



## Research Article

# The effect of social studies teaching supported by folk songs on gifted students' self-regulation skills and retention of learning<sup>1</sup>

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### Abstract

This study was conducted to determine the effect of supporting distance social studies teaching with folk songs on students' self-regulation skills and retention of what was learned. The study group of the research consisted of a total of 35 students, 17 of whom were in the experimental group and 18 of whom were in the control group, who were studying in two different branches of the 4<sup>th</sup> grade in a private school in Malatya and who received support education in Science and Art Centers (SAC) outside the school. Malatya province, one of the provinces that has been the source of Folk Songs, was preferred because it is the city where the researcher worked as a primary school teacher and researched Folk Songs. This the study, mixed methods of quantitative and qualitative character were used. Experimental design was used with qualitative research method and action research was used with qualitative research method. As a data collection tool, differentiated lesson plans were prepared by selecting folk songs related to the "Culture and Heritage" learning area in the Social Studies teaching program. These lesson plans were applied to the experimental group for 5 weeks. After the lesson topics were taught, the experimental group was administered a 25-question acquisition pre-test compiled from the skill-based 4th grade assessment and evaluation questions, the reliability and validity of which were conducted by the Ministry of National Education of Türkiye (MoNET) and implemented in all schools in the 2020-2021 academic year. In order to determine the retention of what was learned, a post-test application consisting of end-of-the-theme achievement questions was created 21 days after the unit was completely completed. The "7-Step Cycle of Self-Regulated Learning" model was used to measure the self-regulation skills of gifted students and the "Social Cognitive Self-Regulated Learning" model was used to understand the performance of students in the educational process. Paired Simple T test was used for data analysis. As a result of the data analysis, it was determined that supporting distance social studies teaching with folk songs had a positive effect on students' self-regulated learning skills and retention of what they learned.

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## Introduction

The most important issue that has been emphasized recently is the development of self-regulation skills of gifted children. Due to the multiple talents of these children, self-regulation skills can be improved through instructional

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differentiation that addresses different ability areas. This study focuses on this issue and investigates the effectiveness of an instructional implementation. It is possible to examine this study, which deals with social sciences education from a different perspective, as it makes learning enjoyable and permanent.

### **Social Studies Teaching**

Social Studies teaching is an interdisciplinary education and training program created for individuals to adopt their cultural values and to gain the idea of transferring these values to future generations by undertaking the task of protecting and protecting them (MEB, 2018). Social Studies teaching aims to shape the upcoming generations with the cultural accumulations of the society in which they live and to ensure the transfer of cultural heritage. Social Studies explores the educational needs of society for the continuity and development of culture in social memories (Çengelci, 2012), strengthens and develops social memory and supports the acquisition of a strong place among world cultures, and Social Studies teaching aims to give students values related to cultural heritage (Özbaş, 2012). While teaching these values, history and geography education is utilized. This is because human life is shaped by the geography in which they live. Geography is the determinant of culture as well as the destiny of human beings. The Social Studies teaching program carries out the task of raising universal human beings equipped with skills and values (Naylor & Diem, 1987, 347). Ethical values such as justice, family, preserving cultural heritage, independence, peace, scientificity, tolerance, respect, love, patriotism, etc. are included in the curriculum. (MEB, 2018). Folk Songs, on the other hand, are oral culture elements that exist with the ethical values of the era and environment in which they are performed and that have emerged as a result of important social events. Folk Songs, which include human life in their subjects, have different themes such as love, respect, cooperation, tolerance, peace, independence and justice (İmik, 2014). The production of folk songs has the aspect of addressing the dynamics of society. For this reason, both folk songs and those who produce them are building blocks that contribute to the cultural heritage of the society in terms of ethical values (Turhan & Kova, 2012).

The Social Studies Curriculum is a curriculum that is quite suitable for cultural heritage education (Özbaş, 2012). Social Studies teaching creates social memory awareness by using many different ways to nurture the continuity of change in cultural heritage education. Levy & Byrd (2011) argue that there are many benefits in teaching social justice issues, including the themes of accepting those different from oneself, opposing discrimination, questioning privilege, and rejecting violence. Social Studies teaching conveys not only local heritage but also universal heritage (world heritage) knowledge to students.

### **Using Folk Songs as Cultural Heritage in Education**

Folk Songs are verbal and auditory products of cultural heritage that remain in the collective mind. In order for these products to survive, they must first be molded in people's memories with words and melodies over time and transmitted to future generations with the continuity of expression. There is a direct proportion between the emergence of folk songs and the advanced level of people's social consciousness (Turan, 1969). Strengthening the consciousness of society, which has been shaped over the years, is possible through the education of the values that society needs to adhere to. Ethical values are included in Social Studies teaching to protect cultural heritage. The values in folk songs and the values in the Social Studies curriculum overlap with each other. The Social Studies Program aims to provide students with the feelings and thoughts necessary to ensure the values (justice, social peace, freedom, protection of cultural assets, love and respect for one's country, scientificity) (Başgöz, 2008). Such values are similar to the values found in folk songs.

