



A systematic review on teaching methods used in social studies course

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Abstract

The aim of this study is to make a systematic review of the articles published in Web of Science, ERIC and Google Scholar on the teaching methods used in the Social Studies course between 2019-2022. For this purpose, the studies included in the study were determined according to certain keywords. Studies were determined by using the keywords "social studies", "social studies teaching" together with "teaching methods" and "teaching techniques" in Web of Science, ERIC and Google Academic databases in accordance with the purpose of the research. As a result of the research, it was seen that drama and cooperative learning were used more among the methods and techniques used as teaching methods in the social studies course between 2019-2022. In addition, it has been determined that a significant part of the teaching methods used in other publications consists of methods that are taught through technological tools (Web 2nd tools, Teaching with digital stories, Digital game-based teaching). After examining the relevant databases, a total of 22 studies, which were in the area of interest of the research, were reached. It is seen that the research method used in the majority of these studies is the quantitative research method (13), the remaining studies are mixed research methods (6) and qualitative research methods (3). According to the results of the studies, it was seen that positive results were achieved for all of the teaching methods and techniques employed in the social studies course between the years 2019-2022. These observed learning losses have been found to occur in a variety of subjects, grade levels, and geographic regions.

Keywords: Systematic review; primary school; social studies course; teaching method and technique

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1. Introduction

1.1. Introduce the problem

Emphasizing social relations, human rights and interpersonal cooperation, Social Studies course prepares students for life by emphasizing social processes (Zarrillo, 2012). It enables the subject to be examined with various activities with activities such as debate,

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watching documentaries, watching movies and documentaries (Obenchain & Morris, 2011). In this process, the importance of approaches such as individualized learning that works according to the learning speed of the learner, personalized learning that provides environments according to the abilities of the learners, blended learning using face-to-face learning environments and online learning are emphasized (Öztemel, 2018). Despite these predictions, today's educational practices are limited to group teaching activities in classrooms. However, the fact that individuals have different personality traits, learning styles and pace, process information in different ways and prefer different information sources differentiate their learning needs even in the same environment (Riding & Rayner, 2012). Trying to meet different needs by ignoring the characteristics of the individual in the group leads to various learning problems (Brusilovsky, 2001; Gültekin & Burak, 2019).

The different learning styles that students have is a situation that teachers cannot ignore. Different points like this should not be overlooked by the teacher. In this respect, determining the methods and techniques that teachers will employ in the social studies course (Demir & Özden, 2013). Choosing the right method or technique to create an interactive environment in the classroom will help an effective teaching process to progress (Taşkaya & Musta, 2008). It is difficult to employ different methods and techniques in this process, and to teach different types of knowledge and concepts (Saracaloğlu et al. 2011). It is important to choose the methods and techniques to be employed in the social studies course according to this situation. It is a situation that should be determined beforehand by the teacher, which method will be chosen according to the acquisition of the subject. Therefore, teachers need to know which method and technique to use in which situation (Aktepe, Tahiroğlu & Acer 2015).

The methods and techniques that should be chosen according to the readiness and cognitive level of the students can be expressed as a requirement of the field proficiency in terms of the teacher. The method chosen by the teacher can transform the learning-teaching process into a complex or simple one depending on the situation (Gündüz, 2015). The determinant of such situations that will arise depends on the selected method and technique working in harmony with the subject acquisition and concepts (Bozpolat, Uğurlu, Usta, & Şimşek, 2016). Because learning methods and technicians are the way that will lead the teacher and the student to the goal through a common goal. The methods and techniques that teachers will use should not only facilitate learning, but also make this process fun and motivating for the lesson for the student (Skutil, Haclickova, & Matejickova, 2016). Using different learning methods and techniques in different situations is related to knowledge and skills (Uysal, 2010), and the learning styles of students should not be overlooked (Ata, 2015; Hakima, 2013). In today's teaching programs, which are especially organized according to the constructivist approach, the teacher is not expected to follow a certain method, but to use the methods and techniques that will convey each subject in the most effective and permanent way (Okur Akçay, Akçay,

& Kurt, 2016). The aim is to ensure the active participation of students in the lesson (Çalışkan, 2020; Güneş, Şener-Dilek, Çelikoğlu, & Demir, 2011). Because students' active participation in the process and practical application will accelerate their learning (Khurshid & Ansari, 2012). The use of different teaching methods and techniques in the social studies course, the student is active throughout the course and plays the role of structuring the knowledge (Munir et al., 2018). This role is carried out by planning activities suitable for acquisition in the high-level cognitive domain in the classroom environment at school (Bergmann & Sams, 2012; Sarawagi, 2013).

