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## **ANALYSIS OF REFUGEE STUDENTS' INTEREST, ATTITUDES AND LEARNING IN SOCIAL SCIENCES LESSONS FROM THE PERSPECTIVES OF TEACHERS AND STUDENTS**

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**Summary.** The aim of this study is to examine the interest, attitudes and learning of refugee students living in Turkey towards social sciences lessons from the perspectives of both teachers and students. This phenomenological study was carried out with 20 refugee students in 10 different public schools in Trabzon province, in the 2016–2017 spring term. In addition, 13 social sciences teachers working in these schools participated in the study. The participants were chosen via the purposeful sampling method of criterion sampling. An open-ended interview form was applied in the data collection phase, and the data were analysed through content analysis. The findings revealed that the social sciences teachers had problems in communicating with refugee students due to language barriers, and they were unable to apply individualized instruction with these students due to the limitations of the curriculum. It was further established that the refugee students had a particular difficulty in learning Turkish history and culture-related topics, because they were exposed to these subjects for the first time. On the other hand, it came to light that the students performed better when social sciences teachers taught their lessons using simpler terminology, assisted with visuals. As the results of the study highlight the fact that the social sciences curriculum is too intensive to allow for individualized instruction, it is suggested that additional studies should be carried out with refugee students; moreover, refugee students may be peer-educated with the help of other refugee students who can speak Turkish.

**Keywords:** social sciences; teacher; refugee; student; Turkey.

### **Introduction**

Immigration has been a societal phenomenon from long in the past to the present day, driven by financial, social or political event (Yavuz & Mızrak, 2016). As a result of such events, individuals or groups of people move from their country of origin to a foreign nation, either temporarily or permanently (Şahin, 2001; Zanker, 2008). In this process, immigrants are faced with differences in cultural values, and they may struggle to deal with the challenges they experience in this regard (Taneri & Tangülü, 2017; Yavuz & Mızrak, 2016). Immigration, which exists throughout the world, has impacted Turkey in recent

years to an intense degree that cannot be ignored. In the last twenty years, in particular, immigration of refugees has been especially prevalent (Buz, 2008, as cited Gülüm & Akçalı; McCarthy, as cited in Seydi, 2014). Millions of people have immigrated to Turkey as refugees due to wars and domestic conflicts in their native countries; and according to the Office of the United Nations High Commissioner for Refugees, more than half of these are children (Çelik, 2017; Özer, Komşuoğlu & Ateşok, 2016).

As such, the education of refugee children emerges as an important subject; if these children are not educated properly, they will face greater difficulties while integrating in Turkish society, thus posing a potential danger due to the trauma of the conflict they encountered in their homelands. However, attending school in a foreign context involves challenges both for refugee children and for the teachers who are tasked with educating them. The most important of these issues is language-based communication problems (İmamoğlu & Çalışkan, 2017). Apart from that, differences in cultural values and the structure of the curriculum are among the other problems they face (Dorozkhin & Mazitova, 2008, as cited in Paksoy, Paksoy, & Özçalıcı, 2012).

Turkey has taken steps to find solutions for these concerns. For instance, beginning in the 2016–2017 academic year, the Ministry of National Education (MEB) has transitioned to an "Inclusive Education Model," which aims to meet the unique needs of refugee students, contribute to their learning and assist them in integrating into Turkish society (Aktekin, 2017). In this regard, courses in the social sciences play a significant role, as the curriculum has been shown in recent years to touch upon subjects including globalization, global issues and global citizenship (Akpınar & Kaymakçı, 2012). In 2005, the social sciences curriculum included the objective, "Is conscious of being a part of humanity, shows awareness of subjects concerning one's own nation and the world;" and in 2018 curriculum, students are meant to demonstrate awareness of the issues concerning their own nation and the world. For this reason, it is important that the objectives of the social sciences curriculum are successfully acquired by refugee students (MEB, 2005a, 2005b; MEB, 2018). The teacher plays a key role in equipping the refugee students with these aims (Sağlam & Kanbur, 2017). As such, it is necessary to determine the problems

experienced between teachers and refugee students in terms of healthy communication, and solutions to these problems should be sought.