For the transmission of folk songs, events that have taken place in the memory are first visualized with actions and then, with the continuous narration of the elements, they take a stronger and stronger place in social memory (Rubin, 1995). Folk Songs are suitable as a rich source and teaching tool that can be used in teaching because they re-present important events to the public in a melodic form by combining them with their own understanding of culture and art through the sieve of emotion and thought (Ataman, 2009). In fact, since they are versatile and social products, it is possible to say that they are also a good teaching tool with their melodies, lyrics, tunes and rhythms (Göher, 2010).

In Social Studies teaching, it is aimed to contribute to the development of students' imagination, emotion and thought system with different strategies that will establish relationships between events while teaching students past

experiences (Otluoğlu, 2002). Planning and implementing the Social Studies Curriculum by supporting it with folk songs may be an effective teaching strategy.

Fuad Koray (1940), in his work "Çocuğa ve Söze Göre Müzik" (Music According to the Child and the Word), argues that the elements that make up the Folk Song form the basis of all other musical works. Folk Songs have a structure that strengthens the unity and sense of belonging of the society in which they exist (Mirzaoğlu, 2019). It emerges by concentrating in times and areas where it is most needed. Sakal (2008) stated that cultural elements are used as a source in historical research. Waller & Edgington (2001) mentioned that supporting history education with music enables students to gain insight into the period they are studying. Palmer & Burroughs (2002) stated that supporting Social Studies teaching with music contributes to social memory about periodic events and increases students' imagination and interest in historical issues. Eady & Wilson (2007) have argued that teaching with music increases the desire to learn, and Cooper (1998) has argued that the use of music in education strengthens students' interest in the lesson and improves their ability to work together. Folk Songs also contain cultural elements that can be used as both a teaching tool and a strategy in Social Studies teaching. Sanchéz (2007) argued that using music in Social Studies teaching is an effective strategy, and White & McCormack (2006) argued that teaching with music in Social Studies increases student interest and learning level.

### **Giftedness**

Giftedness is defined as individuals who learn faster than their peers, are at the forefront in creativity, art and leadership, have superior academic abilities, understand abstract concepts, and prefer to act independently in their fields of interest (MEB, 2019). According to Bilgili and Dalkıran (2004), students with exceptional talents have special academic abilities, exhibit abstract thinking skills, have higher leadership and creativity than others, and learn faster than their peers. Science and Art Centers (BİLSEM) were established for gifted students to benefit from a more effective education opportunity. BİLSEM are support education centers where gifted students are taught in Turkey and where the state provides educational services (MEB, 2013). After receiving education in their schools, students receive educational support in BİLSEM institutions on certain days of the week (MEB, 2013; Doğan & Kesici, 2015; Gürten, 2021). In the BİLSEM Support Education Program, it is aimed to gain communication, cooperation, group work, learning to learn, problem solving, scientific research, entrepreneurship, critical and creative thinking, effective decision making, technology literacy, social responsibility, and effective use of resources (MEB, 2019). One of the skills that students are expected to acquire in education is self-regulated learning.

### **Self-Regulated Learning**

Self-regulated learning is conceptualized as the ability of students to regulate their own learning processes (Flavell, 1979). According to Kanfer (1970), self-regulation is the process of observing one's own behaviors, self-evaluating oneself, and reinforcing one's own learning with external influences. While Kanfer stated that his model includes various sub-factors, Miller & Brown (1991), who developed a seven-stage self-regulation model based on this model, carried out development studies on the steps of receiving information, self-evaluation, triggering, searching, planning and implementation. Stoeger & Ziegler (2005) created a 7-step cycle for self-regulation. Stoeger (2013) stated that students are able to regulate themselves, their learning and vital needs from the age of nine. Ziegler and Stoeger (2012) argued that an individual should have the ability to evaluate his/her own learning for the quality of learning, but they also mentioned some obstacles that may interfere with learning. According to this approach, the characteristics of the skills that exist in students, students' self-determined goals, the suitability of the characteristics of the learning environment, the support of the tools used for learning and the learning strategy closely affect self-regulation skills (Risemberg & Zimmerman, 1992; Obergrösser et al., 2013; Tortop & Eker, 2014). Zimmerman (1989), who argues that students with self-regulation skills in the educational environment manage and attempt to gain knowledge and skills by relying on themselves apart from teachers, family or other teaching elements, stated that it is important to determine students' self-regulation levels and to create self-regulated learning environments.

