

PAPER DETAILS

TITLE: Effectiveness Of Social Studies Teaching With Stories According To Social Studies Teacher Candidates

AUTHORS: Hacer DOLANBAY, Yüksel BÜLBÜL

PAGES: 536-548

ORIGINAL PDF URL: <https://dergipark.org.tr/tr/download/article-file/1695406>



| Research Article / Araştırma Makalesi |

Effectiveness Of Social Studies Teaching With Stories According To Social Studies Teacher Candidates

Sosyal Bilgiler Öğretmen Adaylarına Göre Öykülerle Sosyal Bilgiler Öğretiminin Etkililiği

Hacer Dolanbay¹, Yüksel Bülbül²

Keywords

- 1.Social studies
2. Use of story
3. Teacher candidate
- 4.Case study

Anahtar Kelimeler

- 1.Sosyal bilgiler
- 2.Öykü kullanımı
- 3.Öğretmen adayı
- 4.Durum çalışması

Received/Başvuru Tarihi
09.04.2021

Accepted / Kabul Tarihi
25.05.2022

Abstract

Purpose: Using literary works such as stories within the scope of the social studies course is considered supporting teaching material. Thus, it is essential for social studies teacher candidates to practice using stories in their lessons before their professional life. This study aims to determine the opinions of social studies teacher candidates on using stories.

Design/Methodology/Approach: The sample group of the survey designed according to the case study of qualitative research designs is 20 social studies department second-year teacher candidates studying at a state university in Turkey in the spring semester of the 2020-2021 academic year. Semi-structured interview form was used as a data collection tool in the study. The data collected within the scope of the research were analyzed by the descriptive analysis method.

Findings: As a result of the research, it was ascertained that the use of stories, according to social studies teacher candidates, provides many gains both in the course process and individually, including the teaching of various concepts in the course content and the acquisition of values and skills determined in the curriculum.

Highlights: It was revealed that according to social studies teacher candidates, the use of stories in the course process has effects on making lessons more interesting, reinforcing what is learned and providing permanent learnings.

Öz

Çalışmanın amacı: Sosyal bilgiler dersi kapsamında öykü gibi edebi eser kullanımı, dersi destekleyici öğretim materyali olarak değerlendirilmektedir. Bu nedenle, sosyal bilgiler öğretmen adaylarının meslek yaşantılarından önce derslerinde öykü kullanımına yönelik pratik kazanımları önemlidir. Bu araştırmanın amacı sosyal bilgiler öğretmen adaylarının eğitimde öykü kullanımına ilişkin görüşlerini belirlemektir.

Materyal ve Yöntem: Nitel araştırma desenlerinden durum çalışmasına göre tasarlanan araştırmanın örneklem grubunu 2020-2021 eğitim-öğretim yılı bahar yarıyılında Türkiye’de bir devlet üniversitesinde öğrenim gören 20 sosyal bilgiler bölümü ikinci sınıf öğretmen adayı oluşturmaktadır. Araştırmada veri toplama aracı olarak yarı yapılandırılmış mülakat formu kullanılmıştır. Araştırma kapsamında toplanan veriler betimsel analiz yöntemiyle çözümlenmiştir.

Bulgular: Araştırma sonucunda sosyal bilgiler öğretmen adaylarına göre öykü kullanımının ders içeriğindeki çeşitli kavramların öğretimi ve öğretim programında belirlenen değerlerin ve becerilerin kazandırılması şeklinde hem ders sürecine hem de bireysel anlamda birçok kazanım sağladığı tespit edilmiştir.

Önemli Vurgular: Sosyal bilgiler öğretmen adaylarına göre ders sürecinde öykü kullanımının derslerin daha ilgi çekici olması, öğrenilenlerin pekiştirilmesi ve kalıcı öğrenme sağlamasında etkileri olduğu ortaya çıkmıştır.

¹ Corresponding Author, Muş Alparslan University, Faculty of Education, Department of Social Studies Education, Muş, TÜRKİYE; h.dolanbay@alparslan.edu.tr, <https://orcid.org/0000-0002-9408-5636>

² Giresun University, Faculty of Education, Department of Social Studies Education, Giresun, TÜRKİYE; yuksel.bulbul@giresun.edu.tr <https://orcid.org/0000-0003-4310-2878>

INTRODUCTION

The social studies course aims to raise responsible citizens in the learning-teaching process along with various social sciences disciplines that also constitute the course's content in a holistic way. The organization of learning in a social structure is directly associated with the development of individuals, and the function of the social studies course, which plays a vital role in this process, is also expanding. Teachers should familiarize themselves with each student individually and have a perception of their interests and talents. In this sense, a method based on broad teaching that reflects student differences in a multidimensional manner should be followed in today's classrooms (Zarrillo, 2016). In the social studies course, assisting children in understanding themselves and the community they belong to becomes possible as they are involved in activities that attract their attention and help them achieve social and individual gains (Şimşek, 2015). Although these activities cover various teaching methods and techniques during the course process, the teaching materials and student-centred practices applied in this process help to achieve the learning gains of the course. Literary works that will be included in the textbooks as the primary source and brought to the classroom environment through various sources are also essential elements in achieving the goals of the social studies course, thanks to the features of their contents.

Individuals, who learn by experiencing social studies education through literary works, become responsible citizens with the awareness of using various resources in their work lives. The fact that these efficient citizens can think critically/analytically and develop attitudes and values separate from dogmas necessitates the development of verbal and written language skills. In this respect, the richness of social studies content becomes one of the most important tools for various reading, writing and speaking activities (Öztürk & Otluoğlu, 2011). Among literary works, stories are defined as "the narrative of a real or realistic event verbally or in writing" (Turkish Language Association, 2015). From this point of view, stories are becoming learning environments that facilitate children's evaluation of various events and relationships they observe and experience in the context of cause and effect. In addition, the protagonists' solutions to the words, behaviours or problems in the stories also serve as role models and examples for children (Akdağ, 2020). Due to its similar benefits, stories are also included in primary school curricula, which have undergone some transformation. In the curricula in which the constructivism approach is dominant, examples from daily life are given, and the topics are determined within the scope of authentic learning. Accordingly, it can be claimed that stories are essential in ensuring the increase in real-life experiences in social studies education (Sever, 2017). The Ministry of National Education (2018) underlined that the social studies course should be supplemented with stories and similar literary works in the social studies curriculum. Students should be encouraged to read literary works that will make them love the course subjects. Moreover, direct gains related to the use of various literary works such as stories are expressed in the curriculum.

In literary works such as stories, everyday life characteristics existing in the period of the storyline are beneficial in providing the cognitive field acquisitions of the social studies course; on the other hand, the attitudes and behaviours of the protagonists in these works help provide the affective field acquisitions of the social studies course. In addition, students will develop both their mother tongue learning and self-expression skills by acquiring the skills of reading, listening, speaking and writing (Çelik, 2019). Stories assume the role of a tool in the recognition, adoption and cultural transfer of the values and moral systems in the social structure in which the child exists. In the case of stories, it is possible to observe real-life exemplary behaviour practices in interpreting protagonists and content for concepts such as good and evil, right and wrong (Akdağ, 2020; Demir & Akengin, 2011; Karatay, 2007). Acculturation and socialization (Öztürk & Otluoğlu, 2011), which covers the affective field rather than the cognitive and psychomotor field, cannot be fully achieved in the student's immediate environment with the family. Stories also become a reality in students' lives as individuals through the messages they convey and contribute to their socialization through the enhancement of communication with the society they live in (Akdağ, 2020). In addition, stories that are also appropriate for contextual learning because they ensure integrity with the past are mainly preferred by social studies teachers due to the intensive historical structure of the social studies course (Kaymakçı, 2013; Ünlü, 2016; Ünlü & Ay, 2017). It is an essential factor that short, meaningful events and situations enable convenience and flexibility in imparting the targeted skills and values in the frequent preference of stories in the social studies course process. In addition, the inclusion of various concepts and phenomena in the stories' contents is also essential.