A review of the related literature reveals that several studies have been conducted about refugee education and the associated problems. For instance, in Sađlam and Kanbur's (2017) study, teachers' attitudes towards refugee students in relation to various factors were established; while in Erdem's (2017) study, educational problems teachers face in classes that include refugee students were addressed. Many such studies have been focused on Syrian students, as with Gencer (2017); Özer, Komşuođlu and Ateşok (2016); Tamer (2017) and Yavuz and Mızrak (2016), who referred to Syrian students and the educational issues experienced with these students in general. Sarıtaş, Şahin and Çatalbaş (2016), moreover, focused on all fields of study with respect to refugee students in their studies and established the various challenges. On the other hand, all of these studies focused on other fields than the social sciences; in this respect, only Topkaya and Akdağ's (2016) study addressed the social sciences in terms of pre-service teachers' views about Syrian refugees. This study involved only pre-service teachers, and therefore did not examine refugee students' interest towards social sciences lessons from the perspectives of teachers or students. Thus, it can be stated there are no existing studies that bring social science teachers' views on refugee students, and at the same time, explore refugee students' thoughts on social sciences lessons. The present study aims to fill this gap in the literature and to serve as an inspiration for subsequent studies.

### **Purpose of the Study**

The aim of this study is to examine the interest, attitudes and learning of refugee students living in Turkey toward social sciences courses from the perspectives of teachers and learners. As such, the study sought answers to the following questions:

1. What are the opinions of social science teachers regarding the suitability of the Turkish social sciences curriculum for individualized instruction?
2. What are the opinions of social sciences teachers regarding refugee students' situation in a social sciences course?

3. What are the opinions of refugee students regarding a social sciences course?

### **Method**

In this study, the qualitative research approach of phenomenology was applied, as it gave researchers the opportunity to establishing concepts of which they were aware, but about which they did not have detailed and in-depth information. The study focused on the experiences of individuals with respect to a concept or a program and used interviews as a data collection tool (Çepni, 2007; Merriam, 2009; Yıldırım & Şimşek, 2013).

### **Participants**

The study group consisted of 20 refugee students who were receiving instruction in 10 different public schools of the province of Trabzon in the spring semester of the 2016–2017 academic year; as well as 13 social sciences teachers who worked in these schools. The purposeful sampling method of criterion sampling was used to meet a range of criteria determined according to the aim of the study. In the criterion sampling method, previously determined criteria are researched to establish the desired participant characteristics (Yıldırım & Şimşek, 2013). In this regard, refugee students, schools with refugee students and teachers who teach social sciences to refugee students were taken into consideration.

Of the twenty refugee students in this study group, sixteen were Syrian and four were Afghan. Fifteen male and five female students were included. Of the teachers, seven were male and 6 were female. All of the teachers had between eleven and fifteen years of professional experience.

### **Data Collection Instrument and its Development**

In this research, an "open-ended interview form" was used to collect the data. The factor affecting the use of an open-ended interview form is that it does not require standard responses, and it provides flexibility to the individual answering the questions (Yıldırım & Şimşek, 2013). In developing the open-

ended interview form, the related literature was reviewed, and studies focusing on refugee students' relationship to education were chosen. A draft interview form was created in accordance with the relevant studies; and to improve the forms' validity, the opinions and views of two experts in social sciences education and two social sciences teachers were taken into account. Based on their feedback, the open-ended interview form was given its final shape.

### **Data Collection**

The data were gathered from 10 different public schools in Trabzon province in the spring term of the 2016–2017 academic year. After the necessary permissions were obtained, the researcher visited the schools and conducted face-to-face interviews with the study group. The responses of the study group were recorded by the researcher through note-taking.

### **Analysis of the Data**

In analysing the data, the "content analysis method" was applied to statistically represent the written material through examination (Ekiz, 2009). This method was considered to be appropriate for the study, as it involves organizing data in a manner that can be understood by readers through grouping it according to similar pre-determined concepts and themes (Yıldırım & Şimşek, 2013).

To increase the reliability of the data analysis, the researcher conducted triangulation (Patton, 2002) by comparing his own analysis with that of a field expert and a teacher. The degree of reliability was calculated according to Miles and Huberman's (1994) formula ( $\text{Reliability} = \frac{\text{Agreement}}{\text{Agreement} + \text{Disagreement}} \times 100$ ), with the result of 83.90%. Following this process, the agreed-upon data were included in the study.

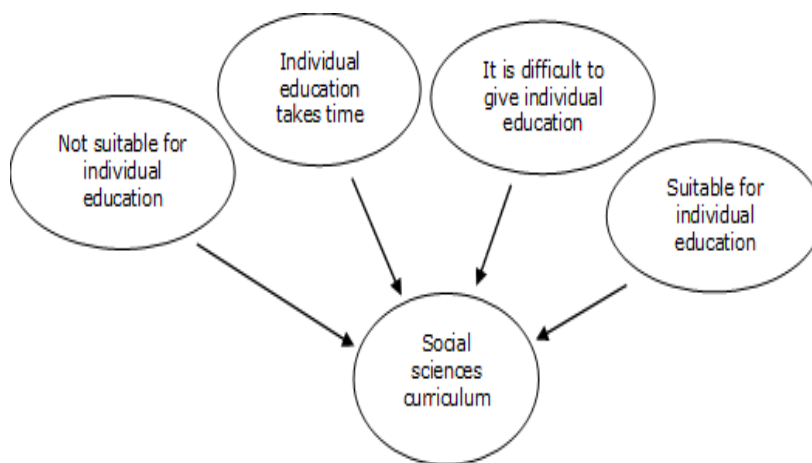
### **Findings and Comments**

The data of this study were analysed with the aim of examining the interest, attitudes and learning of refugee students living in Turkey towards social

sciences lesson according to the perspectives of teachers and learners, and the following findings were obtained.