### **Self-Regulation Skills of Gifted Students**

The acquisition of self-regulation skills by gifted and talented students is important for academic success and quality of education. It is important for students who are gifted and talented, especially those who are twice exceptional, to develop self-regulation skills in order to demonstrate their potential superiority in a field. Self-regulated learning provides gifted students with a high level of power and motivation to acquire higher level knowledge (Weinstein, 1978; Zimmerman et al., 1996; Ziegler et al., 2013). Giftedness has been conceptualized as those who show exceptional ability or achievement in a particular area and have average ability in other areas. According to Gardner (1993), people can be gifted at an average level in any subject, or they can be gifted at low or high levels. Gifted students exhibit characteristics such as curiosity, strong imagination, broad interests, careful observation skills, high-level thinking, and strong leadership qualities in their field (Çitil & Ataman, 2018). Since the learning speed, comprehension and interpretation abilities of gifted students differ from their peers, it is a need for a gifted child to receive education in line with his/her abilities (Çitil & Ataman, 2018). It is possible to develop the strong talents of gifted students by providing differentiated education in appropriate educational environments with strategies and resources suitable for their learning (Korkut et al., 2017). While providing education to gifted students by taking their potential, interests and abilities into consideration, their enjoyment of this education can also affect the permanence of learning (Clark, 1997; Glass, 2004; Karakuş, 2010).

### Importance of the Study

With globalization, borders between societies have disappeared and as a result, cultural interaction between societies with different cultural characteristics has come into question. As a result of this interaction, societies are being driven away from their own cultures and are moving towards a fictionalized global culture. While the rapid change and transformation operations in global culture push people away from their own culture over time, the new world order is being reshaped to raise a single type of person and keep him/her in the position of a consumer. In other words, societies are made to forget their own culture. Due to this situation, folk culture has become much more important in the education programs created by the states in their efforts to shape their future. For this reason, cultural values have been included in the education program and are intended to be taught to students through the Social Studies course. Social studies courses also play an important role in values education. The social studies curriculum aims to raise individuals who are in harmony with the society they live in, protect and develop the basic values that make up Turkish culture and history, bear cultural heritage, show sensitivity to social issues and understand that they are a part of it. Folk Songs, which come from within the society and emerge from experiences, can have the effect that individuals become aware of their own culture and protect their own culture instead of the fictionalized culture formed under the influence of globalization. In addition to understanding the effects of using folk songs in the process of Social Studies teaching in terms of education and training, this study is significant because it serves a profound purpose such as transferring, reminding, teaching folk songs to new generations, keeping Turkish culture in our lives by enriching it, and determining its effect on students' gaining self-regulation skills by becoming aware of the cultural heritage they have and on the permanence of learning.

In this study, which was conducted to determine the effect of distance Social Studies teaching supported by folk songs on the self-regulation skills of gifted students and the retention of learning, answers to the following sub-problems were sought.

- Is remote social studies teaching supported by folk songs effective on gifted students' self-regulation skills?
- Is remote Social Studies teaching supported by folk songs effective on the retention of learning in gifted students?
- Does remote social studies teaching supported by folk songs lead to improvement in gifted students' behaviors towards self-regulation skills?

### Method

#### Research Design

The study, which was conducted to determine the effect of remote Social Studies teaching supported by folk songs on the self-regulation skills of gifted students and the retention of their learning, was conducted in a mixed model in which

quantitative and qualitative research methods were used together. In the research, experimental model, one of the quantitative research models, and action research method, one of the qualitative research designs, were used. In the quantitative research model, the results of cause and effect relationships between variables are investigated experimentally (Kaptan, 1973). The aim of action research is to contribute to an existing situation with new research and to improve the existing situation in different ways (Kaptan, 1973; Büyüköztürk & Karasar, 2014). While collecting research data in action research, the researcher is involved in the research environment, sees the stimuli that may affect the observed action closely, and in this way can obtain more in-depth information by familiarizing with the process (Yıldırım & Şimşek, 2005; Patton, 2014).

A mixed method was used in the research. In addition to using an experimental design with an experimental control group in which pretest-posttest and retention test were applied in the quantitative application, qualitative research method based on observation was also used. In this mixed research method study, 35 primary school 4th grade students were assigned to the experimental and control groups. Retention test and self-regulation skills test were used as data collection tools.