1.2. Literature review

Considering the importance of the social studies course, it has been determined that many studies have been conducted on the teaching methods and techniques used in the Social Studies course. When the studies are examined, it is seen that the methods and techniques used in the Social Studies course are the academic success of the students (Karabulut & Gençtürk Güven, 2022; Ulubey & Gözütok, 2015; Yıldırım & Işık, 2015), the permanence of the information (Açıkgöz, 2014; Aksu & Keşan, 2011; Bozkurt, 2017; Bekret, 2019; Eryılmaz, 2015; Gürkan, Öztürk & Kumru, 2020; Mcanespie, 2016), attitude towards the lesson (Bekret, 2019; Bozkurt, 2017; Zemin, 2013), motivation in the lesson (Appleton, 2002; Kadan, 2013; Karaosmanoğlu, 2015; Pressley, Rankin & Yokoi, 1996; Sezgin et al., 2018) and his interest in the course (Bahmani, 2016; Bekret, 2019; Bozkurt, 2017; Gürkan, Öztürk & Kumru, 2020; Mcanespie, 2016; Memişoğlu & It has been seen that power has an effect on (2017; Zemin, 2013). In addition to the social studies course, the same results were obtained in the Science (Şahin & Güven, 2016; Taşkaya & Musta, 2008) and Turkish lessons (Çelikkaya & Kuş, 2009; Uysal, 2010; Saracaloğlu et al. 2011; Şimşek, Hırça & Coşkun, 2012). ; Demir & Özden, 2013; Gündüz, 2015; Bardak & Karamustafaoğlu, 2016; Demirkan & Saraçoğlu, 2016). However, in the foreign literature, it is seen that primary school teachers apply methods such as working with groups, being a model, attracting attention and motivating, expressing the outputs and results clearly, using existing materials. For students, the primary school period is just the beginning of their school life, but also includes the critical period in which basic life skills are acquired. When the literature is examined, it is seen that many teaching methods and principles are used in the Social Studies course. A study conducted between 2014-2019 on the methods and techniques used in the Social Studies course was found. Apart from this study, no study was found that would draw a general perspective on these studies between the years 2019-2022. Therefore, this study includes a systematic review of the methods and techniques used in the Social Studies course between 2019-2022. The aim of this study is to make a systematic review of the articles published in Web of Science, ERIC and Google

Scholar on the teaching methods used in the Social Studies course between 2019-2022. For this purpose, answers to the following questions were sought:

1. What is the distribution of the articles published in Web of Science, ERIC and Google Scholar between the years 2019-2022 on the teaching methods used in the Social Studies course, according to the year, type of study, research method and design?
2. What are the research topics and the results achieved in the articles published in Web of Science, ERIC and Google Scholar regarding the teaching methods used in the Social Studies course between 2019-2022?

1.3. Review Questions

The studies included in the aim of the research should serve the purpose of the research. The questions expressed below are thought to reveal this aspect of the studies. Based on this, answers to the following questions were sought;

Research question 1: What are the teaching methods and techniques used in the Social Studies course between 2019-2022?

Research question 2: What is the effect of the teaching methods and techniques used in the Social Studies course between the years 2019-2022 on the teaching of the Social Studies course?

Research question 3: What are the teaching methods and techniques used in the Social Studies course between 2019-2022?

Research question 4: What are the scientific research methods in which the teaching methods and techniques used in the teaching of the Social Studies course between the years 2019-2022 are employed?

All of the above-mentioned research questions were derived within the scope of the purpose of this research. For this purpose, necessary examinations and field scanning were carried out for the research questions of produce.

2. Method

A systematic review process (Gough et al., 2012) inspired by the methodology of Shute et al. (2017) and Fink (2019) was applied in order to conduct a comprehensive research on the teaching methods used in the Social Studies course between 2019-2022 and to ensure that this subject is understood correctly. As mentioned above, it is remarkable that a systematic study of the teaching methods used in the Social Studies course has not been

conducted. Considering that there are no studies in the literature on the teaching methods used in the Social Studies course, it is thought that this literature review will draw a general perspective on the teaching methods used in the Social Studies course. It is thought that the systematic examination of the results of the studies on the teaching methods used in the Social Studies course will contribute to the future studies and will be a reference source.

