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ANALYZING TEACHER CANDIDATES' VIEWS ON NEW APPROACHES IN HISTORY TEACHING

*Servet HALİ**

ABSTRACT

History is a social science discipline that objectively examines the political, social, economic and cultural activities of past human communities in a causal relationship by indicating place and time and is based on documents. Locke states that the aim of the education is to educate people who will increase the happiness and well-being of the community. In addition to this task, the aim of history teaching is to educate individuals who have moral principles, will form a national consciousness, provide cultural transfer, and can take firm steps forward. In order to achieve these goals and to provide an effective learning environment for history lessons, new approaches must be used in accordance with the content of the topics. In this study, prospective teachers' opinions on new approaches to history teaching were taken. Prospective teachers in the history section of the formation program at Mustafa Kemal University in the 2015-2016 academic year form the sample of the research in order to examine the opinions of the prospective teachers regarding the new approaches. In the study, the general survey model, which is one of the descriptive survey methods, and mixed method was used. The results of the study show that new approaches to history teaching do not change depending on the gender of the prospective teachers, the prospective teachers did not receive sufficient training on the new approaches in history teaching and they did not find themselves qualified. Considering the arithmetic mean of the high-grade responses given to the questionnaire items by the prospective teachers, it can be stated that the percentage of views and thoughts on the such topics as visual education is important in history teaching, they are open to new approaches, history teaching should be evaluated in line with the principles of new approaches, and skills to be acquired in history teaching should be improved are high.

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STRUCTURED ABSTRACT

The aim of history teaching is not to ask individuals to memorize the information given but to ensure that mental skills are brought to the forefront and that individuals have access to information and ability to use what they learn effectively. The structure of the new secondary education history program foresees an effective teaching environment in which learners will be active. It may be possible only with the methods and techniques that the learner can participate in, and with new or innovative history teaching approaches. History topics become a boring and inefficient lesson that the student are forced to learn by heart during the learning process in which the straight expression method is applied. A history teaching that will take place in this way will become temporally acquired knowledge which is not the purpose the history teaching, and in which historical thinking skills have not been acquired which is very important for the development of the student. Thus, new approaches to history teaching and history writing have developed.

History is a scientific discipline that deals with all the changes that take place on Earth from the first day of the day. Of course, it is not possible to deprive the change itself from the history teaching that records the process of this change. The course content and the class environment must be organized in order to achieve an effective educational environment. History teachers should be able to carry all the innovations in history education into the classroom environment in order to provide an active learning environment. Thus, the purpose of this study is to determine the level of awareness of prospective teachers about the new approaches needed to create active teaching environments in history lessons and to take their views with regard to various demographic variables.

All students in the formation programs of Faculty of Education at Mustafa Kemal University are the universe of this research while the sample of the researcher is the prospective teachers at history department which continues their education to the formation program of Faculty of Education at Mustafa Kemal University.

This research was conducted in order to determine the views of prospective teachers at history department who continue their education in the formation programs of Faculty of Education on the new approaches in history teaching by taking into account the gender and demographic variables. In line with this purpose, *Questionnaire: New Approaches in History Education (Hali, 2013)*, which was developed by the researcher and used in the doctoral dissertation and consists of 36 items, was used in the research. The validity and reliability studies of the *Questionnaire: New Approaches to History Education* that would be used in the research were recalculated by the researcher and the Cronbach Alpha internal reliability coefficient of questionnaire that consists of 36 item was determined as 0.97. The participants' responses to the questionnaire according to the demographic variables were calculated using the F test, t-test and ANOVA test with SPSS 20 statistical package program. Statistical data were analyzed through SPSS (Statistical Package for Social Science for Personal Computers) in the study. T test for Unrelated (independent) Samples and One-way Analysis of Variance

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(ANOVA) for Unrelated Samples were carried out between the participants' views on the new approaches in history education and the independent variables. Descriptive statistics were conducted to determine the views of the pedagogical formation students on the new approaches in history education. It was determined that there was no statistically significant difference ($p > .05$) between male and female prospective teachers with regard to gender variable with reference to the responses of the prospective teachers participating in the research and receiving training in formation program to the Questionnaire: New Approaches in History Education. This indicates that the gender variable does not have any effect on the views and awareness of prospective teachers about new approaches.

It was determined from the results of ANOVA test that there was no statistically significant difference among participants' views on new approaches in history teaching with reference to the responses of the prospective teachers participating in the research and receiving training in formation program to the Questionnaire: New Approaches in History Education. However, the results are in favor of oral history approach. Other studies have indicated that teachers who participated in the research to determine which of the new approaches are important for the teachers regard the teaching based on the perspective and the use of the equipment more important than the new approaches (Hali, 2013; Gömleksiz & Kan, 2009; Akar, 2007).