### **Views on the Curriculum Suitability for Individualized Education**

The first research question concerned the views of the social sciences teachers toward the suitability of the social sciences curriculum for individualized instruction. The related data are presented in Figure 1.



**Fig. 1. The suitability of the social sciences curriculum for individualized instruction**

Figure 1 illustrates the responses to the question, “Is the social sciences curriculum suitable for individualised education?”. Eight of the teachers stated that it is not suitable, seven stated that individualized instruction takes time, seven of them stated that it is difficult to give individualized instruction, and five contended that curriculum is suitable for individualized instruction.

One of the social sciences teachers who stated that curriculum is not suitable for individualized instruction, ST7, explained that “*the Social sciences curriculum is not suitable for individualized instruction. Differences like learner levels, comprehension levels and social and financial conditions have not been taken into consideration.*” Another teacher, ST2, reported that “*It is difficult to apply the curriculum, as they [refugee students] struggle with speaking and understanding Turkish.*” The social sciences curriculum is not really suitable for

individualized instruction.” Furthermore, ST11, who stated that individualized instruction takes time, also elaborated that:

*In the 5<sup>th</sup> grade part of the curriculum, the subjects of Atatürk’s principles and reforms include difficult terms and concepts, and this creates difficulties in learning. In some grades, the history of the revolution is too detailed for the allotted teaching hours of the curriculum.*

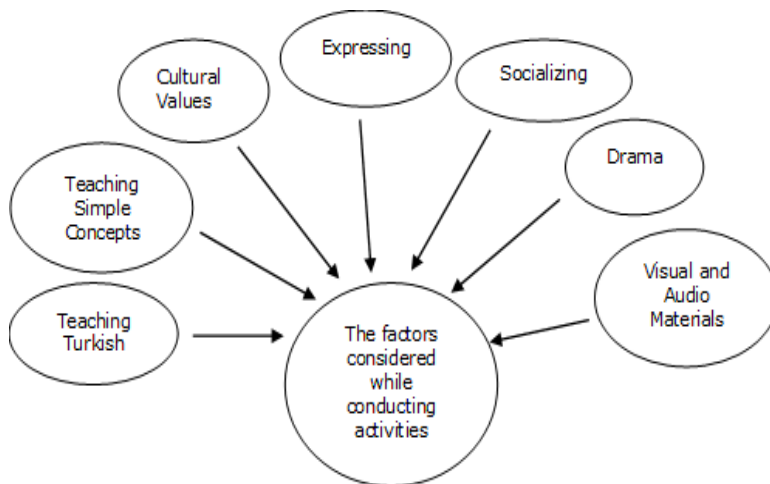
*On the other hand, some of the social sciences teachers felt that the curriculum is suitable for individualized instruction. One of these, ST6, asserted that “The curriculum being suitable for IE depends on the practice. The curriculum is flexible. In my opinion, it gives space for environmental conditions and individual practices.”*

### **Teachers’ Opinions on Refugee Students’ Learning of the Lessons**

The second research question concerned the teachers’ opinions on refugee students’ learning in the social sciences course. In this regard, the findings are presented below under sub-headings.

#### ***The factors teachers take into consideration in their lesson activities***

The factors that social sciences teachers take into consideration in their lesson activities are explained in Figure 2:



**Fig. 2. The factors that social sciences teachers take into consideration in their lesson activities**

When Fig. 2 is examined, it can be seen that the question of “What do you take into consideration when you are preparing lesson activities for classes including refugee students?” was answered by 10 of the teachers as “teaching Turkish.” After this, the most frequent responses included “Cultural Values” (10 responses) and “Teaching Simple Concepts” (8 responses). The other answers, in order, were “Expressing” (6 responses); “Socializing” (4 responses); “Drama” (2 responses) and “Visual and Audio Materials” (2 responses).