Stories are an alternative teaching tool so that social studies could be intertwined with the targeted life and based on student experiences, away from rote learning. It is a supplementary material with various teaching methods and techniques adopted in the learning-teaching process (Demir & Akengin, 2011). The best way to benefit from the fiction of the stories in the course process is to consider each story as a supplementary tool and to encourage students to read and evaluate the stories independently, away from specific concerns (Zarrillo, 2016). However, using stories as supplementary teaching materials in the social studies course requires various teacher competencies. These competencies include having theoretical knowledge on the subject and professional skills, experience and effort to implement such knowledge (Avcı & Asma, 2017; Öztürk & Otluoğlu, 2011). Teachers should assess the stories they will benefit from in their courses in line with the criteria of determining the type, quality, suitability for student development level, literary language, time, space, person and grammar structure and accessibility (Akdağ, 2020; Ünlü & Ay, 2017). Otherwise, stories that are used as a reading activity implemented only at certain intervals during the course without any plan and purpose, and that are not analyzed with questions and are not suitable for the course content will not contribute to the success of the students (Ünlü & Ay, 2017; Şimşek, 2015). Given the difficulties mentioned, it is

clear that the selection and use of stories as teaching materials during the course should be arranged within the framework of specific criteria. In this sense, the training of teachers should also be provided within the scope of competencies.

When the literature is analyzed, it is understood that the studies evaluating the use of stories within the scope of social studies teaching are limited. To set an example, studies on the use of stories in social studies involving primary school students (Combs & Beach, 1994; Sidekli, Tangülü and Yangın, 2013; Şimşek, 2006), studies involving social studies teachers (Er & Kaymakçı, 2018; Ünlü, 2016; Sömen & Göksu, 2017), studies involving pre-service teachers (Kolaç & Özer, 2018; Yeşilbursa & Sabancı, 2015) and studies involving both teachers and pre-service teachers (Beldağ & Aktaş, 2016) can be considered. No study in the literature involves the practices for the concept, value and skill areas and various achievements through case story reviews of pre-service social studies teachers. Accordingly, this study is essential in terms of questioning what pre-service teachers should pay attention to when choosing stories as a learning-teaching aid as the social studies teachers of the future and their review experiences in evaluating the teaching curricula of stories for three main areas such as concept, value and skill teaching. In this context, the purpose of the study is to determine the reflections of using the stories in social studies courses on the teaching process in line with pre-service teachers' views. To this end, the study aims to determine the reflections of using the stories on the concept, value and skill learning, teaching process and student achievements within the scope of social studies lesson, in line with pre-service teachers' views. Following sub-questions assessing the views of pre-service teachers were determined by the purpose of the study:1. According to pre-service teachers, which concepts/subjects can be taught by using stories in social studies course?

2. According to pre-service teachers, which values can be taught by using stories in social studies course?

3. According to pre-service teachers, what skills can be acquired by using stories in social studies course?

4. According to pre-service teachers, what are the possible contributions of using the stories in social studies course to the teaching process?

5. According to pre-service teachers, what are the possible contributions of using the stories in social studies lessons to students?

METHOD/MATERIALS

This study aims to examine the reflections of using the stories in the Social Studies course on the teaching process from the perspective of the pre-service teacher, which is designed according to the case study, which is one of the qualitative research designs. In the case studies, the factors related to one or more cases are investigated with a holistic approach; and in-depth research is conducted on both how they affect the relevant case and how they are affected by the case in question (Yıldırım & Şimşek, 2013). Merriam defines qualitative case studies as "the intensive, holistic identification and analysis of an example, phenomenon or social unit" (Merriam, 1998, p.27). It is informed that case studies are of different kinds in the literature. This research was conducted based on an explanatory and descriptive case study design. In such studies, one or two case studies are used to provide information about a situation. Such exceptional cases try to make unfamiliar situations more familiar and allow the reader to interpret the subject. The selected space should be a typical place with significant changes and should contain a small number of situations to draw the reader's attention (Datta, 1990; as cited by Aytaçlı, 2012, p. 3). In this research, the views of pre-service social studies teachers on the use of stories in the course were described in detail.

Study Group

The study group of the research consists of pre-service social studies teachers. In determining the study group, convenience sampling, one of the purposeful sampling methods, was applied. In this direction, 20 sophomores studying in a state university's social studies teaching department were selected. The reason for selecting the sophomores is that these students were informed about "Social Studies Teaching with Stories" within the scope of the Social Studies Learning and Teaching Approaches course before the study. It is predicted that students, who are informed about the benefits of the story used in the course, will make more evaluations regarding the effects of stories on subject concepts, skills, values and student behaviours.

Data Analysis

The data acquired in the study were analyzed by descriptive analysis, which is one of the qualitative data analysis approaches. As part of the descriptive analysis, direct quotations are included in order to reflect the opinions of the interviewees in the most effective way (Yıldırım and Şimşek, 2013). First of all, the interviewees were assigned sequence codes as "K1" and the interviews were transcribed. The categories acquired as a result of the descriptive analysis were converted into frequencies and then arranged visually and tabulated. In order to ensure the reliability of the research, the formula of inter-coder consensus (reliability) was used. The data were coded by both researchers and reliability was determined to be between 88 and 90.3 for five questions. This indicates the inter-coder consensus.

Data Collection Tools

In the research, three stories included in the 6th grade textbook of the Ministry of National Education (2019) were used as data collection tools. A semi-structured interview form with 5 open-ended questions was applied for each of these stories. To

seek opinion, the prepared interview form was presented to a Social Studies and Turkish education specialist. In line with the feedback provided, the questions were reviewed and the interview form was finalized and the interviews were conducted accordingly.

FINDINGS

The findings, which are acquired in line with the research questions, are supported by direct quotations from the opinions of teacher candidates in accordance with the descriptive analysis approach and presented below.

Within the scope of the study, the participants were asked "Which concepts/subjects can you contribute to teaching your students by using this story in the course?" . The responses given by the participants are shown below:

Table 1. Views on which concept/subject the stories can be used in teaching

The story of Parking lot		The story of the English Channel		The story of Life	
Code	(f)	Code	(f)	Code	(f)
Democracy	13	Affirmative action	13	Stereotype	14
Justice	12	Bias against women	13	Prejudice	13
Equality	10	Equality	12	Considering the differences	13
Freedom	10	Women's rights	11	Discrimination	12
Respect	10	Values	9	Respect	10
Responsibility	9	Gender discrimination	8	Empathy	10
Independence	9	Democracy	8	Responsibility	9
Rights and freedoms	8	Justice	7	Marginalization	8
Election	5	Social and political representation of women	7	Living in harmony	6
Sensitivity	5	Rights granted to Turkish women	7	Hardworking	4
Solidarity	5	Struggling	5	Hope	3
Republic	4	Believing	4	Endeavoring	3
Peace	4	Violence against women	4	Self-Control	3
Human rights	4	Civil code	3	Love of reading	2
Active citizenship	3	Self-confidence	1	Self-awareness	1
Political representation	2	Responsibility	1	Fulfilling the dreams	1
Patriotism	2				
Referendum	1				

When Table 1 is examined, the participants stated that they could use the Parking lot story given to them in teaching the concepts/subjects related to "democracy (13), justice (12), equality (10), freedom (10), respect (10)" at the most and "referendum (2), patriotism (2), political representation (2)" at the least, respectively. The participants stated that they could use the short story titled "The Story of the English Channel" in the teaching of the concepts/subjects related to "positive discrimination (13), prejudice against women (13), equality (12), women's rights (11)" at the most, and the concepts/subjects related to "responsibility (1), self-confidence (1), civil code (3)" at the least, respectively. For the short story of the Life, the participants stated that they could use it in teaching the concepts/subjects related to "stereotypes (14), prejudice (13), considering the differences (13), discrimination (12)" at the most, and the concepts/subjects related to "fulfilling the dreams (1), self-awareness (1), love of reading (2)" at the least, respectively.