Considering the arithmetic mean of the high-grade responses given to the questionnaire items by the prospective teachers, it can be stated that the percentage of views and thoughts on the such topics as visual education is important in history teaching, they are open to new approaches, history teaching should be evaluated in line with the principles of new approaches, and skills to be acquired in history teaching should be improved are high. In a study conducted by Uygun (2011), oral history researches on different fields in Turkey were analyzed and based on the teacher presentations, the findings show that oral history can be used as an effective method in history of education and teacher education. "Pazvandođlu Ballad" as An Oral History Text by Karataş (2011) sets a good example for oral history studies. The findings of another research on the use of materials, instructional technologies or tools in history teaching conducted by Keles et al. (2003) indicates that there is a statistically significant difference between the achievement levels of the students in the classrooms in which the course was taught and the teaching method. Demircioglu (2007) emphasized on the benefits of film teaching approach in teaching history in a study of the place and importance of movies and how movies should be used in an effective way in history lessons. In addition, in a research conducted by Şimşek (2003), the use of two-dimensional visual materials in history teaching was examined and its contributions to history teaching were investigated. In this study, it was found that the history teaching supported by visual materials had a positive effect on the academic achievement of the students.

Based on the findings of the research, it is concluded that prospective teachers are interested in using new approaches in history teaching. In addition, it is determined that prospective teachers are

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willing to use the new approaches to provide an effective learning environment that will facilitate the visual presentation of the lesson in history teaching and that they are in favor of using new approaches to improve the students' advanced skills. From these findings, it is possible to draw the conclusion that teacher candidates will effectively use new approaches

In the results of another research conducted by Hali (2013) on history teachers, a large majority of the teachers who participated in the research indicated that the use of new approaches in history teaching would improve the historical analysis and interpretation skills. In another study on new approaches in history teaching, it is indicated that a large majority of participants also found that the most important skill to develop in students was historical analysis and interpretation skills. Many studies show that new approaches in history teaching have a positive impact on student achievement and cognitive development of the learners.

By looking at the arithmetic mean of the responses given by the prospective teachers participating in the research and receiving training in formation program, it is determined that they gave low scores on subjects such as having sufficient knowledge about new approaches in history teaching, new approaches from the point of increasing the importance of history books, feeling sufficient about new approaches, and taking responsibility for activities related to new approaches. As a result of these results, it was concluded that the prospective teachers at the history department thought that they would increase the efficiency of the history course during their education period in university but they did not have enough education about the new approaches in history teaching. Hali, (2013) and Mazman, (2007) also found that history teachers felt themselves inadequate in preparing in-class activities in the results of their work on teachers. Another study by Safran (1996) found that students and teachers did not find the history course books satisfactory and that the course books were problematic in history teaching and that textbooks had to be rearranged.

Keywords: History teaching, new approaches, local history, oral history, prospective teacher

TARİH ÖĞRETİMİNDE YENİ YAKLAŞIMLARA İLİŞKİN ÖĞRETMEN ADAYI GÖRÜŞLERİNİN İNCELENMESİ

ÖZET

Tarih, geçmişte yaşamış insan topluluklarının siyasi, sosyal, ekonomik ve kültürel faaliyetlerini yer ve zaman göstererek, sebep-sonuç ilişkisi içerisinde, belgelere dayanarak ve objektif olarak inceleyen sosyal bir bilim dalıdır. Locke'a göre eğitimin amacı, toplumun mutluluğunu ve refah düzeyini arttıracak insanlar yetiştirmektir. Bu görevi de taşıyarak tarih öğretiminin amaçları arasında ahlaki ilkelere sahip, milli bir şuur oluşturacak, kültürel aktarımı sağlayacak, geleceğe emin adımlarla ilerleyebilecek bireyler yetiştirmektir. Bu amaçları gerçekleştirebilmek

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için ve tarih derslerinde etkili öğrenme ortamı sağlayabilmek amacıyla tarih öğretiminde, yeni yaklaşımların konuların içeriğine uygun bir şekilde kullanılması gerekir. Bu çalışmada tarih öğretiminde yeni yaklaşımlar hakkında öğretmen adaylarının görüşlerine başvurulmuştur. Yeni yaklaşımlara ilişkin öğretmen adaylarının görüşlerini incelemek amacıyla 2015-2016 öğretim yılı Mustafa Kemal Üniversitesinde formasyon programına devam eden tarih bölümündeki öğretmen adayları araştırmanın örneklemini oluşturmaktadır. Araştırmada genel tarama modeli ve karma model kullanılmıştır. Araştırma sonuçlarında tarih öğretimi konusunda yeni yaklaşımların öğretmen adaylarının cinsiyetlerine bağlı olarak değişmediği araştırmada, formasyon eğitimi alan öğretmen adaylarının tarih öğretimindeki yeni yaklaşımlar konusunda yeterli eğitim almadıkları ve kendilerini yeterli seviyede görmedikleri öğretmen adaylarının anket maddelerine verdikleri yüksek puanlı cevapların aritmetik ortalamalarından hareketle adayların, tarih öğretiminde görsel eğitime önem verdikleri, yeni yaklaşımlara açık oldukları, yeni yaklaşımlara göre tarih öğretiminin değerlendirilmesi gerektiği ve tarih öğretiminde edinilebilecek becerileri geliştirmek gerektiği gibi konulardaki görüş ve düşüncelerinin olduğu sonucuna ulaşılmıştır.