### Study Group

The study group of the research is a total of 35 students, 17 in the experimental group and 18 in the control group, who are studying in two separate 4th grade classes in a private school in Malatya. The students included in the study were students who received educational support at Science and Art Centers (BİLSEM) and whose parents' permission was obtained and who volunteered to participate in the study. The distribution of the students participating in the study according to their gender is shown in Table 1.

**Table 1.** Distribution of the study group according to gender

Groups	Female	Male	Total
Experimental Group	7 (%41,18)	10 (%58,82)	17
Control Group	11 (%61,11)	7 (%38,89)	18
Total	18 (51,43)	17 (48,57)	35

According to Table 1, 58.82% of the 17 students in the experimental group were male and 41.18% were female, while 61.11% of the 18 students in the control group were female and 38.89% were male. Of the total 35 students participating in the study, 51.43% were female and 48.57% were male.

### Data Collection Tool

The reliability and validity of the data collection tool in the study was compiled from the questions in the skill-based 4th grade assessment and evaluation fascicles conducted by the Ministry of National Education (MoNE) in 2020. In determining the questions, support was received from 3 Social Studies teachers and 2 classroom teachers who are experts in their fields. The questions, 25 of which were determined for the pre-test and 25 for the post-test, were aimed to be assessment and evaluation questions that completely cover the unit. The same questions were asked to both classes. Differentiated lesson plans were created by supporting the "Culture and Heritage" units in the 4th grade social studies course to be applied during the unit teaching period with folk songs. The differentiated lesson plans to be used during this research period were used in the 4th grade Social Studies course in the 2020-2021 academic year for 5 weeks for the experimental group. During the remote Social Studies unit supported by folk songs, an observation chart created from the "7-Step Cycle of Self-Regulatory Learning" model was applied for gifted students to measure their self-regulation skills (Ziegler et al., 2012). In order to measure the teacher's academic performances in self-regulation processes to understand students' performances, the observation scale created from Zimmerman's (2009) "Social Cognitive Self-Regulated Learning Performance" steps was used.

### Collection of Research Data

The Cultural Heritage unit was taught for 5 weeks. In accordance with the curriculum, 3 Social Studies lessons were held every week in the 4th grade. Lesson plans to be used in remote Social Studies teaching related to the Culture and Heritage learning area in the Social Studies Teaching Program were prepared, and appropriate folk songs were carefully

selected for the subjects. Consultancy support was received from music teachers in this regard. These selected folk songs were integrated into the lesson plans and new teaching activities were created. Projects, researches, videos, presentations related to the relevant topics in the distance social studies teaching were made by students under the guidance of teachers. At the end of each lesson, 10-question achievement tests and self-regulation skills questionnaire were applied. A 25-question achievement test was applied for the pre-test and post-test. In order to determine students' self-regulation skills, self-regulation learning observation sheets were kept except for the pre-test and post-test. The answers given to the questions in the observation form, which includes the achievements of the 7-Step Cycle of Self-Regulated Learning that the students would answer themselves, were used to qualitatively measure the students' self-evaluations. In this form, an observation scale created by utilizing the 3-step "Social Cognitive Self-Regulated Learning Performance" steps of Zimmerman (2009) was used. Teachers were asked to evaluate student performances. All steps of the research and the data obtained were provided by distance education.

In addition, the students were asked how they think about the distance social studies teaching supported by folk songs. They were asked to prepare their opinions about the objectives, process and the applied strategy in the form of a presentation. All activities related to self-assessment (narration, prepared videos, writings, statistical information, cartoons, pictures and other tools and the whole process of the unit were shared with peers in the digital classroom environment. These data used for students' self-regulation performance assessment were recorded in observation sheets. Records of all information, documents and activities related to the unit were recorded in digital media.

### Data Analysis

Paired Simple T test was used for quantitative analysis of the data. A 25-question acquisition pre-test compiled from 4th grade assessment and evaluation questions was applied. In order to determine the retention of what was learned, a post-test application consisting of end-of-the-theme acquisition questions was created 21 days after the unit was completely finished. It was investigated whether there was a significant difference between the pre-test and post-test scores of the students in the experimental and control groups. "Paired Simple T" test was used to analyze the data obtained. As a result of the analysis, there was no difference between the experimental and control groups according to the results of the self-regulated learning pre-test. The experimental group and the control group students, to whom Social Studies teaching supported by folk songs was applied, were administered a pre-test formed from the (MoNE) 4th grade Learning Outcomes Test. After 21 days, as a result of the post-test application, a significant difference was found between the scores of the experimental group and the control group. According to the results of the post-test for self-regulated learning between both groups, there was a significant difference between the two groups.