Participants believe that the Parking Lot story can be used in teaching the subject of Democracy at the most. For instance, K6, one of the participants, explains this situation with the following words: "Democracy, respect for human will, election, freedom of thought, the uncertainties and negativities between people and societies. We can use it in teaching the subjects of providing a decent environment, without the need for violent things, by respecting ideas and people, and reinforcing this with election and Democracy." Participants believe that this story will be used most in teaching subjects related to justice in the second place. One of the participants, K19, expressed this idea with the words "It can be used in teaching justice, democracy, free will, election, vote, equality, citizenship rights". For this story, another participant, K5, thinks that it can enable teaching of various concepts and subjects related to the referendum: "This story can be used on various subjects such as a referendum, affirmative action, will and freedom, respect, democracy, sovereignty, independence, rights and active citizenship". The participant expresses his/her views with the words above.

Participants think that the story of the English Channel, which is given secondly, can be used in teaching positive discrimination and bias against women at the most. One of the participants, K14, expressed his/her views on this subject with the concepts of "positive discrimination, women's rights, women in social life, equality," on the other hand, one of the participants, K3, expressed his/her views with the concepts of "positive discrimination, justice, freedom, democracy and universal values, equality of women and men". Furthermore, it is observed that the least emphasized concepts related to this story are "responsibility and self-confidence", each of which is mentioned by one participant. K16, another participant, expressed that this story can teach struggling and self-confidence during the course with the words, "This story teaches students to struggle; it demonstrates that self-confidence will bring success even if you are among your opponents in very challenging conditions".

Participants think that *"the story of life"* can be used in teaching stereotypes, prejudice and considering the differences at the most. Regarding this finding, participant 17 emphasized that the story could be used on social issues such as stereotyping and prejudice with the statement, *"I think it is related to the field of Individual and Society learning"*. One of the participants, K1, expresses his/her views on this subject with these words *"I think it can be used when teaching subjects such as prejudice, discrimination, responsibility, environment, effort, chasing dreams, what is the perspective of such people in society?"* *"It can be used when explaining the issues of adapting to society, respecting different preferences, not being biased against differences, and how biased behaviours damage relationships"*. K2, one of the participants with similar views, explains that the story can be used in *"teaching subjects such as living in harmony in society, questioning prejudices against differences, empathy"*. However, it is also understood that there are participants who think that this story will be used in teaching self-awareness and fulfilling one's dreams.

Within the scope of the study, the participants were asked, *"Which values can your students achieve from using this story in your course?"*. The responses given by the participants are shown below:

Table 2. Views on what values the stories can be used to acquire

The story of Parking lot		The story of the English Channel		The story of Life	
Code	(f)	Code	(f)	Code	(f)
Respect	16	Respect	17	Respect	15
Freedom	14	Hardworking	14	Benevolence	14
Justice	12	Equality	13	Hardworking	13
Equality	12	Patriotism	12	Equality	12
Independence	11	Freedom	12	Sensitivity	12
Responsibility	11	Responsibility	9	Solidarity	12
Sensitivity	9	Sensitivity	8	Responsibility	11
Solidarity	9	Justice	7	Love	4
Patriotism	8	Love	7	Justice	3
Peace	7	Solidarity	4		
		Independence	1		

When Table 2 is examined, the participants stated that they could use the story of Parking lot given to them in acquiring the values of *"respect (16), freedom (14), justice (12), equality (12)"* at the most and *"peace (7) and patriotism (8)"* at the least, respectively. The participants indicated that they could use the story of the English Channel to acquire the values of *"respect (17), hard work (14), equality (13)"* at the most and *"independence (1), solidarity (4)"* at the least, respectively. The participants expressed that they could use the story of Life to acquire the values of *"respect (15), benevolence (14), hard work (13)"* at the most and *"justice (3), love (4)"* at the least, respectively.

Participants remark that the story of Parking lot can be used to acquire the value of *"respect"* at the most. K7, one of the participants explained his/her views as *"The use of this story in the course or its inclusion in the textbook contributes to the conveyance of our values such as respect, justice and sensitivity to the students"*. On the other hand, K10, one of the participants, similarly expressed his/her views with the words *"This story teaches the values of respect, respecting for every result, equality, responsibility"*. It is noteworthy that they associate the story with the value of freedom most in the second place. K2 expresses this view with these words: *"I think this story is very suitable to benefit from while teaching the values of justice, freedom, independence and equality"*. On the other hand, the value of *"Peace"* is the least associated value by the participants. For instance, K2, one of the participants, expressed this with the statement of *"the value of justice, peace, freedom, independence and equality can be taught with this story"*.

The participants are of the opinion that the story of the English Channel will be utilized most in teaching the value of *"respect"*, in exactly the same way as the story of Parking lot. One of the participants, K1, expresses his/her view with the sentence *"I believe we can teach the values of freedom, respect, love, responsibility, respect for other thoughts, respect for differences, respect for rights and freedoms, justice, hard work and sensitivity"*. K12, one of the participants who expressed similar values, voiced oneself with the words of *"Surely, this story teaches respect, respect for differences, hard work, love of people and humanity"*. It is seen that the least emphasized value is the *"independence"* which is only mentioned by a participant: *"It is associated with the value of independence, patriotism, equality and hard work."* (K2).

Participants arrived at the consensus that the work titled *"the story of Life"* could be used in teaching the values of *"respect"* at the most, as in the first two stories. For example, P18, one of the participants, explained his/her views with the statement of *"We can use this story to teach values such as respect, that people should be respectful to each other, moreover, solidarity and benevolence, the necessity of helping the those in need"*. Furthermore, one of the participants, K16, explained his/her views with the words: *"This story teaches the values of respect, patriotism, equality and hard work"*. Although it is the least number of participants, three participants noted that the value of *"justice"* can be taught by benefiting from this story. K3, one of the participants mentioned above, stated his/her opinion with the sentence of *"In my opinion, it is associated with the values of respect, justice, equality, benevolence and sensitivity"*.

