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How Does the Aim of the Social Studies Course to Train Effective Citizens Shape the Citizenship Perception of Syrian Asylum-Seekers? A Study on Middle School Students*

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Abstract: This study aims to examine the role of social studies courses in shaping the citizenship perceptions of Syrian asylum-seeker students under temporary protection in Türkiye. Within the scope of the research, the impact of the social studies courses on Syrian students, especially those in disadvantaged groups, was examined. The research was conducted with a qualitative research method and phenomenology design was used. Data were collected from the participants with a semi-structured interview form and these data were analyzed by content analysis. The study group consisted of 40 Syrian asylum-seeker students. The findings of the study show that Syrian students see the social studies course as an important tool in terms of adapting to the society, recognizing their rights and becoming effective citizens; they gain awareness about the functioning of the society, the structure of the state, individual rights and responsibilities, and feel themselves as a part of the Turkish society through the course. The results of the research show that the social studies course undertakes an inclusive and transformative function not only for Turkish citizen students but also for asylum-seeking students. In this respect, it is emphasized that social studies education should be evaluated as a tool to support social.

Keywords: Syrian asylum-seeker, Citizenship Education, Social Studies

About the Article

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* This research is derived from Gülen YILMAZ's master's thesis entitled "How Does the Aim of the Social Studies Course to Train Effective Citizens Shape the Citizenship Perception of Syrian Asylum-Seekers? A Study on Middle School Students" conducted under the supervision of Suat POLAT.

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Introduction

In the historical process, not only the belonging of individuals to a community, but also the expectations regarding their roles within this community have been shaped. With the formation of today's state structures, the relations between the individual and the state have gained a new dimension and paved the way for the formation of the concept of citizenship. The acceptance of a person as a citizen depends on the nationality relationship between the individual and the state. In this context, nationality refers to a person's legal status rather than their ethnic origin. Individuals who are bound to the state by this bond of nationality are called "citizens" (Karaman-Kepenekçi, 2014). Citizenship is an individual's special rights, responsibilities, sense of political belonging and legal commitment to the state in which he or she resides (Pamuk & Alabaş, 2008). However, citizenship does not only mean living in the territory of a state; it means the individual's active contribution to social life in political, legal, social, cultural and economic fields. Active citizenship is shaped by individuals' willingness to act together and develop their potential in the processes of participation, social cohesion and self-realization (Balbag & Bayır, 2016).

Citizenship first emerged in Ancient Greece with privileges granted to a certain class of people (Heater, 2007). The understanding of citizenship in this period was limited in terms of political rights. Women, slaves and foreign nationals were not included in the scope of political rights (Turner, 1993). Although feudal structures weakened the bond of citizenship in the Middle Ages, developments in the world such as the French Revolution and the American Declaration of Independence led to the redefinition of the concept of citizenship (Marshall, 1950). Today, democracy is not only about the individual's legal loyalty to the state, but also about the individual's participation in social life and his/her embrace of certain democratic values. This change has been complicated by today's migration phenomenon. The relationship between citizenship and migration has become a social and political problem not only in developed countries but also in all receiving and sending countries. Migration movements are evaluated together with concepts such as human rights, equality, acceptance and self-determination. Wars, inequality of opportunity, population growth and economic reasons force people to leave their geography (Çelik, 2023). For this reason, it is important to clarify the historical dimension of the phenomenon of migration and the concepts related to migration. Throughout history, people have constantly changed their places in search of better living conditions and security. These displacement movements are called migration. "Migrants" are people who migrate legally or voluntarily from their home countries to have better living conditions (Akpınar, 2017). The terms "refugee" and "asylum seeker" are often used interchangeably. These differences are defined by international legislation. In Türkiye, the concepts of "refugee" and "asylum-seeker" are defined as follows in the Regulation on the Procedures and Principles to be Applied to Individual Foreigners Seeking Asylum in Türkiye or Requesting a Residence Permit from Türkiye to Seek Asylum in Another Country and to Foreigners Arriving at Our Borders

Collectively for the Purpose of Asylum and Possible Population Movements (1994), which was prepared on the basis of the 1951 Geneva Convention:

"A refugee is a foreigner who, owing to events occurring in Europe and having a well-founded fear of persecution for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country or, if he has no nationality and is outside the country of his former habitual residence, is unable or, owing to such fear, is unwilling to return to it."

"An asylum-seeker is a foreigner who, owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, unwilling to avail himself of the protection of the country of his nationality or, if he has no nationality and is outside the country of his former residence, is unable or, owing to such fear, unwilling to return to it." (Republic of Türkiye Official Gazette, 1994, Article 3).

According to data from the Directorate of Migration Management, with the start of the Syrian civil war in 2011, there has been a massive influx of asylum-seekers to Türkiye. This number reached a peak of approximately 3.7 million in 2021. This number has made Türkiye the country hosting the highest number of asylum seekers in the world. After 2021, this number started to decrease due to voluntary returns, crossings to Europe and registration updates. By 2024, this number had fallen below 2.9 million and as of July 2025, the number of Syrians under temporary protection status was announced as approximately 2.6 million. All these data show that the Syrian asylum-seeker experience in Türkiye involves a dynamic process in demographic, social and political terms (Göç İdaresi Başkanlığı, 2025). This intensive migration movement has not only led to a numerical increase, but also to asylum-seekers facing various problems in areas such as education, language and cultural adaptation. Although the basic needs of asylum-seekers such as shelter and nutrition are met, there are serious problems in areas such as language, education and cultural adaptation. For these reasons, the education and integration of Syrian asylum-seekers into society is of great importance (Yaman et al. 2023). In this direction, educational institutions play an important role in the integration of asylum-seeking students into society and cultural interaction.