A publication classification form was used to analyze the articles reached in this study. While using the publication classification form, existing studies in the literature (Birgin & Eryılmaz, 2021; Birgin & Peker, 2021; Donnelly & Patrinos, 2021; Kutluca et al., 2008; Santagata et al., 2021) were used. A content covering the descriptive information about the publication classification form, the year, the type of publication, the title of the research, the research method/design and the results of the research was created. The articles examined within the scope of the research were coded according to the themes (year, type of publication, research method, etc.) in the classification form, and the thematic content analysis of the data was made, and subclassing and coding were created. If there is more than one result in the study examined, each result was handled separately during coding. In this type of coding, not the number of studies examined, but the total number of data according to the results of the examined article and analysis was made.

In this section, the findings obtained as a result of the analysis of the studies covering the subject related to the teaching methods used in the Social Studies course published in Web of Science, ERIC and Google Scholar between the years 2019-2022 are included. Findings regarding the inclusion and exclusion criteria of related studies, the distribution of studies by years and publication type, the number of publications reached in the databases examined, and the research method preferred in publications are presented.

2.1. Search Strategy and Selection Criteria

The sample of this research consists of studies covering the teaching methods used in the Social Studies course published in Web of Science, ERIC and Google Scholar between 2019-2022. The studies included in this scope were determined according to certain keywords. Studies were determined by using the keywords "social studies", "social studies teaching" together with "teaching methods" and "teaching techniques" in Web of Science, ERIC and Google Academic databases in accordance with the purpose of the research. The criteria for inclusion of the reached studies in the research are given in Table 1 below.

Table 1. Inclusion and exclusion criteria of publications

Inclusion criteria	Exclusion criteria
Articles published in an academic journal	Extended abstracts, posters or presentations
Articles written in Turkish or English	Articles written in Turkish or English languages other than
Articles with full text available	Articles with inaccessible full text
Published in Web of Science, ERIC and Google Scholar databases	Published outside of Web of Science, ERIC and Google Scholar databases
Articles published between 2019-2022	Except for the years 2019-2022
Studies with scientific value	Studies without scientific value
Articles covering social studies course	Articles outside the scope of social studies course
Articles containing teaching methods and techniques	Articles other than teaching methods and techniques

When Table 1 is examined, the criteria of the studies included and excluded are seen. According to the table, studies must meet 8 criteria in order to be included in the research. Likewise, it is seen that 8 criteria have been determined for the exclusion of studies from the research.

3. Results

As a result of the study, hundreds of articles were reached. However, most of them were hypothetical or related to studies of suggestions for use in the teaching process. To reduce this to recorded studies, abstracts of articles were scanned. As a result of the search, 8763 studies were found. After excluding articles in terms of title review, usability, copies, and publication and date, 4339 articles remained. It has been seen that the total number of articles containing the publishing of the full texts of the obtained articles and the teaching methods and techniques is 82. After the full texts were reached, the articles whose scientific relevance was not clear were eliminated, and the total number of articles included in the study was 22. The progress of this process is shown in Figure 1 below.