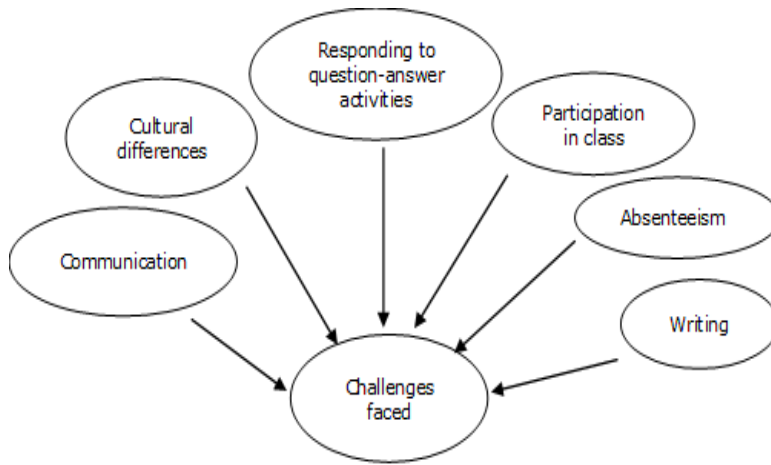
One of the teachers who gave importance to teaching Turkish, ST5, stated on this subject that “*We didn’t make any special concessions for foreign students. In my opinion, the priority in the case of these students’ is the problem of language learning. Since they don’t know any Turkish, they are passively listening and trying to learn Turkish by living it.*” Furthermore, some of the other teachers felt that it is important for refugee students to get accustomed to the country, to the city, to the school environment, to the classroom and to their classmates in social and cultural aspects, and that they are planning some activities accordingly. One of the teachers who emphasised cultural values, ST7, indicated that “*We are conducting activities to help students to socialize and get accustomed to the school, culture, social environment and peers.*” On the other hand, one of the teachers who gave



consideration to the teaching of simple concepts, ST3, reported that “*We try to teach them simple concepts as much as we can. Our primary aim is to help them express themselves in Turkish and learn basic concepts.*”

### ***The challenges teachers face in classes including refugee students***

The challenges social science teachers face in classes including refugee students are presented in Figure 3.



**Fig. 3. The challenges social science teachers face in their lessons**

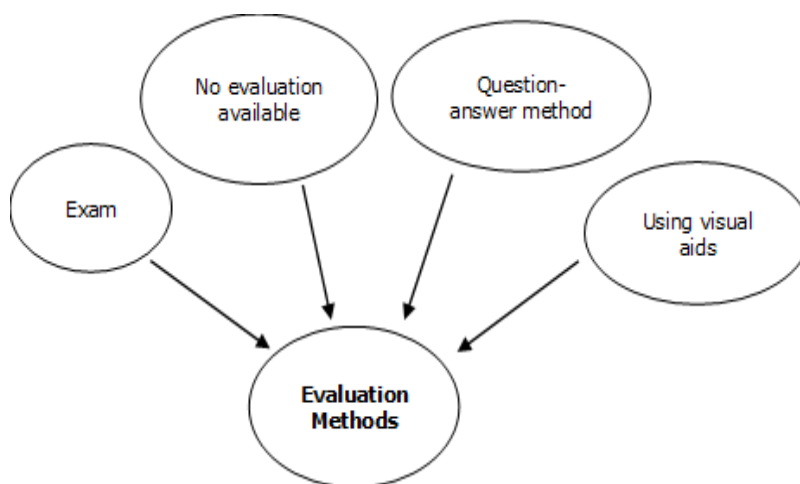
When Figure 3 is analysed, it can be seen that ten of the social sciences teachers responded with “Communication” when they were asked, “What kind of challenges do you face when teaching in classes with refugee students?” The next most frequent responses were “Cultural differences” (5); “Responding to question-answer activities” (3); “Participating in class” (3); “Absenteeism” (2) and “Writing” (2).

One of the teachers who believed that the challenge is communication, ST12, stated that “*The language problem is the biggest challenge. I try to include them [refugee students] in the lesson, as well. But they are not willing; they have many absent hours. They don’t want to buy any lesson materials. I try to cooperate with the parents, if they will attend. I try to meet with them individually and motivate them.*” Another teacher who remarked having problems because of cultural differences, ST7, also asserted that “*The biggest*

*problem is the language issue. If we manage to overcome the language problem, the other important challenge is cultural differences. We cannot overcome this problem, as we don't have the opportunity to apply other methods with refugee students by isolating other students."* Moreover, other challenges, such as the fact that refugee students do not attend the classes often enough as they are struggling to get accustomed to the environment; the alphabet being completely different; and the inability to take notes because they have not learned how to write in Turkish yet were expressed by the social sciences teachers.