The integration of asylum-seekers can be achieved through an effective education system. Therefore, scientific activities should be carried out for the education of asylum seekers and these activities should be put into practice. Educational institutions should be organized in a way that is inclusive of all students and facilitates integration. Asylum seekers adapt more to environments where their values are respected. Therefore, education programs should be organized in a way that facilitates integration (Kara, 2022). In order for asylum-seekers to achieve success in the educational process, arrangements that support multiculturalism should be made in educational environments.

Integrating asylum-seekers into society is important for the welfare of countries. Studies show that asylum-seekers experience various problems in terms of language, social adaptation and economic aspects (Börü & Boyacı, 2016). Children have been the most affected by the phenomenon of migration and their deprivation of education has led to social problems (Er & Bayındır, 2015). Taking subcultures into account in education programs supports integration by preventing assimilation (Kara, 2022). In addition, showing asylum-seekers as a global problem in textbooks can lead to exclusion and human rights violations (Aktaş et al. 2021). For this reason, education is seen as an important tool in solving the adaptation problems experienced by asylum seekers. The school environment and course contents have an important role in the participation of individuals in social life.

All branch courses are important in the adaptation of asylum-seeker students to the social order. However, social studies courses come to the forefront in the acquisition of certain social and cultural values (Arisi, 2011). This course aims to promote values such as tolerance, peace and responsibility. At the same time, the social studies curriculum has a structure that supports global peace and social cohesion (Odia, 2014). In addition, the acquisition of these values depends not only on the social studies curriculum but also on some factors such as teachers' attitudes and students' characteristics (Baloğlu Uğurlu & Akdovan, 2019). The positive use of these factors is an important factor in the adaptation of asylum seekers to society (Şener & Başkan, 2021). The social studies curriculum is one of the basic courses that enable students to grow up with a sense of responsibility and adaptation to society. The social studies curriculum has been updated within the scope of the Turkish Education Century Model. This updated curriculum aims to help students acquire values such as tolerance, respect for cultural diversity, social peace and sensitivity to human rights. The learning areas of “Living Together”, “Common Heritage”, “Economy in Our Lives” and “Living Democracy” in the social studies curriculum contribute to students' ability to understand and accept individuals with different cultures. In addition to history, geography and citizenship knowledge, the program also includes values education and active citizenship practices. In this respect, the social studies course plays an important role in supporting the social adaptation of asylum-seeking students. This inclusive structure of the curriculum acts as a bridge between asylum-seeking students and Turkish citizen students, increasing interaction in the classroom and accelerating the adaptation process of asylum-seeking students (MoNE, 2024).

The relationship between social studies education and inclusive education, particularly when considered in the context of citizenship and identity policies, makes significant contributions to students' multifaceted identity development and the internalization of democratic values. At this point, studies focusing on the thematic patterns of citizenship and identity education, which bring a holistic approach to social studies, show that the concept of inclusive education strongly aligns with the fundamental objectives of the course (Öntaş et al., 2025). Similarly, examining social studies textbooks from an inclusive education perspective reveals how differences are represented in learning materials and how students are included through these representations (Öntaş, 2024).

Research on inclusive citizenship education in Turkey emphasizes that inclusive approaches are not limited to classroom practices but also guide the construction of identity and citizenship at the level of educational policies. Furthermore, examining classroom teachers' implementation of inclusive education for refugees shows that social studies classes play a critical role in developing a citizenship understanding that embraces different identities, rather than being limited to the transmission of national identity (Yıldırım & Öntaş, 2023). In the literature, studies on Syrian asylum-seekers and social studies education have mostly focused on topics such as Syrian students' perceptions of social studies courses, social adaptation processes, citizenship education and their interest in history subjects (Acosta, 2017; Akdeniz, 2018; Alparslan, 2019; Bozkaya, 2020; Clark, 2017; Ekinci & Akman, 2021; Eroğlu, 2016; Gül & Kaylı; 2020; Savar & Kedikli, 2019; Yaman et al., 2023). However, there is a limited number of studies that reveal how the aim of social studies courses to raise effective citizens shapes the perceptions of Syrian asylum-seekers. In particular, how concepts such as values, citizenship and responsibility emphasized by the social studies course in the teaching process affect the perceptions of Syrian asylum-seekers students attending secondary school has not been addressed in depth. This study attempts to fill this gap in the literature. At the same time, it makes a unique contribution to the literature by examining how the social studies course shapes the citizenship perceptions of Syrian asylum-seeker students in line with the aim of raising effective citizens.

Problem Statement

How does the aim of the social studies course to raise effective citizens shape Syrian asylum-seekers' perception of citizenship?

Sub-Problems

- How are Syrian students' attitudes towards the social studies course?
- What is the role of the social studies course in the development of Syrian students' sense of belonging?
- What role does the social studies course play in the prevention of peer bullying on Syrian Asylum-seeker students?
- What are the ways in which asylum-seeker students are marginalized by their peers and how does the social studies course affect this marginalization?
- What role does the social studies course play in raising awareness about Syrian asylum-seeker students' rights?
- What are Syrian students' perceptions of the concepts of 'immigration' and 'citizenship'?
- How do Syrian students perceive the differences between the forms of government in Türkiye and Syria and how does the social studies course contribute to their understanding of these differences?

Purpose of the Research

This study aims to reveal how the aim of the social studies course to raise effective citizens shapes Syrian asylum-seekers perception of citizenship.