Anahtar Kelimeler: Tarih öğretimi, yeni yaklaşımlar, yerel tarih, sözlü tarih, öğretmen adayı

Introduction

The aim of history teaching is not to ask individuals to memorize the information given but to ensure that mental skills are brought to the forefront and that individuals have access to information and ability to use what they learn effectively (Özalp, 2000). The purpose of history teaching is to lead students to become patriots who are thoughtful, conscious, nationalistic, and always ready to any activity and sacrifice (Baymur, 1945: 1-3). The concept of history teaching stands for the social functions such as creating sense of identity and belonging, unifying, a vision for the future, and forming an acceptable worldview (Köksal, 2010: 114). According to the new secondary education history program published by the Ministry of National Education, history lessons need to be taught in an interesting, simple, understandable, and taught in a way connected to the present in order to develop students' historical awareness and make them history literary. Regarding this need, the History Teaching Curriculum was developed with an interdisciplinary understanding making use of the perspectives and terminology of different branches of social sciences. The perceptiveness of this program is expected to help students to look at different aspects of history in a holistic way, as well as to help make history lessons more understandable and enjoyable (MEB, 2017). Based on this explanation, it is necessary to apply original and new teaching techniques in teaching history lesson. In order to achieve this, it is necessary to take advantage of innovative approaches in the field of teaching history. The history lesson is a profession that requires abstract mental learning to be presented in a particular order of events that are clustered around abstract concepts. New approaches need to be used to teach the concepts and the topics that cover the chain of events in the causal relation.

Many studies on new approaches to history teaching have proven that students develop their historical thinking skills through the application of new approaches. These skills based on the structure of history and the working methods of historians refers to the capacity and competencies of the students to analyze and conceptualize historical concepts and events in the past, facts,

developments, persons, places, and relationships by considering them within their original contexts. In addition, these skills also help students to reason chronologically, to establish cause-and-effect links between events and facts in the past, to comprehend the changes that social structures, institutions and political organizations have undergone over time and characteristics of the elements that is continuous, and to associate past events and facts with current events and facts (MEB, 2017). The new curriculum has been developed specifically to enable the development of historical thinking abilities in students.

New Approaches in History Teaching

The structure of the new secondary education history program foresees an effective teaching environment in which learners will be active. It may be possible only with the methods and techniques that the learner can participate in, and with new or innovative history teaching approaches. History topics become a boring and inefficient lesson that the student are forced to learn by heart during the learning process in which the straight expression method is applied. A history teaching that will take place in this way will become temporally acquired knowledge which is not the purpose the history teaching, and in which historical thinking skills have not been acquired which is very important for the development of the student. Thus, new approaches to history teaching and history writing have developed.

With the most general meaning, we can define history as a social science discipline that objectively examines the political, social, economic and cultural activities of past human communities in a causal relationship by indicating place and time and is based on documents (Köstüklü, 2001). The whole of human life, which is registered with time and space, is history (Şıvgın, 2009: 36; Yurdusev, 2006). This research activity, which is called history, has acquired a quality close to the nature of the problem as a result of its intention to solve the problem (Köksal, 2007: 272). History is a study area that examines history. Therefore, it is never the past itself (Akınoğlu & Aslan, 2007). The purpose of science is truth. History is a social science. History therefore aims to find the truth. It would be beneficial for history educationist to acknowledge that it is basically a social science, to be aware of this meaning of pre-acceptance, and to put history in place where other branches of science stand (Safran, 2004).

History writing and teaching can date back to the early ages of mankind (Ata, 2002: 35). In history education, as in all areas, history educators are trying to apply the requirements of the times and constantly introduce new methods and approaches (Hali, 2013). In order to make effective learning in social sciences and history teaching, it is necessary to use appropriate student centered teaching approaches in accordance with the structure of the brain (Sarigöz & Demiralay, 2015). These approaches prevent rote learning and provide the training of researchers, life-long learners, productive individuals with critical thoughts (Ercan, 2004). In addition to the possibilities of thinking as a constructivist approach in history teaching, it also allows students to take responsibility for their own learning through frame questions and their explanations (Özden, 2002). New approaches to history teaching in this study;

Local history can be described as “examining the history of the development of a distinct local entity as a community in its context and in comparison with other similar units’ (Rogers, 1977: 4). Local history is the history of our families, neighborhoods, our village and our city that we live in. It includes not only the history of the people and places that have been destroyed today but history of the ones who still exist, as well (Özbalkan & İrik, 2003). Local history is the story of people at certain times and on the ground (village, town, city, etc.) or the information if the past (Aslan, 2000, Stradling, 2003). Local history may cover the history of a family or village on a given date, the story of a business or a channel, the story of a region, a land or a house (Rogers, 1977: 1). Local history

studies help students to see things they have not been aware of before and to understand what they have not understood before (Bayraktar, 2002; Tunç Sahin, 2011). Local history studies show students to the society that they belong to and how societies affect individuals, or in some way show how history of the nation is written against major events and establish high ties and help them to comprehend the great themes of history (Danker, 2005).

