The conclusion of the Treaty of Mudros and its results
section 3: National epic – Independence at all costs!	Eastern Front; Southern Front; Liberation of Marash; Liberation of Urfa; Antep Defense; Formation of the Standing Army; I. Battle of Inonu; London Conference; Turkey-Afghanistan Friendship Treaty; Adoption of the National Oath; II. Battle of Inonu; Battles of Kütahya-Eskisehir
section 4: Atatürkism and Modern Turkey	Republicanism; Nationalism; Populism; Statism; Secularism; Reformism. Abolition of the Sultanate; Declaration of Ankara as the capital; Proclamation of the Republic; Abolition of the Caliphate; 1924 Constitution; Law on the Unification of Education
section 5: Democratization Efforts	People's Party; Progressive Republican Party Free Republican Party
section 6: Foreign Policy in the Atatürk Era	The impact of the Lausanne Peace Treaty on foreign policy; The issue of foreign schools; The Iraqi border and the Mosul issue; The Balkan Entente; Participation in the Mediterranean Treaty; The Sadabat Pact; The annexation of Hatay to Turkey

### *Conclusion*

The history teaching system in Turkish schools aims to form a national identity, develop historical consciousness and teach students historical data from a scientific and analytical perspective. The curriculum is approved by the Ministry of National Education of the Republic of Turkey (MEB) and is divided into stages according to the age characteristics and cognitive abilities of each grade. Content-analytical analysis, interdisciplinary communication, the use of digital technologies and interactive methods are widely used in teaching history. In addition, the system of assessing student knowledge is carried out through written, oral and project tasks.

The Turkish history textbook for grades 5-8 aims to familiarize students with the historical foundations of the country, its cultural heritage and national identity. This textbook is designed to teach history to middle school students in a clear, interesting and interactive way. The textbook is written in an easy and understandable language adapted to students in grades 5-8, and historical maps, photographs and illustrations are used. This increases students' visual understanding. At the end of each chapter, questions and tasks are given to check students' historical understanding. Also, events are presented in chronological order, which helps children understand the causes and consequences of historical events.

Educational programs in Turkey provide for students to independently master historical knowledge, work with sources and analyze historical events. Based on this basis, it was determined that the “Social Science” (Sosyal Bilgiler) textbook for grades 5-8 was developed on the basis of constructivist theory. However, the elements of the cognitive approach are not completely



eliminated in the subject textbook, since students also carry out the process of memorizing historical facts in preparation for the test. In addition, the textbook also shows signs of chronological teaching and reliance on ready-made educational materials.

The history textbook for grades 5-8 in Turkish schools is aimed not only at mastering past events, but also at providing patriotic education, that is, at increasing students' interest in the history of the country, forming a sense of national pride, glorifying national, global historical processes and the historical achievements and cultural heritage of the Turkish nation. The textbook "History of Reforms of the Republic of Turkey and Atatürkism" for grade 8 pays special attention to explaining the principles of Kemalism and national modernization processes, and promotes the idea of peaceful coexistence with different peoples through historical events. This system allows students to develop critical thinking skills, analyze historical facts, and learn from the past.

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