For qualitative analyses, two types of student observation sheets were prepared using two different self-regulation models. In these forms, two separate observation forms were used, one for the student and one for the teacher to apply to the student. Both students and teachers were asked to answer these questions about the Culture and Heritage learning domain. One of these forms consists of questions for self-regulation and one for performance. The answer options to the questions were assigned as "Yes and No".

In the analysis of the research data, SPSS statistical data analysis program was used in the experimental design in the section where quantitative method was used. Before the significance analysis of the research data, the normality status of the data set was examined (Table 2).

**Table 2.** Normality analysis

Groups		N	$\bar{x}$	Ss.	Skewness	Kurtosis
<b>Experimental Group</b>	Pretest	17	82,941	12,255	-0,467	-0,697
	Posttest	17	96,177	4,517	-1,099	0,769
	Retention	17	96,177	4,517	-1,099	0,769
<b>Control Group</b>	Pretest	18	83,889	12,551	-0,746	-0,315
	Posttest	18	90,278	8,484	-0,991	0,800
	Retention	18	89,722	4,363	0,713	0,197

According to Table 2, which includes the skewness and kurtosis analysis conducted to determine the normality of the data set, skewness and kurtosis values vary between -1.099 and 0.800. Skewness and kurtosis values between -1.5 and 1.5 indicate that the research data are normally distributed (Tabachnick & Fidell, 2013). Due to the normal distribution of the research data, the t test, which is one of the parametric tests, was used in the significance analysis. In order to determine the prior knowledge levels of the students of both groups, a "Pre-Test" was administered before the course topics were covered. At the beginning of the unit, a self-regulation pre-test and at the end of the unit, a measurement and evaluation test from the MEB New Generation Social Studies achievement questions were applied. A post-test was administered at the end of the unit to determine whether the subtopics covered in the teaching of Culture and Heritage learning area were learned. "Retention Test" was applied to the experimental and control groups in order to determine the level of recall of the subjects supported by folk songs. The security validity of the Retention Test is approved by the Ministry of National Education. The questions in these tests were prepared by selecting from the achievement tests applied in all schools in 2020.

### Findings

The pre-test and post-test findings of the experimental and control groups of the students participating in this study, which was conducted to determine the effect of distance Social Studies teaching supported by folk songs on the self-regulation skills of gifted students and the retention of their learning, are given in the tables below.

The results of the pre-test and post-test analyses on the effect of distance social studies teaching on the self-regulation skills of gifted students are shown in Table 3 and Table 4 below.

**Table 3.** Pre-test analysis of gifted students' self-regulation skills

Groups	N	$\bar{x}$	Ss.	t	p
Experimental Group	17	82,941	12,255	-0,179	0,806
Control Group	18	83,823	12,934		

$p < .05$

According to the data in Table 3, there is no significant difference in the pre-test scores of self-regulation skills in science learning of gifted students in the experimental and control groups ( $p > 0.05$ ). The arithmetic mean of the pre-test scores of the experimental group ( $\bar{x} = 82.941$ ) was lower than the control group ( $\bar{x} = 83.823$ ). This can be interpreted as that the experimental and control group students had similar characteristics in terms of self-regulation skills in learning science before the application.

**Table 4.** Post-test analysis of gifted students' self-regulation skills

Groups	N	$\bar{x}$	Ss.	t	p
Experimental Group	17	96,177	4,517	2,064	0,056
Control Group	18	90,588	8,639		

$p < .05$

When Table 4 is examined, there is no significant difference in the post-test scores of the experimental group and control group students' self-regulation skills in science learning ( $p < 0.05$ ). The arithmetic mean of the post-test scores of the experimental group's self-regulation skills ( $\bar{x} = 96,177$ ) was higher than that of the control group ( $\bar{x} = 90,585$ ) in contrast to the pre-test data. This can be interpreted as an increase in the self-regulation skills of the experimental and control group students in learning science after the application.

The post-test analysis results for the retention of learning in distance Social Studies teaching supported by folk songs are presented in Table 5.

**Table 5.** Pre-test analysis of learning retention in gifted students

Groups	N	$\bar{x}$	SS	t	p
Experimental Group	17	96,177	4,517	3,917	0,001
Control Group	18	90,000	4,330		

$p < .05$

When Table 5 is examined, a significant difference is seen in the post-test scores of the experimental group and the control group ( $p < 0.05$ ). The arithmetic mean of the post-test scores of the experimental group regarding the retention of learning ( $\bar{x} = 96,177$ ) is higher than the control group ( $\bar{x} = 90,000$ ). This can be interpreted as an increase in the retention of learning of the experimental and control group students after the application.