Another approach to history teaching is the multi-perspective approach or critical approach to history. Cüceloğlu (2001) indicates that thinking is the mental process which occurs the result of the person who is disturbed by the inner balance in the face of some reasons and is feeling uncomfortable, and that takes place to get rid of this situation. According to Fisher (1995), thinking involves the critical and creative aspects of mind, the reasoning and the production of ideas. To the beginning of this century, logic was regarded as a science investigating the rules of correct thinking and thought was based on a deep knowledge of logic (Atabek & Gençoğlu, 1998, Aybek, 2006). Critical thinking can be said to be a skill that enables the individual to evaluate the information he has gained, to assess it in line with standards and criteria, and to reach a judgment (Semerci, 1999: 12). Paul (1984) defines critical thinking as achieving results based on observation and knowledge. In addition, Norris (1985) defines it as changing their own behaviors by applying all the knowledge students have to a topic and evaluating their own thinking abilities. Critical thinking is as old as human history and can be seen as a conscious effort to enhance and improve the quality and quantity of thinking in parallel with the efforts shown in an attempt to increase the quality and quantity of knowledge (Hali, 2013).

When critical thinking education is part of ongoing education, students are not only more successful in academic terms, but also are socially more positive and helpful, and rates of drug addiction are falling (Elias & Kress, 1994). Individuals who have gained critical thinking skills can clearly express the problem (Beyer, 1988). Critical thinking in social sciences teaching is very important. For this reason, research on the development of students' critical thinking skills is very important (Çalışkan, 2009).

The use of film and visual media-supported teaching in history teaching is also a very important approach. It is very beneficial to use the power of the media in activities that support teaching. Movies can be used as a powerful educational tool, allowing the intended content to be made accessible in the sense of visual and auditory. Films with various genres are among the most recent sources available in social studies and history lessons (Kaya & Çengelci, 2011). Çaplı (2002) states that the visual and instrumental tools is significant in terms of effective and permanent education of films. The findings of the research conducted at the University of Texas shows that by keeping the time constant, people remember 20% of their reading, 30% of what they see, 50% of what they see and hear, 70% of what they say, 90% of what they say and do (Çilenti, 1979). That's why; the use of films in history teaching, which is difficult to teach abstract subjects, is very important.

In history writing, verbal testimonies that are not written have an important place as much as written documents. Oral witness is the testimony of living memories. Living memories are called oral witnesses and it is possible to keep a historical record of oral witnesses. That is the history of the recent past and the oral history that can be written in the mouth of the people still living (Halkin, 1999). Counce (2001) explains oral history as a contribution to the process of making sense of the past in order to have better understanding of the present and to guide the future. It can be said that oral history stands for the life stories of the people who witnessed the events happened at our elbow. Oral history is a means of re-evaluating accepted myths and dominant judgments of history, transforming and changing the social meaning of history. It gives people their history with their verbal expressions. It gives them a way to set the future as they give the past (Thompson, 1999: 204).

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Oral history studies collect personal and social history as a whole from the memories of the people and with the hints coming out from it, give life and blood to the social elements that we have built in our minds in the fields of other sociology (İlyasoğlu, 1996). Especially in recent history, historical testimony has a very important place. As a result, studies on oral history began to be given importance in academic research. With the oral history studies, course books are no longer the only source in history teaching and the classroom environment is no longer the only working environment (Uygun, 2011).

History teaching activity is also possible with out-of-school activities. Outside the historical area, non-school history teaching also includes oral history (Anderson & Moore, 1994). Oral history studies are the recording of people's memories of their own past, social events, narratives of the people they know, and the general remembrance through interviews (Somersan, 1994). Oral history studies can be planned as follows;

1. Determining the subject
2. Identification of interviewees
3. Preparation of questions
4. Conducting the interview
5. Regulation of information recorded in interviews
6. Collecting and finalizing the report of your event (Paykoç, 1991: 109).

Oral history is a method that can be used in different dimensions depending on the research purposes of other disciplines as such in history lesson, social studies, life science, environment, education (Safran & Ata, 1998).