Method

In this study, the qualitative research method was used. Qualitative research is a research method that examines individuals' experiences, perceptions and social phenomena in their natural environment with a holistic understanding (Yıldırım & Şimşek, 2018). The aim of the study was to examine in-depth the subjective experiences of Syrian asylum-seekers regarding the citizenship perception of the social studies course's aim of raising effective citizens. For this reason, the qualitative method was preferred. A semi-structured interview form was used as a data collection tool. Data were collected in the natural environment and through open-ended questions. This approach makes it possible to focus on the questions that arise during the research process rather than testing predetermined hypotheses and to develop new insights with an inductive approach (Creswell, 2017). The data were analyzed through content analysis and themes were created from the students' statements. Therefore, the qualitative research method provided an effective framework for obtaining deep information in line with the purpose and nature of the study (Büyüköztürk et al. 2015).

Research Design

Phenomenology design, one of the qualitative research methods, was used in the study. Phenomenology design is an approach to understanding the phenomena that individuals are aware of but cannot explain in detail. This model is used to examine phenomena that individuals are aware of but cannot fully grasp (Yıldırım & Şimşek, 2018). The main goal of research using a phenomenological design is to bring personal experiences of a phenomenon to a more general level (Creswell, 2007). The aim of the phenomenological approach in educational research is to learn about the teacher-student relationship in teaching and learning experiences. Phenomenological inquiry seeks to understand how individuals behave during learning and what their perspectives on learning are. In this study, the phenomenology design was preferred because it examined how the purpose of the Social Studies course to raise effective citizens was perceived and made sense of by Syrian asylum-seeker students. Since the phenomenological design offers an approach to understanding the experiences of individuals, it provides an appropriate methodological framework to reveal Syrian asylum-seeker students' citizenship perceptions of the Social Studies course in depth.

Study Group

Convenience sampling was used to determine the study group of the research. The convenience sampling method is a method preferred in cases where time is limited and

material resources are limited (Yıldırım & Şimşek, 2018). This method is advantageous in research as it is fast, practical and low-cost in terms of application. For this reason, convenience sampling was used in the study. The main reason for using this sampling is that the research was conducted with limited time and resources. In addition, the researcher's direct access to a specific group of students is another effective factor in the preference of this method. In this way, the data collection process was carried out in a fast and cost-efficient manner. The participant group of the researcher consisted of 40 Syrian asylum-seeker students studying in secondary schools in Rize province. Table 1 shows the age and gender status of the students participating in the study.

Table 1: *Class and Gender Distribution of Syrian Students Participating in the Study*

Class Level	Female	Male	Total
5th grade	4	3	7
6th grade	2	5	7
7th grade	6	7	13
8th grade	6	7	13

When Table 1 showing the class and gender distribution of the Syrian students participating in the study is analyzed, it is seen that a total of 40 students participated in the study. Participants were categorized into four groups according to their grade levels: 5th, 6th, 7th and 8th grade. The highest number of participants was in the 7th and 8th grades, while the number of participants in the 5th and 6th grades was evenly distributed. When analyzed by gender, a total of 18 female and 22 male students were interviewed. This situation added richness in terms of the fact that the sample group differed in terms of age and gender characteristics and that the findings obtained included different perspectives.

Data Collection Tools

In this study, a semi-structured interview form was used as a data collection tool. The semi-structured interview form, which is frequently preferred in qualitative research, is a method that provides flexibility to the researcher. The semi-structured interview form allows the researcher to collect data within the framework of predetermined questions and also allows the researcher to ask new questions according to the answers given by the participants (Yıldırım & Şimşek, 2018).

The interview questions were determined in several stages. Initially, a literature review was conducted in line with the research questions and sub-objectives of the study. Similar studies in the literature were examined and information was obtained about the types of

questions that can be used in data collection (Dalğa, 2019; Ayaz, 2019; Şener & Başkan, 2021; Pehlivan & Günel, 2022; Ünal & Çalışkan, 2024). Accordingly, a draft question pool consisting of nine open-ended questions was created. After the preparation of the question pool, the opinions of experts in the field were consulted to ensure the content validity of the form. In this context, three faculty members specialized in social studies education and measurement and evaluation were consulted. These experts are experienced academics who have previously worked in studies conducted with qualitative research methods and contributed to the development of the interview form. After the expert opinion, two of the questions in the question pool were simplified and the number of questions was determined as seven. The questions "How does it make you feel to be a citizen of Türkiye?" and "Do you feel that you belong to Türkiye?", which are similar in terms of content, were combined and organized as "Do Syrian students feel that they belong to Turkish society? What is the role of the social studies course in the development of Syrian students' sense of belonging?". Thus, the questions have been made more clear, comprehensible and appropriate for the purpose.

A pilot study was conducted to test the applicability of the form. In the pilot study, three Syrian asylum-seeker students with similar characteristics were interviewed and the functionality of the form and the comprehensibility of the questions were evaluated. As a result of the application, it was observed that the questions were generally clear and understandable. However, it was found that the expressions in two questions were complex and not understood by the students. Accordingly, the questions were revised and further simplified. In addition, the duration was tested in the pilot study and it was seen that 20-25 minutes of interview time was sufficient. After these arrangements, the data collection process started.

Thanks to these steps, the validity and reliability of the semi-structured interview form were increased. At the same time, this approach was also considered as a method suitable for the in-depth data collection purpose of the phenomenological design.

Data Collection Process

Before the research process started, the necessary permissions were obtained from Rize Provincial Directorate of National Education and the schools where the research would be conducted were determined. The identified schools were visited by the researcher in advance. In addition, the necessary approval was obtained from Ağrı İbrahim Çeçen University Ethics Committee to ensure that the study was conducted in accordance with ethical principles. (Ethics Committee Approval No: [E-95531838-050.99-98301], Date: [29/03/2024]).