Within the scope of the study, the participants were asked "Which skills can your students achieve from using this story in your course?" . The responses given by the participants are shown below:

Table 3. Views on what skills stories can be used to acquire

The story of Parking lot		The story of the English Channel		The story of Life	
Code	(f)	Code	(f)	Code	(f)
Social participation	14	Entrepreneurship	14	Recognizing stereotypes and prejudice	14
Critical thinking	13	Empathy	13	Empathy	13
Decision-making	12	Recognizing stereotypes and prejudice	12	Self-Control	12
Innovative thinking	12	Social participation	9	Social participation	12
Perception of the space	11	Decision-making	8	Critical thinking	11
Environmental literacy	11	Innovative thinking	8	Entrepreneurship	11
Entrepreneurship	9	Perception of the change and continuity	7	Decision-making	10
Political literacy	9	Critical thinking	7	Communication	9
Cooperation	7	Communication	5	Problem solving	9
Communication	7	Media literacy	4	Environmental literacy	5
Legal literacy	5	Political literacy	4	Observation	4
Empathy	4	Legal literacy	3	Innovative thinking	4
Perception of change and continuity	3			Cooperation	3
Observation	2				

When Table 3 is analyzed, the participants indicated that they could use the story of Parking lot given to them in acquiring the skills of "social participation (14), critical thinking (13), decision making (12), innovative thinking (12)" at the most and the skills of "observation (2), perception of change and continuity (3)" at the least, respectively. For the story of the English Channel, the participants declared that they could use it in acquiring the skills of "entrepreneurship (14), empathy (13), recognizing stereotypes and prejudices (12)" at the most and "legal literacy (3), political literacy (4), media literacy (4)" at the least, respectively. Lastly, the participants stated that they could use the story of Life in acquiring the skills of "recognizing stereotypes and prejudices (14), empathy (13), self-control (12), social participation (12)" at the most, and "cooperation (3), innovative thinking (4), observation (4)" at the least, respectively.

It is seen that the participants expressed that they could use the story of Parking lot in the teaching of "social participation" and "critical thinking" skills at the most. K13, one of the participants, explained his views on this subject with the following words: *"I believe that this story could teach individuals decision-making skills. Individuals would make a decision by saying yes or no. By voting, they learn social participation skills. The story also provides problem solving and research skills"*. One of the participants, K5, verbalized his/her views on this subject as *"It could teach the skills of critical thinking, decision-making, social participation, legal literacy and innovative thinking"*. Participants associated the story with the skill of "observation" at the least. K19, one of the participants, ranked and noted this skill as *"decision-making skills, social participation skills, critical thinking and observation skills"*.

It is observed that the participants mostly associate the story of the English Channel with the teaching of "entrepreneurship" and "empathy" skills. Accordingly, K1, one of the participants, reflected his/her view with these words: *"I believe that a teacher, who uses this story in a social studies course, can easily teach entrepreneurship, empathy, perception of change and continuity, critical thinking, recognizing stereotypes and prejudice, decision making, social participation, and innovative thinking"*. One of the participants, K15, declared his/her view with the following statement: *"We can emphasize social participation entrepreneurship, empathy, innovative thinking, recognizing stereotypes and prejudice and media literacy skills"*. However, it is understood that the participants stated that they could teach "legal literacy" skills in this story at the least. One of these participants, K4, stated that *"From my standpoint, the best skills to be taught are legal literacy and social participation skills"*.

It is seen that the participants mostly associate the story of Life, which is the last story given, with the teaching of "recognizing stereotypes and prejudice" and "empathy" skills. For example, while one of the participants, P11, expressed his/her views as *"Obviously, I think this story is directly associated to prejudice, stereotyping, problem solving, empathy, communication skills"*, K14 among the participants with similar views declared that *"We can use the story while teaching empathy, observation, communication, recognizing stereotypes and prejudice, decision making, and self-control skills"*. However, students associated this story with "collaboration" skills at the least. One of the participants, K2 explained this situation with the following words: *"I believe this story helps to teach environmental literacy, empathy, recognizing stereotyping and bias, observation and cooperation skills very well in the course"*.

Within the scope of the study, the participants were asked "What can be the contributions of using this story in your course?" . The responses given by the participants are shown below:

Table 4. Students' views on the advantages of using stories for the course

The story of Parking lot		The story of the English Channel		The story of Life	
Code	(f)	Code	(f)	Code	(f)
Increasing clarity	14	Motivation for the lesson	14	Motivation for the lesson	13

Motivation for the lesson	13	Ensuring permanence	14	Preventing prejudice	13
Ensuring active participation	13	Ensuring active participation	13	Ensuring active participation	12
Reinforcing the subject	12	Reinforcing the subject	13	Reinforcing the subject	12
Complying with classroom rules	12	Understanding gender discrimination	12	Valuing people	12
Creating a democratic environment	11	Avoidance of uniformity	12	Preventing boredom	11
Ensuring permanence	11	Making it more appealing	11	Respectfulness	10
Ensuring better understanding	11	Creating an environment for discussion	11	Providing empathy	9
Teaching respectfulness	10	Creating an environment of respect, tolerance	10	Ensuring permanence	8
Concretization	10	Ensuring better understanding	10	Ensuring better understanding	8
Making it more appealing	9	Teaching how to be a fighter	8	Being a fighter	8
Preventing boredom	8	Popularizing the course	6	Teaching the values	3
Raising awareness of responsibility	3	Being a good role model	4	Being a good role model	2
Providing critical thinking	3	Providing critical thinking	2	Developing reading habits	1
Being a model material	1	Increasing entrepreneurship	1	Critical thinking	1

When Table 4 is examined, the participants reported that the story of Parking lot story given to them have the most advantages of "increasing comprehensibility (14), motivation for the lesson (13) and ensuring active participation (13)", while the least advantages are "being a model material (1), providing critical thinking (3) and raising awareness of responsibility (3)". For the story of the English Channel, it was stated that there are the most advantages of "motivation for the lesson (14), ensuring permanence (14), ensuring active participation (13)"; on the other hand, it was noted that it would provide the least advantages of "increasing entrepreneurship (1), providing critical thinking (2), being a good role model (4)". For the story of Life, it was stated that there are the most advantages of "motivation for the lesson (13), preventing prejudice (13), ensuring active participation (12)" and the least advantages of "critical thinking (1), developing reading habits (1), being a good role model (2)", respectively.

During the research phase, the participants were first given the story of Parking lot. K5, one of the participants, thinks that the use of the parking lot story will increase the permanence and comprehensibility of the course. The participant explains his/her views on this subject with the following words: *"Using this story in the lesson ensures that the concepts we will teach become permanent and understandable. It will improve the student's thinking skills. Instead of direct instruction, it gains the student thinking skills, teaches values and prevents the lesson from becoming boring"*. K11, another participant, expresses his/her thoughts on the use of the parking lot story for the scope and functionality of the concepts, especially in concretization of the learning of abstract concepts, with the following statements: *"Democracy is an abstract concept. This story allows them to learn an abstract concept, thus enabling them to see how things operate and what is done in a democratic society. By teaching this story, the question-answer method can be used in the course, so that an environment of vitality and active participation will be established. The course will be more permanent. Especially with the theme underlining the democracy, the acquisition of rights, responsibility and justice are attempted to be explained and reinforced with these and similar stories."* Similarly, one of the participants, P7, expressed his/her opinion that the use of this story ensures the permanence of learning during the course process as follows: *"The use of this story in the course provides an example of how to instruct the subject more easily. It enables students to understand the subjects more quickly and make learning more permanent. It demonstrates the importance attached to Turkish women in production, political and social life, from past to present period, and the things Turkish women can achieve if given the opportunity, and it stands as a material that makes it easy to convey to the students that Turkish women are a source of inspiration"*. One of the participants, K20, indicated that, by directly associating the use of story with classroom management, it can be beneficial in creating classroom order and ensuring various acquisitions in the learning-teaching process: *"This story teaches to comply with classroom rules. It teaches the person to ask for the floor and to be respectful to each other while expressing his/her opinion on a subject. It gives a sense of responsibility. Moreover, it teaches that order and justice can be achieved by applying democracy in the classroom environment"*.