**Table 6.** Observation data on the 7-step cycle of self-regulated learning

	<b>Opinions</b>	<b>Yes</b>	<b>No</b>	<b>Total</b>
Experimental Group	I can set my own goals.	16	1	17
	I can make my plans according to the time.	13	4	17
	I can plan how I will learn.	15	2	17
	I can implement the plan I made.	12	5	17
	I can check the results of my plan.	14	3	17
	I can explain the results of my product.	16	1	17
	I can evaluate myself.	15	2	17
Control Group	I can set my own goals.	13	4	18
	I can make my plans according to the time.	10	7	18
	I can plan how I will learn.	13	5	18
	I can implement the plan I made.	10	7	18
	I can check the results of my plan.	10	7	18
	I can explain the results of my product.	13	5	18
	I can evaluate myself.	15	3	18

Table 6 shows the results of students' self-assessment of their self-regulated learning skills. According to the table, it is seen that the experimental group gained the skills of setting goals and explaining the results of the product. In the control group, although they acquired the skills of setting their own goals and explaining the results of the product, they did not perform as well as the students in the experimental group. Social Cognitive Self-Regulated Learning Performance Observation data are presented in Table 7.

**Table 7.** Social cognitive self-regulated learning performance observation

	<b>Opinions</b>	<b>Yes</b>	<b>No</b>	<b>Total</b>
Experimental Group	To be able to use self-regulation skills for foresight	12	5	17
	Use self-regulation skills for performance	15	2	17
	Use self-regulation skills for self-reflection	13	4	17
Control Group	To be able to use self-regulation skills for foresight	12	5	18
	Use self-regulation skills for performance	10	8	18
	Use self-regulation skills for self-reflection	11	7	18

Table 7 shows the teacher's evaluation data on students' self-regulated learning performances. When the data in the table are examined, it is seen that the skills for self-regulated performance were realized at a higher level in the experimental group compared to the control group.

### Procedure

The Culture and Heritage learning area in primary school 4th grade Social Studies teaching supported by folk songs was implemented with distance education for a total of 15 hours, 3 hours per week.

The time and achievement schedule for the implementation of the Culture and Heritage learning area is presented in Table 8.

**Table 8.** The learning outcomes in the Social Studies Culture and Heritage

Achievements	Week	Date	Total
<i>SS.4.2.1. Students will be able to study family history by using oral, written, visual sources and objects.</i>	Week 1	07 -12 December 2020	40+40+40 (3 classes)
<i>SS.4.2.2. Students give examples by researching the elements reflecting the national culture in their family and environment.</i>	Week 2	14-20 December 2020	40+40+40 (3 classes)
<i>SS.4.2.3. Students compare traditional children's games with today's games in terms of change and continuity.</i>	Week 3	23 -28 December 2020	40+40+40 (3 classes)
<i>SS.4.2.4. Students comprehend the importance of the National Struggle based on the lives of the heroes of the National Struggle (Acquisition is handled in the context of biography teaching)</i>	Week 4	1-5 January 2021	40+40+40 (3 classes)
<i>Self-Assessment, Performance Self-Assessment, Observation, post-test and achievement test</i>	Week 5	8-13 January 2021	40+40+40 (3 classes)

Source: Social Sciences Teaching Curriculum, 2018

Total: 5 Weeks 15 Class Hours

It is of great importance to plan the first lesson accordingly in order to make the students intuit the concepts in the Culture and Heritage learning area in the first lesson hour. Among the concepts, the concepts of "UNESCO, Culture, Heritage, Folk Songs and Abstract, Tangible Cultural Elements" were primarily introduced to the students. A student was asked to explain the dictionary meaning of the concept of Culture and Heritage. According to the Turkish Language Institution (2005) culture: It is defined as "all material and immaterial values created in the process of historical and social development, and the whole of the means used in creating and transmitting them to the next generations, showing the measure of man's sovereignty over his natural and social environment". For the concept of heritage, it is defined as "what a generation leaves to the next generation, inheritance". A short informative movie related to the learning area of Culture and Heritage was shown and an introduction to the subject was provided.

In order to draw attention and familiarize students with the topics, they were asked to ask each other questions about Folk Songs, one of the elements of Culture and Heritage.

- Do you listen to folk songs?
- What kind of folk songs do you like and listen to?
- Is there anyone in your family who likes and listens to folk songs?
- Does anyone in your family work with folk songs and earn money?
- Do you know any folk song stories?

After collecting the necessary information on this subject, attention was drawn to the dates of the emergence of these folk songs. After checking that the dates were old, a question was asked again.

- "These folk songs have not been forgotten and how have they come this far? Have you ever thought about it?" and brief information about preservation and transmission was given. "Preservation: Defining an item first, documenting what it is, what it does, when it emerged, preserving, developing, strengthening, transferring it from generation to generation through formal and non-formal education" TDK (2005).