The negotiations started on 15.04.2024 and ended on 15.05.2024. Interviews were conducted one-on-one and face-to-face and each interview lasted 20-25 minutes. The adequacy of the interview time was assessed based on the depth and clarity of the participants' responses. By the end of the interviews, most of the participants were able to express their views clearly, while some participants made additional explanations at

the end of the interviews at their own request. This shows that the duration of the interview was appropriate for the purpose of the study. The interviews were conducted in areas determined by the guidance service in environments where students could feel comfortable and safe and where they would not be distracted. In addition to the interview forms, a voice recorder was also used. The interviews recorded with a voice recorder were transferred to the computer as audio files, listened to by the researcher and then transcribed. During the interview process, it was observed that some of the participants had difficulty in understanding Turkish expressions. In this case, the questions were rephrased with simpler and more explanatory sentences. Some terms were explained by giving examples appropriate to the level of the students. Thus, communication barriers were avoided and the participants willingly participated in the process.

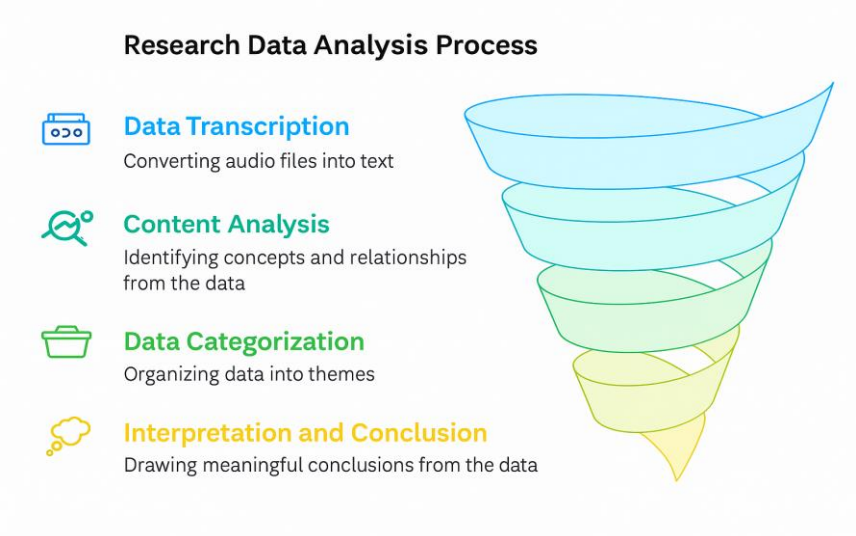
Data analysis

The data obtained in the study were analyzed using content analysis. Content analysis is an inductive analysis approach that allows the data to be systematically coded and themes to be formed by establishing relationships between these codes (Baltacı, 2018; Yıldırım & Şimşek, 2018). The main purpose of content analysis is to reach concepts and relationships that can explain the collected data, and the general process in this analysis is to bring together similar data within the framework of a specific concept or theme and to organize and interpret them in an easily understandable way (Yıldırım & Şimşek 2018). This analytical approach allows the data to be organized according to both themes based on the research questions and the questions and dimensions asked in the observation and interview phases. The data obtained are first analyzed, then interpreted and results are obtained by trying to reveal causal relationships (Yıldırım & Şimşek, 2018).

A semi-structured interview form was used in the study. The data collected through this form were transcribed from the audio recordings and then the interview texts were carefully read and meaningful units were identified. The coding process was carried out on these meaningful units and expressions with similar content were combined under the same code. Sub-themes were formed by establishing meaningful relationships between codes. The themes were developed in accordance with the purpose and questions of the research and were based on the interview questions. The recurring patterns of meaning in the participants' statements and the guidance of the research questions enabled the creation of themes.

The researcher took care to maintain the integrity of the meaning of the data during coding and theme development and used direct quotations from the interview texts to increase the validity of the findings. Quotes were coded as F1, F2, M1, M2... and the principle of confidentiality was observed. In order to minimize subjective interpretations during coding, the data were read multiple times and the codes were reviewed and restructured. These steps carried out in the data analysis are presented as a diagram in Figure 1.

Figure 1: *Data Analysis Process*



Findings

In the study, it was tried to reveal how the aim of the social studies course to raise effective citizens shaped the citizenship perception of Syrian asylum seekers. The research was conducted with 40 Syrian asylum seeker students. Of the participants, 22 were female students and 18 were male students. The codes "F" for female students and "M" for male students were used.

Findings on Syrian Students' Views Towards the Social Studies Course

What are the opinions and thoughts of the participants about the social studies course? Their opinions on the question were taken and sub-themes were formed accordingly. The opinions of the students are shown in Table 2.

Table 2: *Syrian Students' Views on Social Studies Course*

Sub Theme	Code	f
Appreciation of the Course	Useful/ Fun	29
Challenging Course	Difficult / boring	5
History Knowledge	History/Ottoman/Wars	24
Geography Knowledge	Geography/Map Reading	10
Knowledge of Rights and Responsibilities	Rights/Citizenship	6
Social Values	Cooperation/Solidarity/Communication	5
Patriotism	Love for homeland/flag/country	3

Within the scope of the research, Syrian asylum seeker students' perceptions of the social studies course, their knowledge gains and their views on value education were evaluated.

The participants' emotional and cognitive attitudes towards the social studies course were discussed. The majority of the participants stated that they found the social studies course "useful and fun". This shows that the course was found interesting and meaningful for the participants. Some of the participants, on the other hand, stated that the course was "difficult and boring".

The knowledge gained by the participants through the social studies course was grouped under the sub-themes of "Knowledge of History, Knowledge of Geography, Knowledge of Rights and Responsibilities". The type of knowledge with the highest frequency is history knowledge. Participants frequently mentioned concepts such as war and Ottoman history. This shows that history subjects are memorable. This is followed by knowledge of geography and knowledge of rights and responsibilities. The participants' acquisition of map reading skills and the emphasis on citizenship rights show that the course is cognitively functional.