The second story given to the participants within the scope of the study is the story of the English Channel. One of the participants, K4, who thought that the story of the English Channel would provide advantages such as motivation for the lesson, attracting attention and learning by modeling, gave his/her opinions with these words: *"Telling such stories in the lesson makes the lesson more appealing. In this way, the student comes out of its inner world and concentrates on the lesson. This is a story that strongly reveals the achievements of Turkish women. So, students are provided with the opportunity to recognize role models that represent our country with their achievements around the world and raise national awareness. It allows students to take good, beautiful, moral role models as an example"*. Similarly, K13, one of the participants, explains the advantages of using this story for attention and motivation components in the teaching process by preventing the course from becoming stagnant as follows: *"Examples of real life help make the course more interesting and attract students' attention. The story prevents the lesson from being monotonous. The messages to be conveyed in the story arouse curiosity and enable more effective teaching of the course"*. K7, who is another participant, expressed his/her views with these statements: *"The use of this story in the course sets an example to explain the subject more easily, and it not only helps the students to understand the subject more quickly, but also makes the learning more permanent. With the use of this story in the course, it is shown that Turkish society reflects the importance attached to Turkish women in production, political and social life from the past to the present period, the things they can achieve if given the opportunity, and it has been a material and facilitated in conveying and adopting that Turkish women*

are a source of inspiration to the students ". By giving these statements, the participant emphasized the intermediary role of the using the English Channel story as a facilitating tool and making the learning permanent in providing the learning outcomes of the course. A participant, who believes that the story makes the lesson entertaining by motivating the students as well as ensuring active participation of the students, supports this opinion with the following words: *"Since it is a subject that can attract the students' attention, it can enable them to teach the lesson in an entertaining way. It can make students more active by creating an environment for discussion."* (K14).

The title of the third story given to the participants is the Story of Life. One of the participants, K1, argues that the use of this story during the course process could make the student more active by preventing prejudice and marginalization behaviors. The participant in question explains this idea with the following sentences: *"Since this story tells the importance of valuing people by keeping a distance from prejudices and without marginalizing anybody, using the story in courses can increase students' active participation by enabling them to think critically. The student becomes more active during the course. Student acquires knowledge by conducting research on the concepts we apply in the course. Moreover, a discussion environment is established in the course "*. Similarly, P12, one of the participants, explains that the use of stories will guide the student to empathize and make him/her active in the course with the following words: *"This text allows students to think about and make inferences. Starting the course with a sequence taken from daily life will keep the perception of the students open and will draw their attention and enable them to listen to the subject better. Students will give examples through similar events. They will actively participate in the course and understand the subject more effectively because they empathize."* One of the participants, K19, emphasizes the facilitating function of the story in guiding the roles and behaviors of individuals in social life with these statements: *"This story avoids allowing any kind of mixing of behaviors, roles and attitudes that differ from each other on the basis of gender in the student. When gender is addressed as an important organizing principle of social life, it makes an important contribution to the course."* P15, one of the participants emphasizing the potential of the use of given story to create both the method and the desired behavior, explains his/her views with the following words: *"This story makes students like the course because a course that is disconnected from life and is taught by direct instruction technique does not appeal to the student. Students begin to look at each other without sense of prejudice since it creates an atmosphere of love and respect in the course. After the story, students can have a reading activity in the course as the value of reading books is explained in the story."*

Within the scope of the study, the participants were asked "What can be the contributions of using this story in your course to the students?". The responses given by the participants are shown below:

Table 5. Views on the effects of stories on student behaviors

The story of Parking lot		The story of the English Channel		The story of Life	
Code	(f)	Code	(f)	Code	(f)
Act democratic	13	Valuing women	13	Being tolerant	14
Obedying the rules	12	Not to discriminate against gender	13	Respect for differences	14
Knowing one's rights	12	Being influenced/aspired by success	12	Avoidance of prejudice	14
Being fair	11	Being a fighter	12	Being helpful	13
Being an effective citizen	10	Showing empathy	11	Showing empathy	11
Respectfulness	10	Being tolerant	10	Resisting challenges	11
Being tolerant	10	Egalitarian thinking	10	Being sensitive	10
Right to vote	9	Avoidance of stereotyping	8	Valuing people	8
Positive attitude towards the course and school	9	Being self-confident	7	Respectfulness	8
Decision-making	8	Respectfulness	7	Being a fighter	8
Egalitarian thinking	6	Development of personal skills	4	Being a good role model	4
Voicing one's opinion	2	Being fair	2	Learning values	1
Being impartial	2	Being a model material	1	Providing critical thinking	1
Ability to take responsibility	1	Gaining national consciousness	1		
Environmental awareness	1				

When Table 5 is analyzed, the participants believe that the story of Parking lot will improve the students' behaviors of "acting democratic (13), obeying the rules (12), knowing one's rights (12) at the most, respectively, and the behaviors of the environmental awareness (1), ability to take responsibility (1) and being impartial (2)" at the least. Participants, on the other hand, think that the story of the English Channel will develop the behaviors of "valuing women (13), not to discriminate against gender (13), being influenced/aspired by success (12)" at the most, and the behaviors of "gaining national consciousness (1), being a model material (1) and being fair (2)" at the least, respectively. For the story of Life, it was stated that they would develop the behaviors of "being tolerant (14), respect for differences (14), avoidance of prejudice (14)" at the most and the behaviors of "providing critical thinking (1), learning values (1) and being a good role model (4)" at the least, respectively.

During the research phase, the participants were first given the story of Parking lot. Research participant K4, expresses his/her views on the importance of individuals acting within the framework of mutual respect with the awareness of citizenship duty and responsibility in solving social problems with these words: *"First of all, the student will learn that in solving a problem concerning everyone in public places, it is necessary to make decisions by taking the opinions of everyone altogether. The student learns that he/she is a citizen and has the right to make a decision (vote). The student is aware of this fact and acts accordingly"*

and puts his/her behaviors into action. The student or citizen who is not aware of this fact may not respect the decisions of others by acting self-ordained. Therefore, the use of stories in courses raises students' awareness of what is right and wrong behavior." In a similar way, participant K17 stated his/her thoughts that learning gains can be achieved by using the story in terms of concepts such as the importance of election, rights and equality in democracies with these sentences: *"As we can understand from the story, it contributes to the children to think egalitarian in a possible election or social life, that everyone has a say in the election without distinction between rich and poor, women and men, and that everyone has the right to vote, and that they are more egalitarian and fair individuals towards their environment in this way. The story will contribute to the understanding that whenever there is an event or problem concerning the society, it can be resolved with a civil, impartial vote without the need for chaos and disturbance. This story makes positive changes in students' behaviors so that they can become more democratic, egalitarian and fair individuals. They understand that people respect each other's decisions and learn to be more respectful. They become more respectful and tolerant citizens."* Another participant, K14, described his/her views on the role of this story in students' development of various thinking methods, internalizing values such as respect and acquiring skills of social participation by saying: *"First of all, we would provide students with various skills and values such as decision-making, critical thinking, empathy, being an active citizen, and taking responsibility. Students will be more conscious about voting and fulfill their responsibilities. They will learn to respect the counter-views, even if they disagree with them. They will be socially involved in the many different things that take place in this story."* K18, on the other hand, similarly underlines the importance of democratic life features and sensitive, respectful and egalitarian perspectives with the following words: *"This story emphasizes the equality to the students. So, it ensures that the students will respect to equality and the ideas of others. The fact that the residents of the neighborhood are satisfied with the democratic environment reflects the positive aspect of democracy to the students and enables them to take part in democratic practices. It guides students to show sensitivity on issues that concern themselves and their environment. It also arouses the desire to live in environments dominated by a democratic atmosphere."*