It was asked again what is meant by "protecting" our culture and heritage.

- With the question "What do we need to do as students or citizens?" the students were asked to repeat the information they had been taught. After explaining that the task of protection would not be a task belonging to only one nation, the UNESCO organization was mentioned.

The United Nations Educational, Scientific and Cultural Organization (UNESCO), which was formed by the coming together of many nations, signed a convention with countries to protect Cultural Heritage on October 17, 2003. Turkey became one of the countries that signed this agreement in 2006. Protecting them and teaching them to the new generation is a subject of Social Studies teaching. Students were given time to watch and comment on the video about folk songs being elements of our Cultural Heritage.

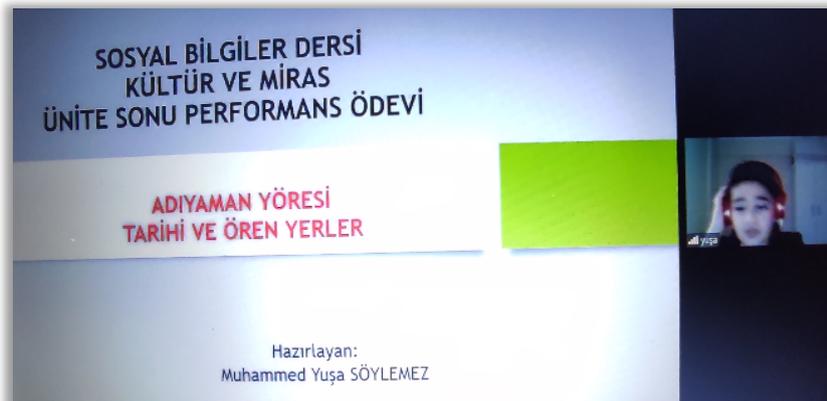


**Photo 1.** Cultural heritage of folk songs<sup>4</sup>

In distance social studies teaching, students quickly accessed the information they needed in many areas by using web networks. This situation especially supported the enrichment of the learning process at the knowledge level. Especially with easy access to folk songs, it made the subjects covered interesting and fun. Students were motivated to engage in extensive research on family structure, place of birth and place of residence.



**Photo 2.** Research the culture and heritage elements of the places where we were born<sup>5</sup>



**Photo 3.** Research assignment on the cultural and heritage elements of your birthplace

<sup>4</sup> Research assignment in self-regulated learning for gifted students

<sup>5</sup> Example of performance assignment in self-regulated learning for gifted students

After the conceptual study in the learning area of Culture and Heritage supported by Folk Songs using self-regulated learning steps, a short evaluation study was conducted with the students. (10-question MoNE attainment test.) The lesson activities in which each student's lesson participation and activity areas were observed were recorded, and the attainment tests, research assignments, lesson participation, speaking and contributing activities, and self-regulated activities were carried out together.

The fact that the students were asked to set their own goals and take notes, as well as to do research on topics of their own choice, created an interesting teaching period that strengthened their desire for free research. As in every study conducted with students with different attention and perception spans, an individual curriculum was prepared for the students in this study, and the subjects were taught with various and different lesson activities prepared by the students. Each student fulfilled his/her duties and responsibilities according to his/her abilities in the lessons taught with an active student profile. At the beginning of each lesson, the students made a short presentation about the subject they researched, which helped them to repeat what they had learned. With the Social Studies teaching supported by folk songs according to individual needs and existing conditions, students were frequently involved in activities such as setting goals, planning, implementing planning, reviewing the missing parts and re-studying. The teacher's active marking of the lesson observation sheets from the beginning to the end of the teaching was effective in identifying students who showed progress or who did not. In addition, not only the teacher but also the students were given the opportunity and time to evaluate themselves. In order to develop self-efficacy, self-confidence and self-evaluation skills in self-regulated learning processes, each student was made to feel that he/she was the captain of his/her own ship. Another name for self-regulated learning is that the student himself/herself is in charge of his/her own learning processes. In this research, the student was made to be an apprentice captain.

### **Conclusion and Discussion**

In the study, the effect of supporting distance social studies teaching with folk songs on gifted students' self-regulation skills and students' retention was investigated. Folk Songs are the product of human experiences and human relations. Social Studies teaching, on the other hand, is designed as a curriculum with features that can carry the success, desire, interest and skills of students to the next level while examining both human beings and human relations (Bölücek, 2008; Hailat et al., 2008). It is a program designed to enable students to recognize, understand and protect the elements that make up the assets of the culture in which they live. In line with the findings of this study, some studies (White & McCormack, 2006; Sánchez, 2007; Moore, 2007) have also found that supporting Social Studies teaching with folk songs strengthens students' potential to remember what they have learned and improves their self-regulation skills.