The values gained by the participants in the social studies course were analyzed. Participants stated that they learned social values such as benevolence, solidarity and communication through the social studies course. In addition, under the patriotism code, feelings such as love for homeland, flag and country were expressed. In this direction, some of the participants expressed their views as follows:

(F3) "...it is interesting, I like social studies, I learned about our rights thanks to this lesson, it is a useful lesson."

(F6) "...We learned about Atatürk, the wars and the Ottoman Empire here. It is a very nice and useful lesson."

(M15) "...We learned about history, geography, human rights. This course has contributed a lot to me."

(M16) "*...I like it a lot, it's a fun lesson. It is important to learn history. I learned a lot. Especially with the help of my teacher, it is more fun.*"

Syrian Students' Perceptions of Inclusion in Turkish Society and the Benefits of Social Studies Courses

What is the role of social studies courses in the development of Syrian students' sense of belonging? Opinions on the question were taken and the findings were formed accordingly. The opinions of the students are shown in Table 3.

Table 3: *Syrian Students' Perceptions of Inclusion in Turkish Society and the Benefits of the Social Studies Course*

Sub Theme	Code	f
A Sense of Belonging to the Turkish People	Yes, I see	24
Not Feeling Belonging	No, I do not see	13
Positive Contribution	Course Contributed	20
Value Transfer	Helping / Loving the Country / Patriotism	5
History and Culture Transfer	Atatürk/ Flag/Turkish History	5
Knowledge of Rights and Responsibilities	I Learned My Rights/Rights and Responsibilities	4

Within the scope of the research, Syrian refugee students' perceptions of belonging to the Turkish people and the contribution of the social studies course to this perception were evaluated.

Asylum-seeking students' feelings of belonging to the Turkish society were analyzed. Most of the participants stated that they had a "sense of belonging to the Turkish people". These students stated that they developed a sense of belonging due to social and cultural interactions and language skills. On the other hand, some students expressed the view of "Not Feeling Belonging" and stated that they do not see themselves as a part of the Turkish people. They stated that the reason for this situation was not being accepted and being excluded by their peers.

During the analysis process the sub-themes of "Positive Contribution, Value Transfer, History and Culture Transfer, Knowledge of Rights and Responsibilities" were created. Positive contribution is the sub-theme with the highest frequency. Participants stated that the social studies course contributed positively to their sense of belonging. This is followed by value transfer, history and culture transfer, and knowledge of rights and responsibilities. This situation enabled the participants to develop attachment to the Turkish society. In this direction, some of the participants expressed their views as follows:

(M17) "…Social studies taught me my rights. The social studies course was very useful in this regard."

(F23) "…I didn't know what patriotism was, but now I love this country because it took care of me."

(M36) "…I feel closer to Türkiye. Social studies helped me in this regard, of course it taught me many rights and responsibilities."

(E34) "…I didn't know anything when I first came here. Thanks to the social studies class, I learned that my right to education cannot be denied. I learned about traditions and customs. I consider myself a Turkish citizen because I know the traditions of Turks."

(K20) "… No, I don't. My friends ostracize me."

The Role of Ethnic Identity in Peer Bullying and the Contribution of Social Studies Courses

What role does the social studies course play in preventing peer bullying of Syrian asylum-seeker students? Opinions on the question were taken and sub-themes were formed accordingly. The opinions of the students are shown in Table 4.

Table 4: *The Role of Ethnic Identity in Peer Bullying and the Contribution of Social Studies Courses*

Sub Theme	Code	f
No Bullying	I did not experience bullying	24
Experiencing Bullying	Sometimes it happens	4
Eliminated Bullying	Solidarity/No racism	26
Didn't Stop Bullying	No Course Contribution	3

In the study, it was evaluated whether Syrian asylum-seeker students were subjected to peer bullying due to their different ethnic identities and the role of the social studies course in this issue.

Most of the participants in the study stated that having a different ethnic identity did not cause peer bullying. This shows that students have established positive relationships with their peers. In the study, some participants stated that they were subjected to peer bullying. This shows that ethnic identity differences can cause exclusion in some environments.

The majority of the students stated that the social studies course played an important role in eliminating negativities such as peer bullying. This was attributed to the values of equality, cooperation, communication and anti-racism in the content of the social studies course. On the other hand, some participants stated that the social studies course was not effective in eliminating peer bullying. This situation shows that the values learned in the social studies course are not realized in the social environment. In this direction, some of the participants expressed their views as follows:

(M37) "… No, no bullying. Social studies helped me. I learned from social studies that you should not look at gender differences, that you should get along well regardless of color differences."

(M36) "…I've never been excluded. I think social studies has helped me. I am never excluded. I learned about our rights in social studies."

(F2) "…It didn't. But I think it was fixed thanks to the social studies class. Because it taught us not to discriminate."

(M34) "…Yes, it happened a lot. Not much at school. When we were playing games, they said you cannot play because you are a Syrian. Social did not contribute anything. They don't do anything because they are afraid of the school administration."

The Effects of Being an Asylum-Seeker on Peer Relations and the Role of Social Studies Lesson in Preventing Marginalization

What are the situations in which asylum-seeker students are marginalized by their peers and how does the social studies course affect this marginalization? Their opinions on the question were taken and the findings were formed accordingly. The opinions of the students are shown in Table 5.