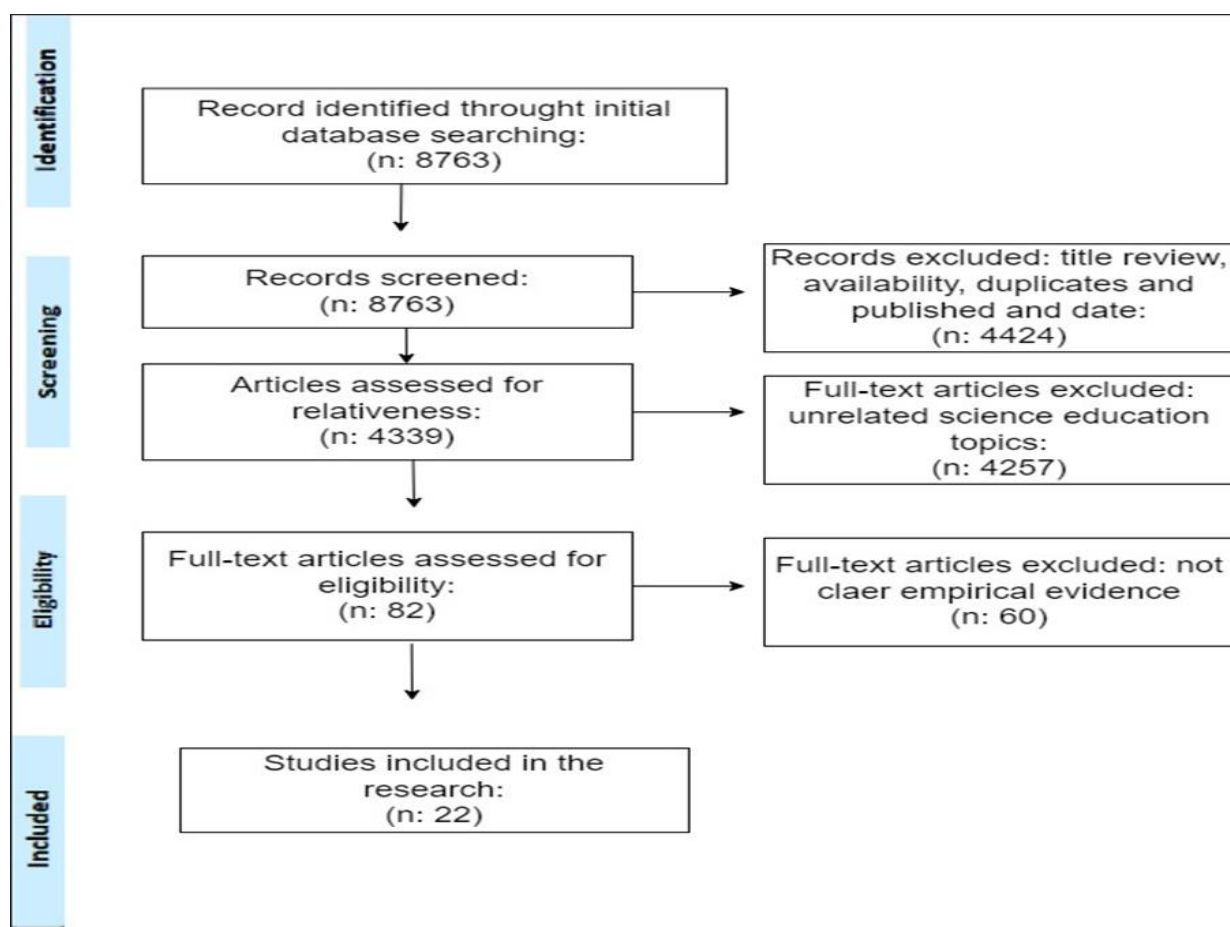


Figure 1. Diagram showing search results

Studies that analyze the studies on the teaching methods used in the Social Studies course and report the effects (positive, negative or insignificant) on the progress of learning are included.

Table 2. Distribution of the publications included in the study by database

Name of database	Number of studies in the database	Percentage of the number of studies in the database
Web of science	4	18,18
ERIC	5	22,72
Google scholar	13	59,09
Total number of publications	22	100

When Table 2 is examined, the databases in which the studies included in the research were scanned and the number of publications published in these databases are seen.

According to Table 2, it is presented that 4 of 22 studies were searched in web of science, 5 in ERIC and 13 in google scholar.

Table 3. Distribution of the publications included in the study by years

Year of study	Number of studies and database			Total number	Working percentage
Studies done in 2019	Web of science	ERIC	Google Scholar		
	0	1	3	4	18,18
Studies done in 2020	Web of science	ERIC	Google Scholar		
	2	2	1	5	22,72
Studies done in 2021	Web of science	ERIC	Google Scholar		
	1	1	2	4	18,18
Studies done in 2022	Web of science	ERIC	Google Scholar		
	1	1	7	9	40,9

When Table 3 is examined, the distribution of the studies included in the research by years and the indexes in which the studies published in these years are scanned are seen. It is seen that there are 4 studies published in 2019 and included in the research, and 3 of these studies were scanned in Google Scholar and 1 in ERIC. It was determined that there were 5 studies published in 2020 and included in the research, of which 2 were scanned in Web of Science, 2 in ERIC and 1 in Google Scholar. It is seen that the number of studies published in 2021 and included in the research is 4, and 1 of these studies were scanned in Web of Science, 1 in ERIC and 2 in Google Scholar. It is seen that there are 9 studies published in 2022 and included in the research. 1 of these studies were scanned in Web of Science, 1 in ERIC and 7 in Google Scholar.

The studies included in the study in order to reveal compliance with the eligibility criteria were evaluated by a referee who is an expert in the field. The checklist prepared by the referee as a result of an abbreviated quality assessment is shown in Table 4 below.

Table 4. The checklist prepared by the referee according to the eligibility criteria of the studies included in the research

Control questions	Acceptance	Unacceptance
Has the literature been reviewed in accordance with the purpose of the study?	✓	
Has a study been conducted in accordance with the systematic review steps?	✓	

Were studies that met the inclusion criteria included in the study?	✓	
Are the identified studies studies of scientific value?	✓	
Apart from the studies included in the research, did you identify any studies that you think should be added?		✓
Has a survey been made in accordance with the research strategies	✓	

The data of 22 studies included in the study are given in Table 4 below. These publications included in the study were examined in accordance with the purpose of the research. The effects of the teaching methods and techniques used in the Social Studies course between 2019-2022 were tabulated with the dataS that put the course on the course.