Simply being gifted is not enough for a gifted student to become an expert in a field (Zimmerman, 2006). The fact that the focus of the study is on gifted students is closely related to the need for these students to use strategies that can improve their abilities. During the research, the experimental group students were asked to evaluate both the process and themselves within the scope of self-regulated learning skills. Evaluating the learning processes and analyzing the results and rethinking them in order to filter them through consciousness can make what is learned permanent (Weinstein et al., 2000). It can be considered that the fact that the experimental group students repeated what they learned at certain intervals, participated actively in the researches, and created their own road maps in teaching positively affected the retention of the subjects covered. In the research implementation process, it is thought that the students' repeating what they learned during the transfer while transferring what they learned to their peers also helped them to memorize what they learned. Students were asked to make use of family, internet, books, magazines and other resources when needed and to identify appropriate places to consult when determining the factors affecting the teaching process. The strategy of getting help is an important step in self-regulated learning. It is important to apply this way so that students do not get stalled. This request can be considered as an acquisition study that increases their resistance to the problems they face. Students were asked to come up with solutions to minimize learning barriers.

In educational processes, some situations in which being gifted takes precedence over being a child cause students to become emotionally exhausted at an early stage. Expecting gifted students to be perfect and directing them to education beyond their interests and aspirations puts an extra burden on them. However, being gifted or even being twice gifted creates situations that are not in favor of some students but against them. It is the duty of educators to differentiate and enrich teaching in order to provide them with education in line with their differences, and to ensure that they receive education in happy and comfortable environments. During this study, it was observed that gifted students were comfortable in Social Studies teaching supported by folk songs, they were happy with the teaching processes and they contributed to the educational processes with their own will.

### **Recommendations**

In Social Studies teaching supported by folk songs, it is important to select subject-specific folk songs. Since not every folk song can be a teaching tool, the selected folk song should be suitable for the objectives, achievements and skills to be acquired in terms of its suitability for the Social Studies curriculum. Folk Songs should give the student a vision, a philosophy about life and an enlightenment about music. In education, although it is not the teacher's primary duty to teach students by having fun, it can be thought that the students' happiness with the teaching supported by folk songs increases the student's interest and desire for the lesson in self-regulated learning. It is thought that integrating folk songs into lesson plans and preparing them in advance will make education more quality. All of the strategies to be applied to students about time management in self-regulation skills should be planned together by both the student and the teacher. The primary gain of planning the educational processes in the courses is to provide students with good time management skills. In distance education, the preparation of tools, equipment and materials for the subject in advance by teachers and students in the environments where students will receive education should be seen as an important issue in terms of the quality of learning processes. In order to provide the necessary cognitive awareness about self-regulation skills, it may be useful for the Ministry of National Education to include more self-regulated learning in the curriculum in order to provide a quality education service.

The fact that teachers who will teach Social Studies with Folk Songs have an awareness beyond being familiar with Folk Songs is closely related to the teacher's recognition of his/her own national cultural elements. Teachers who do not recognize folk songs, do not know the environment and historical processes in which they emerged, and do not understand the depth of folk songs run the risk of being one of the links that break the transfer in cultural transfer. This situation may constitute an important problem in the creation of a cultural pool to make the cultural values of a nation strong. For this reason, in the transfer of culture, teachers should be aware of the subtle philosophy of folk songs, the reasons for the origin of folk songs, and the relationships between the events that make a folk song a folk song. In order to increase the number of teachers who can use folk songs in lesson activities in other lessons besides Social Studies teaching, free in-service training support can be provided without burdening teachers.

Studies can be conducted on how the utilization of folk songs in education and training can make education higher quality. With the studies to be conducted with folk songs, their contribution to students' problem solving, gaining ethical values, developing their feelings of strength, flexibility and resilience in character education, and providing motivation in learning can be investigated. Ziegler et al. (2013) prepared a program on how to develop self-regulated learning in mathematics. Research on programs to develop self-regulated learning in Social Studies teaching can contribute to the field. If such studies are conducted not only for one course but for all courses, they can support gifted students to develop their abilities better.

As long as gifted students develop their self-regulation skills, they will be able to carry their existing talents to an advanced level. Otherwise, gifted students' talents may be forgotten and their existing talents in terms of both intelligence and ability may atrophy. These students may be disconnected from the education process. However, the gifted children of a country represent the bright future of that country. Investing in the future of a country means preparing its unique and sought-after brain power for the future. Raising students with self-regulated learning skills that can develop their giftedness can pave the way for these students to specialize in the fields they need.

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