Table 5: *The Effect of Being an Asylum Seeker on Peer Relations and the Preventive Role of Social Studies Lesson on Marginalization*

Sub Theme	Code	f
No marginalization	Not experiencing discrimination	25
Experiencing Otherization	Exclusion/ being left out of the game	9
Eliminated Bullying	Unity/communication/Tolerance/Brotherhood	21
Ineffective	No positive impact	5

In the study, whether Syrian asylum-seeker students were marginalized or not due to their identities and the role of the social studies course in eliminating the negative situations experienced were evaluated. The findings were grouped under the sub-themes as seen in the table.

A significant number of the participants stated that they did not experience marginalization in educational institutions and that they had positive communication with their friends. This shows that asylum-seeking students are accepted by their peers. Some participants stated that they were marginalized by their peers. These participants stated that they were not included in the game, faced discrimination and were also exposed to negative discourse. This situation shows that social integration does not occur equally for every individual.

The role of the social studies courses in reducing the marginalization experiences of Syrian asylum-seeker students was evaluated. A significant number of participants stated that the course made positive contributions in this regard. "Participants explained this contribution through the development of communication skills, brotherhood, unity and anti-racism values of the social studies course. This finding shows that the course contains content aimed at ensuring social cohesion. Some participants stated that the course did not contribute to eliminating marginalization. These participants emphasized that although these issues were covered in the course, they encountered negative

attitudes of their peers. This is an indication that the course content alone is not sufficient. In this direction, some of the participants expressed their views as follows:

(F33) "Mostly my friends are nice to me. The social lesson talks about the rules we should follow in society."

(F15) "…Yes, it happens. Because friends don't like us, they make fun of us, they scold us. Social studies is a good lesson. He talks about non-racism, unity, brotherhood. Then they understand."

(M39) "…Sometimes they exclude us, they don't let us in the game. They say go to your country. The social teacher explains a lot and warns, but the students don't obey."

(F13) "…My classmates don't exclude me. They take me with them everywhere they go."

Syrian Students' Perception of Legal Rights and the Contribution of the Role of Social Studies Courses

What role does the social studies course play in raising awareness about Syrian asylum-seeker students' rights? Their opinions on the question were taken and the findings were formed accordingly. The opinions of the students are shown in Table 6.

Table 6: *Syrian Students' Perception of Access to Legal Rights and the Contribution of Social Studies Courses*

Sun Theme	Code	f
I Benefit from Rights	Education, health, housing	19
I Do Not Benefit from Rights	No equal service	13
Undecided Attitude	No rights information	8
Rights Awareness	The lesson taught me my rights	17
Value Disclosure	Equality, justice, citizenship	11
Ineffective	Awareness not raised	12

In the study, Syrian asylum-seeker students' utilization of their legal rights in Türkiye and the role of the social studies course in providing them with these rights were examined.

Most of the participants stated that they benefit from basic rights such as education, health and housing in Türkiye and that they do not face any problems in accessing these rights. This shows that state policies towards asylum-seeking children are recognized by the students. Some participants stated that they did not benefit from rights and faced discrimination and exclusion. This shows that not all students access services at the same level and that some students have different experiences. Some participants stated that they lacked knowledge about rights and did not know which rights applied to them. This shows that lack of information can limit the enjoyment of their rights.

The majority of the participants stated that the social studies course was informative about rights and that they learned basic rights, grasped citizenship issues and realized the opportunities offered to them thanks to this course. Some participants emphasized that the social studies course provides not only knowledge but also values such as justice, equality and citizenship. This shows that the course develops not only academic skills but also a sense of responsibility in students. Some participants stated that the social studies course did not contribute. In this direction, some of the participants expressed their views as follows:

(F19) "…Yes, I have equal rights. In social studies, I learned that all children in the world have equal rights."

(F1) "…Yes, we are equal. Social studies class helps us. Because we also have the right to education. I learned about this in social studies class."

(M38) "...Yes, we are equal. There is no difference. I learned about our rights and responsibilities in the social studies course and it was very useful."

(F15) "…I think we are not. After all, the children of Turks are their descendants."

Findings on Students' Concepts of Immigration and Citizenship

How are Syrian students' perceptions of the concepts of 'immigration' and 'citizenship'? Their opinions on the question were taken and the findings were formed accordingly. The opinions of the students are shown in Table 7.

Table 7: *Findings on Students' Concepts of Immigration and Citizenship*

Sub Theme	Code	f
Forced Migration	Fleeing war/leaving your country	23
Relocation	Migration	7
Lack of Information	No Opinion	10
Belonging	Belonging to a country	10
Awareness of Responsibility	Following the Rules	11
Awareness of Rights and Participation	Knowing citizenship rights	5
Lack of Information	No opinion	14

In the study, the perceptions of Syrian asylum-seekers on the concepts of "citizenship" and "immigration" were evaluated.

Most of the participants defined immigration as leaving their country due to war and hardship. This definition shows that the participants attribute meaning to the concept of immigration based on their own experiences. Some of the participants defined it as displacement. Some participants did not express any opinion about this concept. This

situation suggests that some participants may have deficiencies in terms of concept knowledge.

Participants' views on the perception of the citizenship concept were grouped.While some participants defined the concept of citizenship as belonging to a place, others explained it with a sense of responsibility, while others did not express any opinion about the concept of citizenship.

This situation shows that the participants express the concept of immigration more clearly due to their own life experiences, while they have a more abstract or incomplete perception of the concept of citizenship. In this direction, some of the participants expressed their views as follows:

(F15) "…Migrant: us. Because we left our country because of the war. In social studies we learned the meaning of migrant."

(M40) "…Migrant: someone who has moved to another place because of the war. We came from Syria because of the war."

(M11) "…. We left our country because of the war and we came because of Assad".

(F1) "…is to belong to a country. It is to contribute to one's country."