The second story given to the participants within the scope of the study is the story of the English Channel. K20, one of the participants, explains the contribution of the English Channel story to students by emphasizing the importance that the story will enable them to evaluate their various preferences in their lives beyond concepts such as gender discrimination and sexist approaches: *"Our students will act more sensitive about gender discrimination and value all people. They will learn to help, regardless of whether a woman or man is exposed to violence somewhere. In particular, they do not look at professions in terms of gender, but in terms of whether they can achieve or not. They will make their professional choices in this way, and they can modify their behaviors to become respectful, fair, more sensitive individuals."* Participant K6 stated that with the use of this story, students will move away from prejudices and develop their empathy skills by making these statements: *"The story enables students to learn the importance of gender equality once again in their social lives by fully understanding it. They will understand what women can achieve if they are valued and supported by the society. Many changes will occur in the behaviors of our students. The student will get rid of stereotypes and develop empathy, which will also trigger formation of many other behaviors. In other words, it reinforces the positive behaviors of the students by ensuring that they act more moderate and humane towards the individuals in the society."* Similarly, K1, one of the participants, stated that the use of this story would be beneficial for students to gain self-confidence with a sense of achievement within the framework of respect with these words: *"Students are aware that everyone has equal rights in order to achieve success. This awareness gives students self-confidence. The students will learn to be more respectful of differences in society. An individual's preconceived notion that he/she cannot succeed turns into a notion that he/she will achieve success."* Participant K9, on the other hand, expressed his/her views on the fact that by overcoming social prejudices and filling the concept of human rights, attracting students' attention to the course, ensuring their motivation, their entrepreneurial desires will develop with the following words: *"We will break down the prejudices about the social value and place of women. It clarifies the concept of human rights. It leads other women from social aspects. It is a learning tool for students. While attracting students' attention, it increases their motivation towards the subject and the course. It allows the students take lessons from life and also enables us to simplify the information and convey to the students. Moreover, it increases the entrepreneurial potential of students."*

The title of the third story given to the participants is the Story of Life. K6, one of the participants, explains the contribution of the Story of Life to student behaviors as individual achievements by emphasizing concepts such as environmental awareness, benevolence, respecting differences, and being tolerant: *"When we use this story or similar stories in a straightforward way in the course and convey them to our students, they will be sensitive to their environment, free from prejudices and inclined to be helpful. They can maintain their relationships within the framework of tolerance and empathizing in their future social lives and relationships by respecting the lives, opinions, and physical characteristics of different individuals in the society."* Another participant, K2, associates the benefits of using this story with instilling the love of reading to students: *"Students who see how the child wants to study with determination and enthusiasm and how he/she succeeds despite all the difficulties in order to improve oneself, will also understand that they should do their best to study after reading this story. They break down the prejudices of the individuals living in the society and their sense of empathy are improved."* In a similar manner, K19, one of the participants, states that the use of this story will help students move away from negative behavior patterns and contribute to raising sensitive individuals, who have overcome the dilemma of prejudice-empathy with the following words: *"First of all, students will look at the individuals, people and groups around them from a different perspective. They will avoid prejudice and will not look down on other people. Author Azra Kohen claims that 'prejudice is the greatest disease of thought'. Thanks to this story, students will not be prejudiced, they will be able to empathize and also help and respect people. Sensitive, high-quality*

individuals will be raised." K3, one of the participants, declared with the following words that the diversity of social life, respect and tolerance in establishing unity can be achieved through the use of this story for the students: *"If we use this story in the course, students will learn that different people exist in the society, that they should respect them, that it is a wrong behavior to judge people by their appearance, not to act with discrimination and prejudice against people with different lives, and then the students will apply what they have learned in their own lives."*

CONCLUSION, DISCUSSION AND SUGGESTIONS

This study, which investigated the effectiveness of teaching social studies with stories from the views of pre-service social studies teachers, yielded mixed results. According to the study's results, as a first question, the pre-service teachers were asked which concepts/subjects could be taught using the three pre-determined stories. Pre-service teachers indicated that they could use the story of the Parking lot given to them in the teaching of the concepts/subjects of "democracy, justice, equality, freedom, respect" at the most and the concepts/subjects related to "referendum, patriotism, political representation" at the least, respectively. They also stated that they could use the short story titled "The Story of the English Channel" in the teaching of the concepts/subjects of "positive discrimination, prejudice against women, equality, women's rights" at the most and the concepts/subjects related to "responsibility, self-confidence, civil law" at the least, respectively. Moreover, for the short story titled the Story of Life, it was reported that they could use in the teaching of the concepts/subjects of "stereotyping, prejudice, considering the differences, discrimination" at the most and the concepts/subjects related to "fulfilling the dreams, self-awareness, love of reading" at the least, respectively. Suppose the stories are not used appropriately in the lesson plans. In that case, this may cause the acceptance of events and facts as they are, the inability to reach scientific information, and thus the acquisition of stereotypes by children (Şimşek, 2015, Ünlü and Ay, 2017). However, stories improve students' learning of some social knowledge and experiences they cannot experience in their lives and create a fun learning environment for students with their friends (Akdağ, 2020). Similarly, the study revealed that pre-service teachers thought values such as democracy, justice and equality within the scope of positive discrimination and skills such as stereotypes and prejudice could be taught as concepts by using stories in the courses.

Within the scope of the study, as a second question, pre-service teachers were asked which values could be taught using the previous three stories. Pre-service teachers stated that they could use the story of the Parking lot in order to acquire the values of "respect, freedom, justice, equality" at the most and "peace, patriotism" at the least, respectively. The participants indicated that they could use the story of the English Channel to acquire the values of "respect, diligence, equality" at the most and in the acquisition of the values of "independence, solidarity" at the least, respectively. They expressed that they could use the story of Life to acquire the values of "respect, benevolence, hard work" and the values "justice, love" at the least respected. Stories can be an effective tool in value education thanks to their structures that explain human relations in Social Life and the negativities seen in these relations (Ünlü & Ay, 2017). It was concluded that the values determined by the pre-service teachers in the stories given to them also reflected most of the values expressed in the social studies curriculum. It can be claimed that this conclusion is because the stories can address various areas of the affective aspects in Daily Life to take lessons along with their overall content structure. In addition, pre-service teachers participating in the research noted that values such as equality, justice and benevolence, especially respect, were reflected in the first place for all three stories. This can be explained by the fact that these values bear the quality of base value.

Similarly, in the studies conducted by Kolaç and Özer (2018), it was concluded that pre-service teachers primarily associated with values such as sensitivity, patriotism and respect in their lesson plans prepared using literary products such as stories and that pre-service teacher had the opinion that values such as love and respect could be taught to students by using literary works. In another study, Salı (2019) investigated the effect of teaching activities, which are integrated with stories, on sixth-grade students' value development, attitude and motivation. According to the results of this study, value education activities integrated with science history-based stories and scientific stories positively affected students' value development and attitudes. The study revealed that the use of stories developed compassion, determination, hard work, tolerance, sacrifice and responsibility values. In a similar vein to the results of the study, in the storybook titled the Little Prince, which was examined within the scope of value learning in social studies by Eryılmaz and Çengelci Köse (2018), it was concluded that the values related to the themes of science, aesthetics, hard work, benevolence, respect, sensitivity, courage, patriotism, friendship, fairness, orderliness, responsibility, honesty, love, power and hedonism were reflected.