Table 5. Characteristics of the studies included in the study

Name of the study	Article author	Databa se	Research Method	Teaching method	Results regarding the scope of the research
Development of Creative Thinking Skills with Aesthetic Creativity Teaching Activities in Social Studies Course	Gürkan & Dolapçioğlu (2020)	Web of science	Qualitative research method	Aesthetic creativity teaching activities	<ul style="list-style-type: none"> ● It was revealed that the students showed the most improvement in the dimensions of idea generation and humor. ● In addition, students showed significant improvement in research, problem solving and image dimensions. ● Although the students improved their product creation skills, none of the original product was achieved at the level of creation. ● Another result is that aesthetic creativity teaching practices reach their goals in terms of making sense and affective skills (such as providing a pleasant classroom environment, expressing emotions).

Flipping the 4th grade social studies course in a cooperative way: Effects on academic achievement and motivation Developed Resilience During the Pandemic	Erbil & Kocabaş (2020)	Web of science	Quantitative research method	Collaborative learning	● As a result of this study, when the cooperative learning method used in the flipped classroom environment and the cooperative learning method used separately from this environment were compared with the control group, it was seen that both pre-experiment and post-experiment students had a positive and significant effect on their academic achievement and motivation levels.
Implementation and Evaluation of an Adaptive Learning Environment Designed According to Learner Characteristics: A Study on Primary School Social Studies Teaching	Burak & Gültekin (2022)	Web of science	Mixed research methods	Adaptive learning environment	● It has been revealed that the designed learning environment has a positive effect on students' academic achievement, cooperative learning skills and partially independent learning skills, and is also effective in closing the achievement gap arising from learning and cognitive styles.
Potential effects of a role-playing digital gaming learning system on the learning performance and motivation in a humanities course	Chin & Chen (2021)	Web of science	Quantitative research methods	Digital game-based teaching	● It was concluded that the digital game system can be used to assist teachers in their teaching activities as it allows students to complete the review activities on their own and effectively improves their learning performance and motivation.
An Investigation of the Cooperative Learning Process of Students with Hearing Loss in the Social Studies Course	Akay (2020)	ERIC	Quantitative research methods	Collaborative learning	● According to the results of the study, it can be said that the cooperative learning model contributes to the discussion skills, knowledge transfer, reasoning and positive interdependence skills regarding the concepts of “Social Studies” of the students with hearing loss who receive social studies-based education.

The Effect of Outdoor Education on the Achievement and Recall Levels of Primary School Students in Social Studies Course	Görkem & Gümüş (2020)	ERIC	Quantitative research methods	Out-of-school educational activities	<ul style="list-style-type: none"> ● According to the results of the study, it was determined that the application of out-of-school educational activities in the teaching of the social studies course increased the success levels of the students and positively affected the level of remembering their knowledge.
The effect of orienteering applications on students' spatial thinking skills in social studies: the case of Turkey	Yiğit & Karatekin (2021)	ERIC	Quantitative research methods	Orienteering applications	<ul style="list-style-type: none"> ● As a result of the research, it was concluded that orienteering practices are effective in improving students' spatial thinking skills.
The effect of conceptual change texts on the level of conceptual understanding of students	Sel & Sözer (2019)	ERIC	Quantitative research methods	Conceptual change texts	<ul style="list-style-type: none"> ● After the experimental process, it was seen that the success scores of the post-test scores based on conceptual change texts gave a significant difference in favor of the experimental group. Therefore, conceptual change texts increased the success of the students.
Investigation of the effect of teaching with drama activities on students' achievement in social studies lesson and permanence of knowledge	(Zengin & Ulaş, 2022)	ERIC	Mixed research methods	Drama method	<ul style="list-style-type: none"> ● As a result of the analyzes made, there was a significant difference in favor of the experimental group in the pre-test and post-test mean scores of the groups in the achievement mean scores of the Social Studies Course. ● In addition, there was a significant difference in favor of the experimental group in the mean scores of the measurement results for the permanence of the information in the Social Studies Course. Also, the results obtained from the qualitative findings also overlap with the quantitative results.