(M37) "…man is a citizen of his own country. He must fulfill his duties towards his homeland."

Findings on the Perception of the Difference between the Forms of Government in Türkiye and Syria and the Contribution of the Social Studies Course

How do Syrian students perceive the differences between the forms of government in Türkiye and Syria and how does the social studies course contribute to the comprehension of these differences? Their opinions on the question were taken and the findings were formed accordingly. The opinions of the students are shown in Table 8.

Table 8: *Perception of the Difference between the Forms of Government in Türkiye and Syria and the Contribution of the Social Studies Course*

Sub Theme	Code	f
Türkiye is a democracy	There are many parties / there is freedom	18
Pressure in Syria	There is only one leader	15
War and Violence	War in Syria	10
No Idea	Management I don't know	12
Earning with Social Studies	Forms of Governance	20

The study examined how the participants perceived the differences between the forms of government in Türkiye and Syria and the role of the social studies course in distinguishing these differences.

A significant portion of the participants stated that Türkiye has a democratic form of government. They mentioned the existence of elections, multi-party structure and freedoms in Türkiye. In Syria, on the other hand, factors such as an oppressive administration, no change of leader and an environment of violence were mentioned. Some participants associated war and violence with governance and mentioned the impact of this difference on living conditions.

Some of the participants stated that they learned about the difference in the forms of government between Türkiye and Syria thanks to the social studies course. They stated that they were better able to evaluate the differences in governance between countries with the inclusion of concepts such as "monarchy, republic, election and political party" in the content of the course curriculum. This finding supports the function of the social studies course in gaining political literacy. It also shows that this course contributes to the participants' conscious perception of the administrative structure of the country they live in. A considerable number of participants emphasized that they did not have an opinion on this issue, citing the fact that they had not been in Syria for a long time and had come to Türkiye at a young age. In this direction, some of the participants expressed their views as follows:

(M34) "...Syria has elections, but it's ridiculous. There is only one candidate. There are free elections in Türkiye. I learned about it thanks to the social studies lesson."

(F35) "...There is no democracy there, we have it here. There are many parties in Türkiye, we can choose the one we want. We learned this in social studies."

(M3) "...There is always Assad there. He never changed. But it is not like that here. We saw monarchy and republic in social studies class."

(M37) "... I learned about monarchy in social studies. That's how Syria is ruled. Before Assad, there was his father and now there is him."

Results and Discussion

This section presents the conclusions reached in line with the findings obtained as a result of the research.

The findings of the study reveal that Syrian asylum-seeker students' perceptions of the social studies course are generally positive. This positive attitude is characterized by the evaluation of the lesson as useful and enjoyable. Participants found the knowledge they acquired in history and geography subjects covered in the social studies course to be permanent. At the same time, it was determined that the social studies course has a functional role in providing citizenship and value education.

When the literature was examined, many similar studies were found. These findings have overlapping and divergent aspects with some studies. It is also in parallel with the study conducted by Şener and Başkan (2021). In the study, asylum-seeking students stated that the social studies course was useful, fun and instructive. However, in the aforementioned study, no details were given about the reasons why the participants found the course enjoyable, whereas in this study, the participants expressed their interest in the course on the basis of history topics and teaching rights. In the study conducted by Erten Özalp (2020), it was emphasized that asylum-seeking students who started primary education in Türkiye exhibited positive attitudes towards the social studies course. In the study conducted by Akman and Ekinci (2021), it was emphasized that Syrian asylum-seeker students generally found the social studies course interesting and useful. However, the concepts of value education and civic knowledge were not emphasized sufficiently in the study. In the study, some participants evaluated this course as challenging and not easy to understand. As a matter of fact, Erten Özalp (2020) and Polat (2012) concluded in their studies that asylum-seeking students are not interested in Turkish history and geography. The reason for this lack of interest is that the subjects in the social studies curriculum are different from the education system in their own countries. Çelik (2019) stated in his study that Syrian students had some difficulties in understanding social studies course content. He stated that this situation made the functioning of the social studies course difficult.

Participants stated that they gained knowledge of history, geography, rights and responsibilities in the social studies course. It was found that history topics in particular left a mark on the participants. This is supported by Akhan's (2021) study with Syrian students. In the study, it was concluded that history subjects were found interesting by the students. What needs to be questioned here is to what extent the interest in history affects citizenship consciousness. In the study, map reading skills were emphasized in geography subjects. This shows that the social studies course is functional in terms of spatial awareness. In their study, Seçkin and Erten Özalp (2020) stated that teachers face difficulties in teaching these concepts due to language and cultural differences. In this context, the fact that Syrian asylum-seekers expressed these skills clearly in the study shows that the teaching was implemented effectively.

The emphasis on rights and responsibilities shows that the course not only provides information but also develops a sense of responsibility. In the study conducted by Ünal and Çalışkan (2024), Syrian students' presentation of the concept of citizenship with values such as love, homeland and Türkiye is meaningful in terms of social belonging. Uysal (2022) emphasized that the social studies course is effective in imparting the value of citizenship to immigrant students. Merey et al. (2012) stated that citizenship education in Türkiye tries to convey individual and social values through social studies courses. However, this transfer should be evaluated within the framework of students' understanding of culturally sensitive education. In their study on culturally responsive education, Yılmaz and Günel (2022) emphasized that the social studies course is a tool for empathy and value-based bonding with immigrant students. Akman and Ekinci (2021) emphasized that they see the social studies course as an important resource for learning individual rights.

The findings of the study show that the social studies course has an important role in the development of asylum-seeking students' sense of belonging. A significant portion of the participants stated that they felt like a part of the Turkish people, while some participants stated that they did not develop a sense of belonging due to exclusion and marginalization. Berry (1997) found that individuals who develop a sense of belonging do not have difficulties in integrating into society, whereas individuals who feel excluded from society experience adjustment problems.