Within the scope of the study, as a third question, pre-service teachers were asked which skills could be taught using the previous three stories. Pre-service teachers indicated that they could use the story of the Parking lot given to them in acquiring the skills of "Social participation, critical thinking, decision making, innovative thinking" the most and the skills of "observation, change and perception of continuity" at the least, respectively. For the story of the English Channel, the pre-service teachers stated that they could use it to acquire the skills of "entrepreneurship, empathy, stereotyping and recognizing prejudice" at the most and the skills of "legal literacy, political literacy, media literacy" at the least, respectively. Lastly, pre-service teachers reported that they could use the story of Life in acquiring the skills of "recognizing stereotypes and prejudices, empathy, self-control, social participation" at the most, and the skills of "cooperation, innovative thinking, observation" at the least, respectively. The study concluded that the skills determined by the teacher candidates in the given stories also reflected most of the skills expressed in the social studies curriculum. Reaching such a conclusion can be explained by the fact that these stories included in the social studies textbook aim to provide skill teaching by the social studies curriculum. Historical empathy and

creative thinking skills can be developed through story completion activities to be applied in the course process (Ünlü & Ay, 2017; Faiz, 2020). The study by Kaymakçı (2013) concluded that using literary genres in social studies effectively acquired skills such as critical thinking and empathy. Kabapınar et al. (2019) carried out a study, and the students were given stories included in the social studies curriculum. According to the results of this study, it was revealed that students could empathize with the beings in the stories at the end of the learning process in the classroom. Similarly, according to pre-service teachers, Kolaç and Özer's (2018) studies concluded that using literary works during the course improves students' ability to think critically, empathize, and look at events and situations from multiple perspectives.

Within the scope of the study, as a fourth question, pre-service teachers were asked what could be the benefits of using three stories determined for the course. It is observed that pre-service teachers describe their opinions with similar expressions. Although the codes generated for all three stories are similar, there is a change in the number of frequencies. Accordingly, it was found that pre-service teachers associated the story of the Parking lot with increasing the intelligibility of the course, motivating the course, ensuring active participation in the course, reinforcing the subject, complying with the classroom rules at the most; and being model material, providing critical thinking, and sense of responsibility at the least. For the story of the English Channel, it was reached out that they associated the story with motivating the course, ensuring permanence, ensuring active participation, reinforcing the subject, understanding gender discrimination, preventing boredom in the course at the most; and increasing entrepreneurship, providing critical thinking, and being a good role model at the least. Considering the story of Life, it was concluded that they associated the story with motivating the course, preventing prejudice and marginalization, ensuring active participation, reinforcing the subject, valuing people the most; and critical thinking, developing reading habits and teaching values at the least. Stories that are historical or whose subject is entirely fictional can be used for motivational purposes in courses (Şimşek, 2015). In the study conducted by Beldağ and Aktaş (2016), it was found that teachers and pre-service teachers stated in their justifications about which literary works they use/will use in their course practices as providing motivation, realizing the goals of the course, critical thinking, being a role-model, raising awareness, ensuring permanent learning, making the subject understandable (concretization) and developing reading habits. This finding bears a resemblance to the result of our study. As part of the study performed by Sömen and Göksu (2017), the opinions of social studies teachers on the reasons for preferring the literary works they benefit from during teaching history subjects were asked. According to the results of the study above, the reasons such as ensuring the reinforcement of the subjects, providing permanence, being exciting and attention-grabbing, preventing boredom in the course, facilitating the lecturing, and creating an effective learning environment are at the forefront of the preference of using literary works like stories in a similar manner to our study.

On the other hand, its effects on the teaching process are listed as being attractive, attention-grabbing, reinforcement, ensuring permanence, increasing the intelligibility of the subject, increasing success and creating an effective learning environment. Also, Er and Kaymakçı's (2018) studies on the justifications of social studies teachers for using literary works in the course found that literary works attract students to the lesson, arouse their interest, and contribute to teaching complex subjects. It is understood that the results of the study support the results of our research.

Within the scope of the research, as a final question, pre-service teachers were asked what could be the benefits of using the three pre-determined stories for the students. It is seen that pre-service teachers generally define the behavioural changes that the use of stories in social studies can guide in students with similar expressions. Accordingly, pre-service teachers think that with the use of the Parking lot story, students would acquire the characteristics of being democratic, obeying the rules, knowing their rights, being fair, being an active citizen, being respectful, being tolerant at the most; and the characteristics of taking responsibility and environmental awareness at the least. For the story of the English Channel, it was concluded that the participants think that the students would acquire the characteristics of valuing women, not discriminating against gender, being affected by success, being a fighter, empathizing, being tolerant, egalitarian thinking at the most; and the characteristics of being a model material and gaining national consciousness at the least. On the other hand, it was found that pre-service teachers believe that by using the story of Life, the students would acquire the characteristics of being tolerant, respecting differences, being free from prejudice, being helpful, empathizing, resisting difficulties, being sensitive at the most; and the characteristics of learning values and providing critical thinking at the least. In the study conducted by Beldağ and Aktaş (2016), the opinions of teachers and pre-service teachers were asked whether the use of literary works in the courses would be beneficial or not. According to this study, it was revealed that the features of lesson comprehension, teaching, reinforcing, drawing attention, developing national and spiritual feelings, permanence, gaining a different perspective, and developing reading habits would contribute to the course process with the use of stories.

Similarly, Combs and Beach's (1994) study determined that the use of stories effectively increased the permanence of the information acquired during the social studies course. The plain pattern of events in the stories, which consist of a short and straightforward narrative, facilitates students' reading and understanding and ensures that learning is permanent (Öztürk & Otluoğlu, 2011; Sever, 2017). In the study performed by Kolaç and Özer (2018), it was concluded that literary works contributed significantly to students' access to accurate and perceptible information, the permanence of the information they acquired, the acquisition of knowledge, skills and values, the improvement of their affective and cognitive characteristics, developing imagination and creativity, better focusing, gaining different perspectives, facilitating learning and understanding, and providing willingness to participate in the course.

In the light of the results acquired by the study, the following suggestions can be made concerning the use of stories in the social studies course: Teachers, who benefit from textbooks as the primary source in their lessons, should include stories in the course process in order to make their lessons more interesting, reinforce what is learned and provide permanent learning. It should be noted that the selected stories distributed to various learning areas in social studies textbooks will have current, eye-grabbing features and are associated with the values in the curriculum and include the dimensions of skill acquisition. Pre-service teachers studying in the social studies teaching undergraduate programs of education faculties should be recommended with qualified stories that they can use in their professional lives. Also, examinations and evaluations should be made regarding using stories in relevant undergraduate courses. Furthermore, it should be explained to the pre-service teachers which methods of the stories can be used most effectively during the course process.

Declaration of Conflicting Interests

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

Funding

The authors received no financial support for the research, author-ship, and/or publication of this article.

Statements of publication ethics

We hereby declare that the study has not unethical issues and that research and publication ethics have been observed carefully.

Researchers' contribution rate

The study was conducted and reported with equal collaboration of the researchers.

Ethics Committee Approval Information

Ethics committee approval was obtained from Muş Alparslan University Scientific Research and Publication Board with the approval number E.13984/14/1 on 1 December 2020.