An action research on teaching history subjects with active learning model in primary school 4th grade social studies lesson	(Özcan, 2019)	Google scholar	Qualitative research methods	Active learning model	<ul style="list-style-type: none"> As a result of the research; It was observed that the social studies course, which was conducted with active learning, enabled the students to participate in the course more and reached the aim determined in the process of arousing historical awareness, understanding the Milli Mücadele and empathic approach to the hidden heroes and events that lived in that period.
The effect of mixed approach based computer aided activities on the attitudes of primary school 4th grade students towards tolerance value	(Yarar Kaptan, 2019)	Google scholar	Quantitative research methods	Approach based computer	<ul style="list-style-type: none"> Arithmetic mean, standard deviation, independent t test and one-way ANOVA test were used to analyze the data. According to the research results, significant differences were determined in the overall scale and subscales.
The effect of creative drama activities in the museum on the success of the students in the social studies class	(Başbuğ & Adıgüzel, 2019)	Google scholar	Mixed research methods	Drama method	<ul style="list-style-type: none"> It was determined that the creative drama studies conducted in the experimental group in the museum was more effective in increasing the achievement of the students than the control group which had worked with the narrative technique based on the data obtained from the research according to the results of the “Achievement Test” used as pre-test and post-test. Concepts such as creative drama activities had been found effective during the learning period when students’ opinions were examined. According to these results, using creative drama activities in the museum has significantly increased the success. The results from qualitative data support the results of the quantitative data as well.

Investigation of the effect of drama and education on the motivation and attitudes of the fourth grade students towards social studies lesson	(Zengin & Ulaş, 2021)	Google scholar	Mixed research methods	Drama method	<ul style="list-style-type: none"> • As a result of the research, students' teaching social studies lesson with drama method; As a result of the analyzes made, there was a significant difference in favor of the experimental group in the pre-test and post-test mean scores between the groups and in the mean attitude towards the social studies course. • In addition, there was a significant difference in favor of the experimental group in the motivation score averages of the social studies course. The results obtained from the qualitative findings coincide with the quantitative results.
The effect of using concept caricature in social sciences course on student achievement	(Ada & Sözen, 2021)	Google scholar	Quantitative research methods	Concept cartoons	<ul style="list-style-type: none"> • On the other hand, post-test results indicated that experimental groups achievement significantly increased based on pre-test scores, but no significant increase in control groups' post test scores. • It can be concluded that integrating concept cartoons in teaching activities are more effective than curriculum-based teaching activities.

Transfer of cultural heritage with animated cartoons within the scope of life studies and social studies curriculum: a nomadic tale maysa and cloud	Sel (2022)	Google scholar	Qualitative research methods	Transfer with animated cartoons	<ul style="list-style-type: none"> ● It has been observed that these sub-categories have a strong and symmetrical relationship with the cultural elements in the life studies and social studies curriculum, and that the quality and intense cultural heritage elements in the cartoon series Maysa and Bulut are a projection of the curriculum that children face at school. ● Reinforcing the formal “culture”-based education given in schools through curricula in transferring cultural practices to children through cartoons can be considered as an important functional area.
An alternative teaching process in Social Studies Course: I learn with digital stories	Namlı, Kayaalp & Meral (2022)	Google scholar	Mixed research methods	Teaching with digital stories	<ul style="list-style-type: none"> • While the quantitative findings obtained from the research show a statistically significant difference in favor of the experimental group students in terms of academic achievement and attitude towards technology; qualitative data explain the reasons for the difference and support the quantitative data. • As a result of the research, it has been determined that digital stories that are entertaining, encouraging to watch and listening and providing active participation in the process increase academic success by providing easy and permanent learning opportunities and are effective in the development of attitude towards technology.

The effect of teaching drama method in social studies lessons on social skills, empathic skills and academic achievement	Yılmaz & Ceylan (2020)	Google scholar	Quantitative research methods	Drama method	<ul style="list-style-type: none"> • According to the research results; It was concluded that the social studies course taught with the drama method was more effective in increasing social skills, empathic skills and academic achievement compared to the course taught with the traditional teaching method.
The effect of creative drama method on students' critical thinking and environmental sensitivity in social studies course	Karabulut & Gençtürk Güven (2022)	Google scholar	Quantitative research methods	Drama method	<ul style="list-style-type: none"> • As a result of the research, it was determined that the social studies courses in which the creative drama method is preferred significantly contribute to the critical thinking skills and environmental sensitivity of the students compared to the curriculum-based teaching activities.
The effect of the use of station technique in the 4th grade social studies course on the academic achievement and attitudes of the students.	Şenyurt & Şahin (2022)	Google scholar	Quantitative research methods	Station technique	<ul style="list-style-type: none"> ● As a result of the research; It was concluded that the academic achievement level of the experimental group students who used the station technique was positively affected, and there was no significant difference in the success level of the control group students who used the methods in the current program. ● Considering the students' attitudes, it was concluded that the use of station technique did not cause a change in attitude.
The effect of using metacognitive strategies in social studies teaching on students' awareness and competence in using metacognitive strategies	Kuru & Çakmak (2022)	Google scholar	Quantitative research methods	Metacognition strategies	<ul style="list-style-type: none"> ● It was concluded that the teaching practice carried out by using the findings obtained as a result of the analyzes and the supreme strategies increased the adequacy of the students' awareness and the competence of using master strategies.