### ***The issue of teachers' evaluation of refugee students learning***

The findings regarding the issue of social science teachers' evaluation of refugee students learning are presented in Figure 4:



**Fig. 4. Evaluation methods used by the social sciences teachers**

As indicated in Figure 4, when the teachers were asked "How do you evaluate the learning of refugee students?" ten responded that they used the standard exam used for regular students with the refugee students; and that they did not use any other evaluation tools. On the other hand, four of the teachers stated that they were not able to evaluate refugee students; three mentioned

using the question-answer method in the classroom for evaluation; and two responded that they performed evaluations by using visual aids.

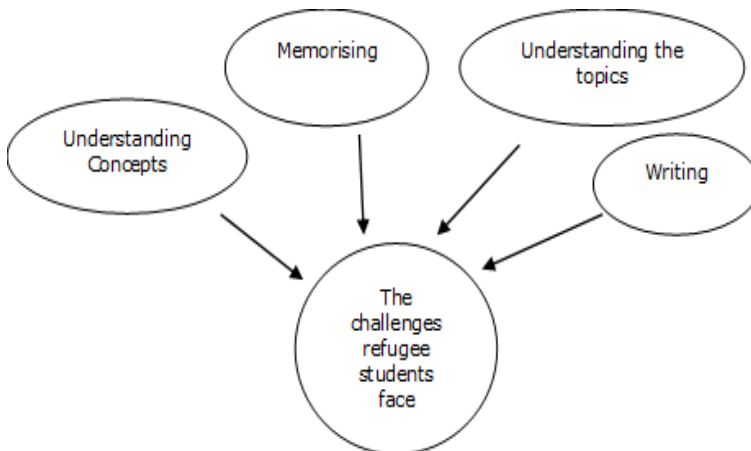
One of the teachers, ST10, who applied the same exams with both refugee and Turkish students and did not employ any other evaluation tools, remarked that *"It is the same with the other students."* On the other hand, a teacher who mentioned evaluating learners by asking questions in class, ST12, explained that *"I evaluate them by asking questions and using a rubric in the classroom. In the general evaluation, their levels show themselves."*

### **Refugee Students' Views on Social Sciences Lessons**

The third question of the study investigated refugee students' views on social sciences lessons. The findings relating to this issue are presented below under subheadings.

#### ***The challenges refugee students face when preparing for social sciences lessons***

The challenges refugee students face when preparing for social sciences lessons are presented in Figure 5:



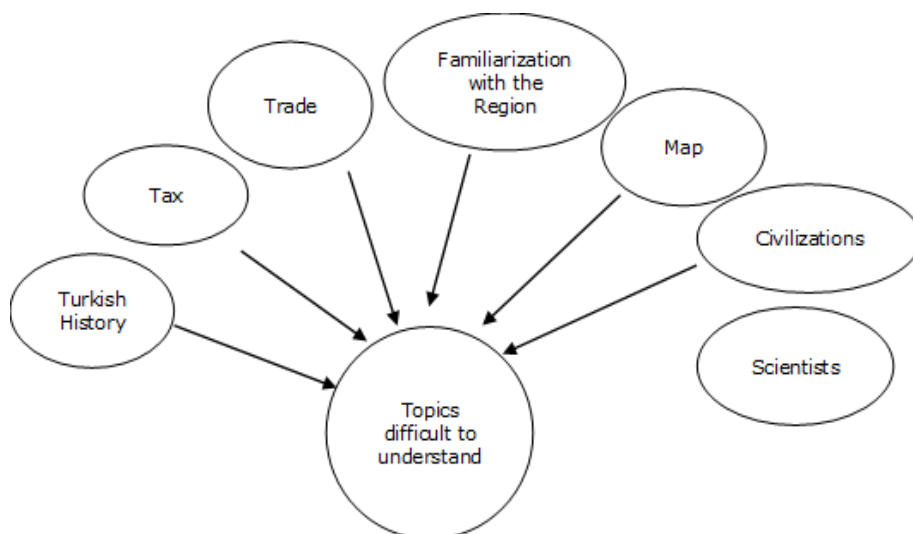
**Fig. 5. The challenges refugee students face when preparing for lessons**

As it is shown in Figure 5, when refugee students were asked, "What sort of challenges do you face when preparing for social sciences lesson?" five of them stated that they have problems in understanding the concepts; four of them in memorising; two of them in writing; and three of them in understanding the topics. Four of the students reported that they do not experience any challenges in preparing for lessons.