Another approach that can be used in history teaching is the use of tools. In order to facilitate the learning process in the teaching learning environment, many tools are used (Sarigöz, 2016). The instrument in education is an improved teaching-learning auxiliary designed to enable the teacher to provide effective teaching, to enrich the educational experiences, and to facilitate understanding of the topic to be learned (Hali, 2003). The tool is the common name for the historian, which is stand for the individual documents that he can think about and answer the questions about past events (Coolingwood, 2000, Dogan, 2008). Historical events or information must be learned by referring to the sources related to that event in order to ensure that the information is accurate and reliable in all areas of history and science. Historical events cannot be learned without consulting the relevant historical documents. Every material that gives information about the past is called resource. Sources are categorized according to the value of the information they contain, and the kind of the source or the material that give information. Sources consist of main sources, oral sources, written sources, and non-written sources according to the value of the information they contain (Akınoğlu, 2007). Teaching objectives, teaching method, student characteristics (audiovisual preferences, levels of learning, etc.), teaching environment, tools' feature, features of tools' design, teachers' attitudes and skills, and cost, time, and availability are among the factors that need to be taken into account while selecting the source in teaching (Yalın, 2006). The teaching environment enriched by the tools in teaching will enable the student to learn actively in history lesson.

Museums are very significant places which have a very important function for history teaching, historical information, and document hiding. The place where all movable, immovable scientific, artistic documents, objects, monuments, and remains related to history, culture and nature assets are preserved and hidden are called museums (Güleç & Alkış, 2003). The museums are very important with respect to providing first-hand resources in history teaching. A history teaching to be

held in the museum enables the abstract knowledge to be embodied by showing evidence of knowledge. The museums are not only the places where historical documents are kept with contemporary approaches. Regarding this understanding, museum education gains importance. History lessons enrich its content with the use of historical documents and remains in lessons. Historical information is only liberated from being dry and memorized knowledge. For this purpose, the museums are no longer considered to be warehouses. This approach has led the museum to gain new functions (Ata, 2002).

The field trips to be organized in history teaching also help the students to acquire rich and meaningful experiences. It also improves the students' ability to observe (Demiralay & Sarıgöz, 2016). It provides lasting visuals. All sensory organs should be engaged in as much as possible in the course of the training, which should be carried out in connection with the curriculum within a specific plan, and observations and examinations should concentrate on the products specified by the questionnaire prepared by the teachers (Yeşilbursa, 2008: 214).

It is indicated that field trips to the historical neighborhood and to the museum provide students with the skills to observe, evaluate, classify, develop conceptual knowledge, facilitate visual evaluation, assist in perceiving change and continuity, and empathize with the historical environment (Safran & Ata, 1998). Peaceful history is another new approach to history teaching. After World War II, the world has come to the idea of accepting the other without alienating it. That's why; peaceful understanding of history has emerged in order to support world peace.

The aim of history teaching is to be grasped the importance of fundamental values such as peace, tolerance, mutual understanding, democracy, and human rights, and make individuals sensitive about their protection and development (MEB, 2007). When we accept the concept of peace as a value, we can say that peace provides individuals a peaceful environment to themselves and that they are preferred by individuals and societies against uneasiness (Keskin & Keskin, 2009). The concept of peaceful history has emerged to evaluate the relationship between the attitudes developed to the social conflicts that have become widespread in Turkey in recent period and education. In other words, it has emerged to assess the individuals' experiences and perceptions of us-other distinctions, identity, conflict and violence in their education, and their reactions to such responses as adaptation, distance, resistance (Cengiz, Sarıgöz & Dönger, 2015). Peaceful history is an approach that has emerged against the alienation at society. It should be noted that reconciliation, tolerance, the dimension and balance of understanding the other should be well established. Otherwise, we may fall into such errors as questioning our own history and entering into different quests (Hali, 2013).

Painting and photography have an important place among the materials used in teaching social studies and history. Pictures and photographs related to the subject of the history lesson we are working on can easily give many messages about that period, which is hard to tell with words. Therefore, a historian or history teacher should be able to use the related pictures and photographs adequately (Köstüklü, 2001). Supporting information related to a historical subject with visual aids or presenting them through visual means also affects individuals' understanding and use of information in a positive way (Arıkan, 2009: 2).

The benefits of photography and pictures with regard to education can be listed as follows;

1. They help to examine objects, facts and events that cannot be attained and cannot be accessed.
2. They enrich knowledge acquired through oral expression and reading.
3. They prevent false accusations and misconceptions about previously unrecognized and unknown persons, events and facts.

4. They arouse curiosity to a new subject and draw attention to the subject (Çilenti, 1984).

2. METHOD

2.1. Statement of the Problem

What are the views of the prospective teachers at history department who receive formation training regarding the new approaches in history teaching?

2.2. The aim of the study

History is a scientific discipline that deals with all the changes that take place on Earth from the first day of the day. Of course, it is not possible to deprive the change itself from the history teaching that records the process of this change. The course content and the class environment must be organized in order to achieve an effective educational environment. History teachers should be able to carry all the innovations in history education into the classroom environment in order to provide an active learning environment. Thus, the purpose of this study is to determine the level of awareness of prospective teachers about the new approaches needed to create active teaching environments in history lessons and to take their views with regard to various demographic variables.

2.3. Sampling

All students in the formation programs of Faculty of Education at Mustafa Kemal University are the universe of this research while the sample of the researcher is the prospective teachers at history department which continues their education to the formation program of Faculty of Education at Mustafa Kemal University.