Investigation of the effect of social studies teaching based on Web 2.0 tools on students' academic achievement	Gencer & Gezer (2022)	Google scholar	Quantitative research methods	Web 2.0 tools	● According to the results of the research, it has been seen that social studies teaching based on web 2.0 tools will contribute to the academic success of the students.
The use of creative drama course in primary 4th grade human rights, citizenship and democracy	(Alataş & Turan, 2022)	Google scholar	Mixed research methods	Drama Method	<ul style="list-style-type: none"> ● According to the research findings, there was no significant difference in the effect of creative drama on the academic success of students in the human rights, citizenship, and democracy course, but there was an increase in the success scores. ● There is a similar situation in the findings obtained from the effective citizenship test. Findings from qualitative data draw attention to the positive aspects of creative drama.

As can be seen in Table 5, the findings related to the studies covering the subject related to the teaching methods used in the Social Studies course published in Web of Science, ERIC and Google Scholar between the years 2019-2022 are shown. According to the results of the research, it was seen that positive results were achieved in all of the teaching methods and techniques applied in the social studies course between the years 2019-2022.

It is seen that 1 of the studies conducted in 2022 and included in the research were scanned in Web of Science, 1 in ERIC and 7 in Google Scholar. Teaching methods used in these studies; It is seen that there are Adaptive learning environment (1), Drama method (3), Transfer with animated cartoons (1), Teaching with digital stories (1), Station technique (1), Metacognition strategies (1) and Web 2.0 tools. It is seen that 1 of the studies conducted in 2021 and included in the research were in Web of Science, 1 in ERIC and 2 in Google Scgolar. Teaching methods and techniques used in these studies; It has been determined that there are Digital game-based teaching (1), Orienteering applications (1), Drama method (1) and Concept cartoons (1). It seems that 2 of the studies conducted in 2020 and included in the research were scanned in Web of Science, 2 in ERIC and 1 in Google Scholar. Teaching methods and techniques used in these studies; Aesthetic creativity teaching activities (1), Collaborative learning (2), Out-of-school educational activities (1) and Drama method (1) were found. It seems that 1 of the studies conducted in 2019 and included in the research were scanned in ERIC and 3 in Google Scholar. Teaching methods

and techniques used in these studies; It is seen that there are Conceptual change texts (1), Active learning model (1), Approach based computer (1) and Drama method (1).

4. Discussion

This study includes the systematic examination of the studies published between 2019-2022, published in the Web of Science, ERIC and Google Scholar databases and which are selected by considering certain criteria and cover the subjects of teaching methods used in the Social Studies course. After examining the relevant databases, 15 studies with the previously determined criteria were identified. The studies within the scope of the research were mostly concentrated between 2020 and 2022. As a result of the systematic examination of these studies, it was found that different methods and techniques are used in the studies covering the subject of teaching methods used in Social Studies Course. As a result of these results, it was suggested that these methods and techniques are more preferred in the education process as a result of these results.

One of the basic factors that enables the learning-teacher process to progress effectively is the selection of the right teaching method and technique and the active use in this process (Saracaloğlu, Yenice and Gencil, 2011). When the field was examined in the literature, it was found that different teaching methods and techniques are employed in the learning-teaching process. Demir and Özden (2013) regarding the effectiveness of these teaching methods and techniques, they see the use of different methods and techniques in the education process as an important lice intervention to improve the quality of teaching. Different methods and techniques used in the learning-teaching process provide support to undergo an active and active learning process while integrating the student with life (Şahin & Güven, 2016). In addition, Uysal (2010) stated that students can be provided with effective learning environment for students to move from the listener to the active learning position. In order to create an educational process that keeps up with the age (Alpar, Batdal V & Avcı, 2007), it is necessary to depart with an understanding that takes the subject and the way of teaching this issue to the center (Uysal, 2010). Based on these thoughts, the related studies examined in the field of the field are at the level of these ideas.