One of the students who indicated experiencing difficulties in understanding concepts, S13, mentioned that "*Sometimes I struggle in understanding concepts.*" Another student, S5, also expressed difficulties in understanding the topics elaborated that "*I have problems in locating the historical artefacts and finding mountains, plains and rivers on the map.*" On the other hand, a student who indicated having problems in writing, S17, mentioned that "*I struggle when I write. I have issues in understanding some concepts.*"

### ***The topics refugee students struggle to understand in social sciences lessons***

The topics the refugee students struggle to understand in social sciences lessons are presented in Figure 6:

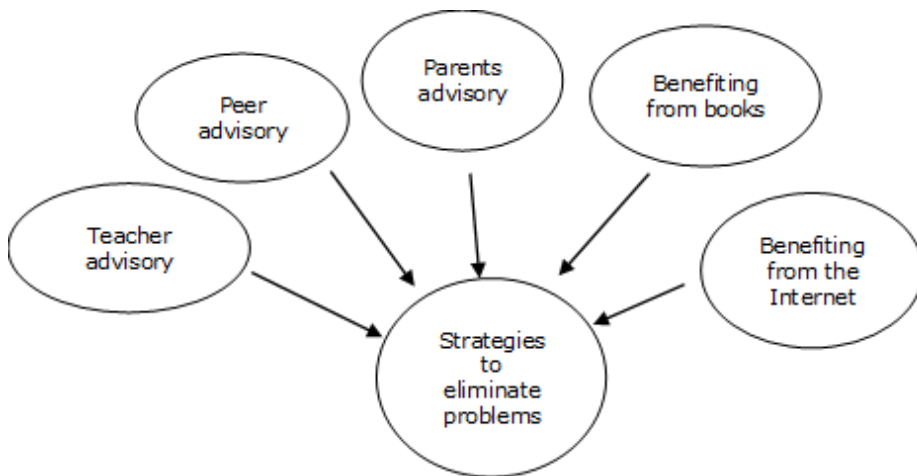


**Fig. 6. The topics that refugee students struggle to understand**

As illustrated in Fig. 6, when the students were asked "What are the issues and topics you struggle to understand in social sciences lessons?" seven of them answered "Turkish History"; five of them answered "Tax"; two of them gave the answer "Familiarization with the Region," two indicated "Maps"; two others "Trade;" one answered "Civilizations;" and one mentioned that "Scientists" were the topics they found difficult to understand. One of the students, S5, reported that "Turkish history," and another student remarked that "Civilizations and Turkish history topics are difficult to understand."

***The strategies that refugee students use to eliminate the problems they have in social sciences lessons***

The strategies that refugee students apply with the aim of eliminating the challenges they face in social sciences lessons are presented in Figure 7:



**Fig. 7. The strategies refugee students use to eliminate the problems**

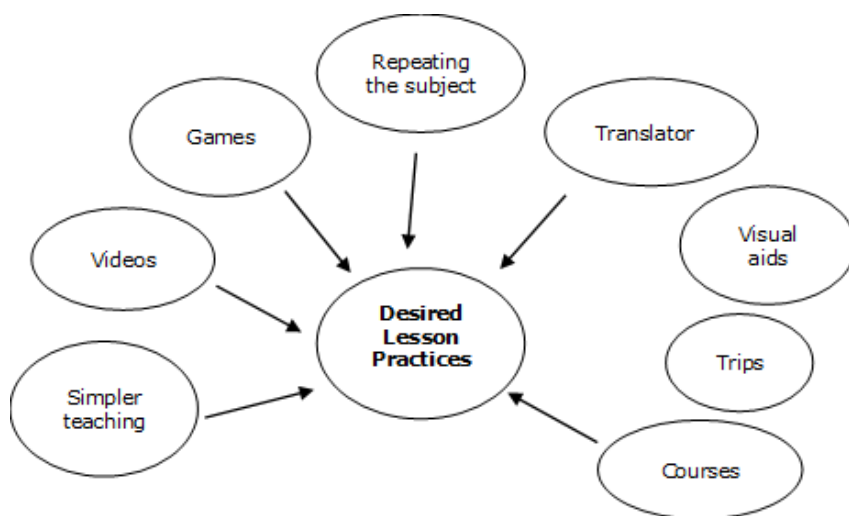
When Figure 7 is examined, it can be observed that when the learners were asked "What do you do in order to eliminate the problems you have in understanding the topics in social sciences lessons?" five of them indicated consulting with their teacher; four of them mentioned consulting with peers; another four pointed to consulting in their parents; three of them answered that they benefitted from the books, two of them admitted to using the internet; two claimed that they do nothing, and another two asserted that

they understand the topics well. Participant S14, who reported consulting with the teacher, also explained that

*"I ask questions of my teacher [when I don't understand], because I struggle to understand the topics. Likewise, S11 remarked that "I go to my teacher and I show her/him the topic I don't understand, because I believe my teacher will help me." One of the students who answered the question as "parents' advisory," S13, also said, "I ask my friends. Sometimes I ask my older sister."*