2.4. Design

This research was conducted in order to determine the views of prospective teachers at history department who continue their education in the formation programs of Faculty of Education on the new approaches in history teaching by taking into account the gender and demographic variables. In line with this purpose, *Questionnaire: New Approaches in History Education (Hali, 2013)*, which was developed by the researcher and used in the doctoral dissertation and consists of 36 items, was used in the research. The validity and reliability studies of the *Questionnaire: New Approaches to History Education* that would be used in the research were recalculated by the researcher and the Cronbach Alpha internal reliability coefficient of questionnaire that consists of 36 item was determined as 0.97. The participants' responses to the questionnaire according to the demographic variables were calculated using the F test, t-test and ANOVA test with SPSS 20 statistical package program. The questionnaire used in the research consists of 36 items in the form of five Likert types: (1) Strongly Disagree, (2) Disagree, (3) Undecided, (4) Agree and (5) Strongly Agree. The general evaluation of the questionnaire used in the research is as follows (Özkartal, 2016a-2016b; Dönger, 2015a-2015b):

$$SA = \frac{EYD - EDD}{SS} = \frac{5 - 1}{5} = 0.8$$

SA: Option Range
 EYD: Highest Value
 EDD: Lowest Value
 SS: Number of Options

1.00 - 1.80: Strongly Disagree
 1.81 - 2.60: Disagree
 2.61 - 3.40: Undecided
 3.41 - 4.20: Agree
 4.21 - 5.00: Strongly agree

In the study, the general survey model, which is one of the descriptive survey methods, and mixed method was used. The survey model is a scanning of the whole universe, or a group and sample taken from it in order to arrive at a judgment about the universe in a universe consisting of a large number of elements (Karasar, 2010: 79). The mixed method involves collecting quantitative and qualitative data on the same underlying phenomenon in a study or series of studies, and analyzing and interpreting aggregated data (Leech & Onwuegbuzie, 2007).

2.5. Data Analysis

Statistical data were analyzed through SPSS (Statistical Package for Social Science for Personal Computers) in the study. T test for Unrelated (independent) Samples and One-way Analysis of Variance (ANOVA) for Unrelated Samples were carried out between the participants' views on the new approaches in history education and the independent variables. Descriptive statistics were conducted to determine the views of the pedagogical formation students on the new approaches in history education.

3. FINDINGS

This section includes the views of prospective teachers who received formation training on the new approaches in history teaching. For the purpose of the research, 'Questionnaire: New Approaches in History Education' was implemented to the prospective teachers and the responses given to the questionnaire by the prospective teachers were tabled and interpreted. In addition, interviews were conducted in order to receive the opinions of the candidates who participated in the research and received the formation training on the research items and the research topic and the opinions were also evaluated in the research.

Table 1 -t test analysis results of the responses of the prospective teachers participating in the research to the Questionnaire: New Approaches in History Education with regard to gender variable

	Gender	N	\bar{X}	Ss	Sd	-t	P
New Approaches	1.Female	90	145.289	21.858	178	.530	.597
	2.Male	90	143.300	28.103			
	Total	180					p>0.05

Table 1 illustrates that with reference to the responses of the prospective teachers participating in the research and receiving training in formation program to the Questionnaire: New Approaches in History Education, it was determined that there was no statistically significant difference ($p>.05$) between male and female prospective teachers with regard to gender variable. Based on these results, it can be said that the views of the prospective teachers in formation program on the New Approaches in History Education are the same or similar.

Table 2 ANOVA analysis results of the responses of the prospective teachers participating in the research to the Questionnaire: New Approaches in History Education with regard to order of importance of new approaches

Order of Importance	N	\bar{X}	Ss	Source of Variance	Sum of squares	Sd	Mean of squares	F	p
1.OH	30	142.50	31.81	Among groups	4402.55	7	628.94	.996	.436
2.LH	18	144.56	24.19	In-groups	108584.84	172	631.31		
3.PH	7	121.86	19.81	Total	112987.39	179			
4.MP	52	148.04	24.66						
5.DT	12	143.25	22.73						
6.MFT	29	144.04	27.57						
7.PPE	10	145.90	19.05						
8.EDF	22	145.00	16.45						
Total	180	144.29	25.12						$p>0.05$

As shown in Table 2, with reference to the responses of the prospective teachers participating in the research and receiving training in formation program to the Questionnaire: New Approaches in History Education, it was determined from the results of ANOVA test that there was no statistically significant difference among the views on the order of importance of the Local History (LH), Peaceful History (PH), Multiple Perspectives (MP), Documentary Teaching (DT), Museum and Field Trips (MFT), Photography and Painting Exhibition (PPE), and Educational and Documentary Films (EDF) topics in history teaching. [$F_{(.996), p(.436)}$; $p>.05$].