REFERENCES

- Akdağ, H. (2020). Hikayeler (Öyküler) ile Sosyal Bilgiler Öğretimi. Halil Tokcan (Ed.), *Sosyal Bilgilerde Sözlü ve Yazılı Edebiyat İncelemeleri* içinde (s. 153-181). Ankara: Pegem Akademi.
- Avcı, Y. E. ve Asma, F. (2017). Sosyal Bilgiler Öğretiminde Sözlü ve Yazılı Edebi Ürünler Dayalı Materyal Kullanımı. Ramazan Sever ve Erol Koçoğlu (Ed.), *Sosyal Bilgiler Öğretiminde Eğitim Teknolojileri ve Materyal Tasarımı* içinde (s. 247-270). Ankara: Pegem Akademi.
- Aytaçlı, B. (2012). Durum Çalışmasına Ayrıntılı Bir Bakış. *Adnan Menderes Üniversitesi Eğitim Fakültesi Eğitim Bilimleri Dergisi*, 3 (1), 1-9.
- Beldağ, A. ve Aktaş, E. (2016). Sosyal Bilgiler Öğretiminde Edebi Eser Kullanımı: Nitel Bir Çalışma. *Erzincan Üniversitesi Eğitim Fakültesi Dergisi*, 18 (2), 953-981.
- Combs, M. ve Beach, J. D. (1994). Stories and Storytelling: Personalizing The Social Studies. *The Reading Teacher*, 47 (6), 464-471.
- Çelik, A. (2019). Edebiyat Temelli Sosyal Bilgiler Öğretimi. Tekin Çelikkaya, Çağrı Öztürk Demirbaş, Tercan Yıldırım, Hamza Yakar (Ed.), *Sosyal Bilgiler Öğretimi II* içinde (s. 331-355). Ankara: Pegem Akademi.
- Demir, S. B. ve Akengin, H. (2011). *Hikayelerle Sosyal Bilgiler Öğretimi*. Ankara: Pegem Akademi.
- Er, H. & Kaymakçı, S. (2018). Evaluation of Social Studies Teachers' Usage Situation of Literary Works In Their Courses: Bartın Sample. *Bartın University Journal of Faculty of Education*, 7 (3), 1054-1080.
- Eryılmaz, Ö. ve Çengelci Köse, T. (2018). Sosyal Bilgilerde Edebi Ürünler ve Değerler Eğitimi: Küçük Prens Örneği. *Batı Anadolu Eğitim Bilimleri Dergisi*, 9 (1), 65-79.
- Faiz, M. (2020). İlkokul ve ortaokul sosyal bilgiler ders kitaplarında edebi metinlerin yeri. Yolcu, H. ve Oğuz, Haçat, S. (Ed.) içinde *Bilim insanı Dr. Mustafa Eski 'ye armağan eğitime adanmış bir ömür*. Ankara: Pegem Akademi.
- Kabapınar, Y., Tabak, E. ve Yavuz, B. (2019). Öğrencilerde Empati Becerisini Geliştirme Temelli Bir Teknik Olarak Görsel Öykü: Örnek Uygulamalar. *Aydın Adnan Menderes Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 6 (2), 58-80.
- Karatay, H. (2007). Dil Edinimi ve Değer Öğretimi Sürecinde Masalın Önemi ve İşlevi. *Türk Eğitim Bilimleri Dergisi*, 3 (5), 463-477.
- Kaymakçı, S. (2013). Sosyal Bilgiler Ders Kitaplarında Sözlü ve Yazılı Edebi Türlerin Kullanım Durumu. *Dicle Üniversitesi, Ziya Gökalp Eğitim Fakültesi Dergisi*, 20, 230-255.
- Kolaç, E. ve Özer, H. (2018). Sosyal Bilgiler Öğretiminde Edebi Ürünlerin Kullanımı ve Değer Aktarımındaki Katkılarına Yönelik Öğretmen Adaylarının Görüşleri. *Uluslararası Türkçe Edebiyat Kültür Eğitim Dergisi*, 7 (4), 2629-2655.
- Merriam, S. B. (1998). *Qualitative Research and Case Study Applications in Education*. San Francisco: Jossey-Bass Publishers.
- Milli Eğitim Bakanlığı MEB (2018). Sosyal Bilgiler Öğretim Programı (İlkokul ve Ortaokul 4, 5, 6 ve 7. Sınıflar). <https://mufredat.meb.gov.tr/Dosyalar/201812103847686-SOSYAL%20B%20C4%BOLG%20C4%BOLER%20C3%96C4%9ERET%20C4%B0M%20PROGRAMI%20.pdf>.

- Milli Eğitim Bakanlığı MEB (2019). *Ortaokul ve İmam Hatip Ortaokulu Sosyal Bilgiler 6. Sınıf Ders Kitabı*. Süleyman Elmacı, Murat Bayram Yılar (Ed.). Ankara: Devlet Kitapları.
- Öztürk, C. ve Otluoğlu, R. (2011). *Sosyal Bilgiler Öğretiminde Edebi Ürünler ve Yazılı Materyaller*. Ankara: Pegem Akademi.
- Salı, H. (2019). *Hikâyelerle Bütünleştirilmiş Öğretim Etkinliklerinin Altıncı Sınıf Öğrencilerinin Değer Gelişimi, Tutum ve Motivasyonuna Etkisi*. (Yayımlanmamış yüksek lisans tezi). Trabzon Üniversitesi/Lisansüstü Eğitim Enstitüsü, Trabzon.
- Sever, R. (2017). Alternatif Yaklaşımlarla Sosyal Bilgiler Öğretimi ile İlgili Temel Kavramlar. Ramazan Sever, Mesut Aydın, Erol Koçoğlu (Ed.), *Alternatif Yaklaşımlarla Sosyal Bilgiler Eğitimi* içinde (s. 1-12). Ankara: Pegem Akademi.
- Sidekli, S., Tangülü, Z. ve Yangın, S. (2013). Sosyal Bilgiler Öğretimi: Öğretmenim Bana Hikâye Anlatır Mısın?. *Uşak Üniversitesi Sosyal Bilimler Dergisi*, 6 (4), 311-323.
- Sömen, T. ve Göksu, M. M. (2017). Sosyal Bilgiler Öğretmenlerinin Derslerinde Sözlü ve Yazılı Edebi Ürünleri Kullanmaları Durumu. *Turkish Studies*, 12 (18), 561-576.
- Şimşek, A. (2006). İlköğretim Sosyal Bilgiler Dersinde Tarihsel Hikâyeye Yönelik Öğrenci Görüşleri. *Gazi Üniversitesi Gazi Eğitim Fakültesi Dergisi*, 26 (1), 187-202.
- Şimşek, A. (2015). Sosyal Bilgiler Derslerinde Bir Öğretim Materyali Olarak Edebi Ürünler. Mustafa Safran (Ed.), *Sosyal Bilgiler Öğretimi* içinde (s. 289-412). Ankara: Pegem Akademi.
- Türk Dil Kurumu TDK (2015). *Büyük Türkçe Sözlük*. Ankara: Türk Dil Kurumu Yayınları.
- Ünlü, İ. (2016). Sosyal Bilgiler Öğretmenlerinin Ders Materyali Olarak Edebi Ürün Kullanımına Yönelik Görüşleri. *International Journal Of Eurasia Social Sciences*, 7 (22), 120-136.
- Ünlü, İ. ve Ay, A. (2017). Hikayelerle Sosyal Bilgiler Öğretimi. Ramazan Sever, Mesut Aydın, Erol Koçoğlu (Ed.), *Alternatif Yaklaşımlarla Sosyal Bilgiler Eğitimi* içinde (s. 186-210). Ankara: Pegem Akademi.
- Yeşilbursa, C. C. ve Sabancı, O. (2015). Sosyal Bilgiler Öğretmen Adaylarının Sosyal Bilgiler Öğretiminde Edebî Ürünlerin Kullanımına İlişkin Görüşleri. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi*, 36, 19-33.
- Yıldırım, A. & Şimşek, H. (2013). *Sosyal Bilimlerde Nitel Araştırma Yöntemleri*. 9. Basım. Ankara: Seçkin Yayıncılık.
- Zarrillo, J. J. (2016). *Sosyal Bilgiler Öğretimi: İlkeler ve Uygulamalar*. Bayram Tay, Selçuk Beşir Demir (Çev. Ed.). Ankara: Anı Yayıncılık.