### ***The practices that refugee students want to see performed in social sciences lessons***

The practices that refugee students want to see performed in social sciences lessons are described in Figure 8:



**Fig. 8. The practices refugee students want to see in the lessons**

When Figure 8 is analysed, it can be seen that the question, "What can your teacher do to make the topics you struggle with easier to understand?" was answered as "Videos" by six of the students; as "Games" by four; as "Repetition" by another 4; as "Translator" by four others; as "Visual aids" by three students; as "Trips" by two students, and finally, as "Courses" by the two of the students. In this regard, S7 elaborated, "Simpler teaching. Shorter,

*simpler and easier to understand. It would be better if we had a translator... If we had translations.”* Another of the students, S2, who stated that learning would be easier with repetition, remarked that *“If my teacher repeats the topic or teaches me one-to-one, I would learn the topic easier.”*

## **Discussion, Conclusions and Recommendations**

The following results were reached in this study, which aimed to examine the interests, attitudes and learning of refugee students living in Turkey in social sciences lessons according to the perspectives of teachers and students.

Most of the social sciences teachers indicated that they do not find the social sciences curriculum suitable for individualized instruction. They claim that the reason for this is the dense nature of the curriculum and the limited time allotted for lessons. Another factor that created an obstacle to individualized instruction and providing extra practice for students was overcrowding in the classroom. Erdem (2017) likewise emphasised this problem in his study conducted with classroom teachers, who also expressed that the content of their curriculum was not suitable for refugee students.

In the findings of the current study, the biggest challenge indicated by both teachers and students is “language problems.” The teachers stated that this issue prevented the majority of the refugee students from achieving the desired attitudes and skills in their social sciences lessons. For this reason, the teachers reflected that they give importance to supporting the refugee students in the process of learning Turkish, using Turkish correctly and effectively, and expressing themselves in Turkish both in lessons and in extra-curricular activities. They stated as the reason for this the fact that it is impossible to achieve understanding and learning when the parties involved are not speaking the same language. Sarıtaş, Şahin, and Çatalbaş (2016), in their study titled “The Issues Faced with Foreign National Students in Primary Schools,” likewise reported that the biggest problem relates to language and communication issues; in their case, they asserted that this is primarily the case with Syrian students, rather than those from Iraq, Iran and Afghanistan. The researchers concluded that the reason for this is that children coming from Afghanistan, Iraq and Iran have had better educational opportunities, and they were in Turkey in order to be transferred to the USA and Canada according to

the deal made by the United Nations; while the children from Syria are in Turkey because they escaped from the civil war and are still experiencing its psychological effects. Özer, Komşuoğlu and Ateşokda (2016), in their study on "The Education of Syrian Children in Turkey: Issues and Suggestions for Solutions," and Erdem (2017) in the study "The Educational Problems Faced by Classroom Teachers with Refugee Children and Suggested Solutions" also stated that the biggest challenge experienced with refugee children is the language obstacle. In this respect, the findings of these studies support the findings of the current study.

From another perspective, the refugee students in this case stated that they had some problems in understanding certain topics in the curriculum, including "Turkish History", "Taxes", "Scientists", "Trade" and "Familiarization with the Region." The fact that these subjects are abstract; and that they are based on Turkish history, culture and geography; and that refugee students are encountering these subjects for the first time may be the primary factors in their struggle. On the other hand, the majority of the social sciences teachers remarked that the refugee students had problems in communicating, participating in the lessons, answering questions, attendance and cultural differences. This can be explained by the students being in new environment for the first time and lacking communicative competence in Turkish.

However, most of the students indicated that they turned to their teachers for help when they were struggling; most of them also expressed that when they did not understand the subject or when they experienced challenges in learning, they asked their classmates and family members for help. On the other hand, a few the students remarked that they learned more about subjects by benefiting from books, the Internet and the library. The students' tendency to ask their teachers for advice on subjects they do not understand can be interpreted as a belief that the teachers' answers are more accurate than other sources.

Furthermore, the majority of the refugee students felt that they would understand the topics better if the teachers were to explain them in simpler terms; additionally, they believed their learning would be more meaningful if the teachers gave examples in their native language or from their home culture. Similarly, Gencer (2017), in the study "An Evaluation of Immigration and Education: Educational Needs of Syrian Children and the Challenges Faced



in the Process of their Schooling,” contend that cultural differences contribute to the problems experienced with refugee students. The findings of Gencer (2017) overlap with the findings from the current study.