When the literature was examined, it was seen that many teaching methods and techniques were used in social studies courses (Karabulut & Gençtürk Güven 2022; Kuru & Çakmak, 2022; Şenyurt & Şahin, 2022). The opportunities of these teaching methods and techniques to establish and compare/classification of the creative thinking skills of the students (Dry & Çakmak, 2022; Yiğit & Karatekin, 2021) cause-comparison/classification, mental imagination, problem solving skills, analysis and synthesis skills (Bozkurt, 2018; Ersözlü & Kazu, 2011). In addition, the increasing academic success of the methods and techniques of the work (Ayaz Can & Semerci, 2007; Çelik, 2015; Gençer & Gezer, 2022; Uygun and Bilgiç, 2018); The development of positive attitude (Bozkurt, 2018) and the

formation of a classroom environment that encourages active participation (Özensoy, 2012). One of these teaching methods, Drama Method (Karabulut & Gençtürk Güven, 2022; Yılmaz & Ceylan, 2020), social studies courses, compared to program -based teaching activities, students' critical thinking skills and environmental sensitivity contributed to a significant contribution. Drama as a method enables the development of various characteristics of individuals and is increasingly applied for the academic achievements of students in terms of different courses (Bingöl, 2015; Bulut & Aktepe, 2015; Dikmenli-Vardar, 2015; Yılmaz & Ceylan, 2020) and also students' courses. to transform their positive attitudes against (Altinkulaç & Akhan 2010; Başören, 2015; Saraç, 2015). In addition, when the studies conducted with cooperative learning, another teaching method, have a positive and significant effect on the academic achievement and motivation levels of the students (Erbil & Kocabaş, 2020), contributing to discussion skills and information transfer, reasoning and positive mutual addiction skills (Akay, 2020). In addition to these research methods, digital play -based teaching, which is used in other studies, allowed students to complete their review activities on their own and increased their learning performances and motivations effectively (Chin & Chen, 2021), and the conceptual change texts increased the success of the students (Sel & Sözer, 2019) , it has developed the attitude towards technology with digital stories, and increases academic success by providing the opportunity for easy and permanent learning (Namlı, Kayaalp & Meral, 2022). Therefore, the results achieved; The use of different teaching methods and techniques in the educational process has been reached to support the student in a very different way.

It is seen in the existing studies in the literature that different teaching methods and techniques have a serious effect on not only the social studies course but also the other courses in the education-teaching process. In the study of Taşkaya and Musta (2008), it was determined that 14 different methods and techniques were used in the life studies lesson. It is seen that primary school teachers mostly use question-answer, drama and lecture methods as Turkish teaching methods. Demir & Ersöz (2014), Okur Akçay, et al. In the study of (2016) and Demir & Özden (2013), primary school teachers generally use question-answer, collaborative teaching, discussion, brainstorming, demonstration, problem solving, role-playing, group writing, drama, case study, observation, summary. extraction, critical speaking, educational game and guided speaking methods etc. found that they were using In addition, Aktepe et al. (2015) and Ünal (2017) stated that the methods most frequently used by mathematics teachers in teaching mathematics are problem solving, lecture and question-answer method, drama, group working method and project making methods. In addition, Şimşek et al. (2012) examined the teaching methods and techniques used by science and technology teachers in the lesson, and it was determined that a significant part of the teachers used techniques such as question-answer, experiment, demonstration-show, educational game, discussion, and case study.

The results of the above-mentioned study, while revealing the direct contribution of the learning methods and techniques used in the social studies course to the learning-teaching process, also reveal how the teaching methods and techniques will have an impact when they play a role in the education-teaching process (Davis Langston; 2012). ; McCombs & Miller, 2007). This situation is due to the fact that the classroom teachers, who are responsible for the teaching of the social studies course today, organize this process according to the results obtained. defined as “an expert who has the ability to use them consciously” (Küçüköğlu & Kaya, 2007) can be expressed as a requirement of these competencies. These competencies that teachers should have reveal the importance of different teaching methods used in the social studies teaching process. Considering the results obtained in the study, it is thought that the inclusion of these methods and techniques (Burak & Gültekin, 2022; Görkem & Gümüş, 2020; Gürkan & Dolapçioğlu, 2020) in the education process that support and develop students in a multi-faceted way should increase.

5. Conclusions

- The social studies course, which is given in the fourth grade of primary school, is in a position to build the basis of different courses for students in the next levels. As a result of this study, it was seen that different teaching methods and techniques were used in the social studies course and the results of all studies in which these methods and techniques were used were positive. Based on this, it is recommended to focus on methods and techniques that enable students to actively participate in the lesson, apart from traditional methods.
- When we look at the studies in the literature on the social studies course, it has been observed that a significant number of studies have been done. The scarcity of studies expressing the common results of these studies is striking. It is recommended that researchers conduct meta-analysis and meta-synthesis studies for this course, which is important for educational life.

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