Tablo. 3 The arithmetic mean and skill levels of the responses of the prospective teachers participating in the research to the Questionnaire: New Approaches in History Education

NEW APPROACHES IN HISTORY EDUCATION Questionnaire Items	\bar{X}	Skill Level
1. History teachers should make use of the activities in line with new teaching approaches.	4.11	Agree
2. Activities on new approaches will increase student interest in history courses.	4.21	Strongly Agree
3. Activities based on new approaches will enhance the memorability of history lessons.	4.24	Strongly Agree
4. History Subjects should be taught in line with the principles of the approaches "Local, oral, peaceful history, multi perspectives, documentary teaching, museum and field trips, history teaching based on the use of photographs and paintings, documentary films.	4.20	Agree
5. In history lessons, it is important to develop the skills that can be acquired with new approaches in history teaching.	4.22	Strongly Agree
6. I would like to use the activities of oral history in my classes.	3.97	Agree
7. I would like to use the activities based on the understanding of local history.	4.05	Agree
8. I would like to give students a point of view in accord with peaceful history.	4.10	Agree
9. I would like to use the activities of multi perspectives in my classes.	4.13	Agree
10. I would like to use the activities of documentary teaching in my courses.	4.12	Agree
11. I would like to use the activities of the history teaching based on the use of photographs and pictures in my courses.	4.24	Agree
12. I would like to use the activities of history teaching based on the use of photographs and pictures in my courses.	4.28	Strongly Agree
13. The idea of teaching history with new approaches in history teaching is very attractive to me.	4.14	Agree
14. New approaches in history teaching will facilitate history teaching.	4.21	Strongly Agree
15. New approaches in history teaching enhance student's research skills.	4.07	Agree
16. It is more useful for students to do group work on activities in line with new approaches.	3.98	Agree
17. The Internet should be used effectively for effective use of new teaching approaches.	3.81	Agree
18. I effectively use the teacher sites on the internet in preparation for new teaching approaches.	3.73	Agree
19., I suggest students to make interview with family members in order to learn the recent past.	3.97	Agree
20. We suggest students to visit and research historical sites so that they can more easily perceive historical events.	4.21	Strongly Agree
21. As a history teacher, I feel sufficient about new approaches in history teaching.	3.65	Agree
22. History teaching should be a guide rather than being informative.	3.87	Agree
23. There is a need for education in information technology to effectively use the new teaching approaches in history teaching.	4.14	Agree
24. Along with the new approaches in history teaching, the importance of history course book has increased	3.63	Agree
25. I cooperate with other group teachers for history lessons in history classes.	3.78	Agree
26. I feel sufficient in developing teaching materials for history lessons.	3.81	Agree
27. Activities of the new approaches in history teaching should be under teacher-controlled.	3.97	Agree
28. I want to improve myself about the new teaching approaches used in history teaching.	4.18	Agree

29. Activity planning for the new approaches in history teaching should be done by the experts of this subject.	4.04	Agree
30. Activities of new approaches should be done by the students in the guidance of teachers.	3.97	Agree
31. I would like to take responsibility for the activities of the new approaches.	3.72	Agree
32. I have enough knowledge to guide in activities of new approaches.	3.48	Agree
33. History teachers should work with the experts of the subject while doing the activity of new approaches.	4.11	Agree
34. History teacher should know how to evaluate topics according to their understanding of using local, oral, peaceful history, multi perspectives, documentary teaching, museum and field trips, the use of photography and painting.	4.22	Strongly Agree
35. New approaches require new measurement assessment tools.	3.99	Agree
36. I am acquainted with constructivist evaluation approaches.	3.74	Agree

General arithmetic mean: 4.01 (Agree)

Table 3 provides the arithmetic mean of the responses of the prospective teachers who received the formation training and participated in the survey to the Questionnaire: New Approaches in the History Education. When the arithmetic means of the responses given to the questionnaires were examined, it was indicated that the item 12 'I would like to use the activities of history teaching based on the use of photographs and pictures in my courses.' ($\bar{X}=4.28$), the item 3 'Activities based on new approaches will enhance the memorability of history lessons.' ($\bar{X}=4.24$), the item 34 'History teacher should know how to evaluate topics in line with their understanding of using local, oral, peaceful history, multi perspectives, documentary teaching, museum and field trips, the use of photography and painting.' ($\bar{X}=4.22$), and the item 5 'In history lessons, it is important to develop the skills that can be acquired with new approaches in history teaching.' ($\bar{X}=4.22$) have the highest arithmetic mean in the questionnaire.

As shown in Table 3, with reference to the arithmetic means of the responses given by the prospective teachers participating in the research and receiving training in formation program to the Questionnaire: New Approaches in History Education, it was determined that the item 32 'I have enough knowledge to guide in activities of new approaches.' ($\bar{X}=3.48$), the item 24 'Along with the new approaches in history teaching, the importance of history course book has increased.' ($\bar{X}=3.63$), the item 21 'As a history teacher, I feel sufficient about new approaches in history teaching.' ($\bar{X}=3.65$), and the item 31 'I would like to take responsibility for the activities of the new approaches.' ($\bar{X}=3.72$) have the lowest arithmetic mean in the questionnaire.