Finally, the majority of the social sciences teachers reported that they did not apply a different evaluation process for refugee students, although a few mentioned that they tried to evaluate their learning by interacting with them outside of class and conducting question-answer practices. Thus, it can be said that for the most part, social sciences teachers do not perform additional evaluation activities with refugee students.

However, the teachers also reported that refugee students who were subjected to the same exams as other students did not perform well; but that in the case of visual exams, if instructions were given during the exam and if comprehensible explanations were made, students achieved the intended outcome. For instance, according to the reporting of the teachers, when refugee students work with visuals, they can, at a minimum, verbally explain the features of a particular war or a scientist. Erdem (2017) likewise reported that teachers did not apply different teaching strategies for refugee students; but they placed more emphasis on visual aids than they did with Turkish students. Moreover, the classroom teachers remarked that the refugee and mainstream students were administered the same exams, and the teachers did not use different evaluation tools for refugee students, but they did perform subjective evaluations and took refugee students’ individual development into consideration.

In brief, the results revealed that social sciences teachers primarily have difficulties with language and communication with refugee students; and that the social sciences curriculum is not suitable for individualized instruction; and therefore, teachers cannot practice individualized instruction with refugee students. In addition, the results indicate that refugee students perform better when social sciences topics are presented in simpler terms, with the use of visual aids. Moreover, the teachers who participated in the study stressed that if supportive courses were established, students’ level of success would improve.

Based on the findings gathered from the research, the following suggestions can be made:

- *Further quantitative and qualitative studies regarding social sciences education and refugee children should be carried out. In particular, studies conducted with larger samples may be beneficial to the decision-making process.*
- *Since the current social sciences curriculum is too intense to leave any room for individualized instruction, extracurricular activities can be conducted with refugee students.*
- *A peer education approach may be applied with struggling students; for instance, through the help of a refugee student who is more proficient in Turkish.*
- *Language and adjustment courses may be developed by the authorities to support refugee students and their families.*
- *Refugee students and their families can be supported in adapting to the school environment through orientation practices organized under the school counsellors' control and with assistance from school administrators.*
- *Explanatory visual brochures and handbooks may be prepared for refugee students.*
- *In-service training seminars may be organized to assist teachers in eliminating the problems they face in teaching refugee students.*
- *Teachers may conduct their lessons with support from visual materials.*
- *Alternative assessment instruments may be prepared for refugee students by assessment and evaluation experts, planned in such a way that they support to individualized education instruction.*

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## **PABĖGĖLIŲ MOKINIŲ SUSIDOMĖJIMO, POŽIŪRIO IR MOKYMO SI SOCIALINIŲ MOKSLŲ ATŽVILGIU ANALIZĖ: MOKYTOJŲ IR MOKINIŲ NUOMONĖ**

**Santrauka.** Šio tyrimo tikslas yra ištirti Turkijoje gyvenančių pabėgėlių mokinių susidomėjimą socialiniais mokslais ir jų mokymąsi bei atskleisti mokytojų ir mokinių požiūrį į šią sritį. Šis fenomenologinis tyrimas buvo atliktas dalyvaujant 20 pabėgėlių mokinių iš 10 skirtingų valstybinių mokyklų Trabzono provincijoje 2016–2017 metų pavasario semestro metu. Trylika socialinio mokslo mokytojų, dirbančių šiose mokyklose, taip pat dalyvavo tyrime. Respondentai buvo atrinkti naudojant tikslingą kriterijų atrankos metodą. Atvirų klausimų interviu forma buvo naudojama duomenų rinkimo etape, o jų sisteminimui panaudota turinio analizė. Rezultatai atskleidė, kad socialinių mokslų mokytojai bendraudami su pabėgėliais susidūrė su bendravimo problemomis dėl kalbos barjero, ir neturėjo galimybių pritaikyti individualų mokymą dėl šios programos apribojimų. Taip pat nustatyta, kad mokiniams buvo ypač sunku mokytis turkų istorijos ir su kultūra susijusių dalykų, nes pabėgėliai pirmą kartą susidūrė su šiomis temomis. Kita vertus, paaiškėjo, kad mokinių rezultatai ženkliai pagerėjo, kai socialinių mokslų mokytojai dėstomose pamokose vartojo paprastesnius terminus, papildytus vizualiniais elementais. Kadangi tyrimo rezultatai pabrėžia, kad socialinių mokslų mokymo programa yra per daug intensyvi galimybei pritaikyti individualų mokymą, siūloma atlikti papildomus tyrimus, susijusius su pabėgėliais mokiniais. Be to, mokiniai gali būti mokomi padedant kitiems bendraamžiams pabėgėliams, kurie kalba turkiškai.

**Pagrindinės sąvokos:** socialiniai mokslai; mokytojas; pabėgėlis; mokinys; Turkija.