4. CONCLUSION and SUGGESTIONS

4.1. Conclusion

It was determined that there was no statistically significant difference ($p>.05$) between male and female prospective teachers with regard to gender variable with reference to the responses of the prospective teachers participating in the research and receiving training in formation program to the Questionnaire: New Approaches in History Education. This indicates that the gender variable does not have any effect on the views and awareness of prospective teachers about new approaches.

It was determined from the results of ANOVA test that there was no statistically significant difference among participants' views on new approaches in history teaching with reference to the

responses of the prospective teachers participating in the research and receiving training in formation program to the Questionnaire: New Approaches in History Education. However, the results are in favor of oral history approach. Other studies have indicated that teachers who participated in the research to determine which of the new approaches are important for the teachers regard the teaching based on the perspective and the use of the equipment more important than the new approaches (Hali, 2013; Gömleksiz & Kan, 2009; Akar, 2007).

Considering the arithmetic mean of the high-grade responses given to the questionnaire items by the prospective teachers, it can be stated that the percentage of views and thoughts on the such topics as visual education is important in history teaching, they are open to new approaches, history teaching should be evaluated in line with the principles of new approaches, and skills to be acquired in history teaching should be improved are high. In a study conducted by Uygun (2011), oral history researches on different fields in Turkey were analyzed and based on the teacher presentations, the findings show that oral history can be used as an effective method in history of education and teacher education. "Pazvandođlu Ballad" as An Oral History Text by Karataş (2011) sets a good example for oral history studies. The findings of another research on the use of materials, instructional technologies or tools in history teaching conducted by Keles et al. (2003) indicates that there is a statistically significant difference between the achievement levels of the students in the classrooms in which the course was taught and the teaching method. Demircioglu (2007) emphasized on the benefits of film teaching approach in teaching history in a study of the place and importance of movies and how movies should be used in an effective way in history lessons. In addition, in a research conducted by Şimşek (2003), the use of two-dimensional visual materials in history teaching was examined and its contributions to history teaching were investigated. In this study, it was found that the history teaching supported by visual materials had a positive effect on the academic achievement of the students.

Based on the findings of the research, it is concluded that prospective teachers are interested in using new approaches in history teaching. In addition, it is determined that prospective teachers are willing to use the new approaches to provide an effective learning environment that will facilitate the visual presentation of the lesson in history teaching and that they are in favor of using new approaches to improve the students' advanced skills. From these findings, it is possible to draw the conclusion that teacher candidates will effectively use new approaches

In the results of another research conducted by Hali (2013) on history teachers, a large majority of the teachers who participated in the research indicated that the use of new approaches in history teaching would improve the historical analysis and interpretation skills. In another study on new approaches in history teaching, it is indicated that a large majority of participants also found that the most important skill to develop in students was historical analysis and interpretation skills. Many studies show that new approaches in history teaching have a positive impact on student achievement and cognitive development of the learners.

By looking at the arithmetic mean of the responses given by the prospective teachers participating in the research and receiving training in formation program, it is determined that they gave low scores on subjects such as having sufficient knowledge about new approaches in history teaching, new approaches from the point of increasing the importance of history books, feeling sufficient about new approaches, and taking responsibility for activities related to new approaches. As a result of these results, it was concluded that the prospective teachers at the history department thought that they would increase the efficiency of the history course during their education period in university but they did not have enough education about the new approaches in history teaching. Hali, (2013) and Mazman, (2007) also found that history teachers felt themselves inadequate in preparing in-class activities in the results of their work on teachers. Another study by Safran (1996)

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found that students and teachers did not find the history course books satisfactory and that the course books were problematic in history teaching and that textbooks had to be rearranged.

Suggestions

This and many other studies have shown that course content, presentations, or curricula prepared using new approaches in history teaching should be at a level that will increase the efficiency of history teaching. Historical information seen as abstract and memorized information be rescued from this prejudice and be transformed into amusing learning environments embodied using historical information and documents, but it is only possible by transforming new approaches in history teaching into activities in accordance with the course content. Therefore, for effective history teaching, history teaching programs, course contents and history books should be prepared by taking into account new approaches and enriched by various activities.

Prospective teachers at history department do not think they receive enough training about new approaches in their undergraduate degree in history teaching. That's why; the curricula should be regulated in order to overcome the shortcomings of the education programs in the undergraduate period with regard to new approaches in history teaching

Both the teachers who are in charge and prospective teachers who are graduated from history department should be informed about and be raised awareness of the new approaches in the history teaching through various seminars, symposiums, congresses or in-service trainings.

Universities and all institutions or organizations affiliated to National Education Directorates should cooperate and should study new approaches and innovations in history teaching. In addition, history workshops should be established in the universities and studies for preparation of in-class activities should be held.

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