Çelik (2019) stated that racist attitudes and peer bullying make it difficult for immigrant students to feel a sense of belonging to the society. In the studies of Gülüm and Akçalı (2017) and Zayimoğlu Öztürk (2018), it was stated that immigrant students experienced adaptation problems due to social exclusion. In the study of Zayimoğlu Öztürk (2021), he stated that the social studies course did not have any effect on the adaptation of asylum seekers to Türkiye. In this study, the effect of the courses they take at school on the adaptation of asylum seekers to social life in Türkiye was examined and it was stated that the social studies course is not among the courses that provide integration. In another study by Zayimoğlu Öztürk (2018), social studies course content was found to be insufficient for the integration of asylum-seeking students into our country.

According to the findings of the study, the social studies course plays an important role in the acquisition of citizenship perception, rights awareness and social values by immigrant students. However, a negative classroom environment or teachers' inadequacies in multicultural education may prevent this effect from being realized at the desired level.

Taneri and Tangülü (2017) emphasized that the social studies course contributed to the acquisition of the value of tolerance and created a positive climate in the classroom environment. She also pointed out that it teaches students about individual differences and cultural diversity. Another noteworthy result of the study is the contribution of the social studies course to the development of communication skills. Likewise, Karasu et al. (2017) support the effect of social studies courses on social interaction by emphasizing

responsibility and communication skills as well as citizenship rights. In the study, it was concluded that the social studies course did not fully prevent peer bullying. At this point, Alparslan (2019), Temur and Özalp (2022) emphasized that students experience exclusion in the game environment and in classroom interaction. Therefore, when the achievements in the social studies course are not reinforced by individual experiences, the desired effect cannot be achieved.

The study shows that the social studies course has a limited effect on the bullying of Syrian asylum-seeker students by their peers, while it reveals values such as tolerance, respect, empathy and communication. Some participants stated that the social studies course created a positive classroom environment and improved their communication skills. This finding supports the finding of Semercioğlu et al. (2023) that asylum-seeking students and teachers established good communication and created a positive classroom environment. Similarly, Börü and Boyacı's (2016) observations that improving language-based interaction with migrant students improves the classroom environment support the communication-based contribution in our study.

In the research, it cannot be said that classroom interaction offered a positive experience for all participants. Kiremit et al. (2018) found that some students considered being in the same class with migrant students as an advantage while others considered it a disadvantage. This situation shows that the value transfer of the social studies course does not have the same effect on every student. The fact that the participants emphasized values such as fraternity and equality taught in the social studies course shows that this course is effective in creating a positive classroom environment. Karataştan and Akcan (2023) reveal that teachers' teaching students the value of empathy contributes to the formation of a positive climate in the classroom environment. Indeed, Ladson and Billings (1992) concluded that a classroom environment where differences are respected strengthens communication. This supports the potential of the social studies course at the theoretical level. Some of the participants stated that the social studies course was insufficient against peer bullying and marginalization. This situation reveals that the course needs to be reconsidered in terms of content and practice. Öztürk (2018) emphasized that the marginalization of migrant students is related to social factors beyond the curriculum. Şahin and Doğan (2018) show in their study that immigrant students' encounters with discriminatory attitudes negatively affect their school adaptation processes. These findings show that the social studies course alone is not sufficient in eliminating inequalities and should be supported by social dynamics.

When the findings are analyzed, it is seen that Syrian asylum-seeker students develop awareness of concepts such as citizenship rights, equality and responsibility through social studies courses. Most of the participants stated that they learned that they have equal rights with other individuals in Türkiye through the social studies course. This situation reveals that the social studies course contributes to the development of not only cognitive but also citizenship awareness. Çelik (2019) emphasized the contributions of social studies teachers in teaching concepts such as rights, responsibility and equality to immigrant students. In their studies, Avery (2004) and Çengelci (2013) stated that one

of the main objectives of the social studies course is to raise active, participatory and democratic individuals in society. This perspective coincides with the findings obtained in the study.

In the research, some participants stated that the value education given in the classroom was not always reciprocated in social life and that they were not treated equally in their social lives. This situation suggests that the social studies course is insufficient in preventing social inequality even though it shows awareness at the individual level. Gül and Şaşman Kaylı (2020) drew attention to a similar contradiction in their study with Syrian university students. The fact that students are exposed to social exclusion despite having adequate knowledge about their rights shows that the achievements obtained in schools may remain limited unless they are applied in social life. Baloğlu Uğurlu and Akdovan (2019) emphasized in their study that the social studies course has an important function in Syrian students' getting to know Türkiye and their adaptation to the society, but this effect may remain limited unless there is comprehensive social support. This approach is in line with the different trends in the research findings. The social studies course is an important tool in teaching the concepts of equality and rights. However, in order for these achievements to be reflected in daily life, social support is also needed outside the school. Otherwise, no matter how rich the social studies course content is, students will be exposed to marginalization and discrimination.

In the study, it was determined that some Syrian students defined the concept of migrant as war and forced displacement. Participants embody this concept through their own life experiences. Therefore, it was found that they were able to make sense of the concept of immigration more easily. This finding coincides with Açıkel's (2019) study, which states that forced migration causes physical and emotional losses. The fact that the participants emphasized that they had to leave their countries due to Assad and war shows that the meaning they attribute to immigration is based on experiences. Baloğlu Uğurlu (2022) mentioned in her study that an asylum-seeking student's sense of belonging develops over time in the host society and that this process is not complete at the beginning. This situation reveals that the concept of migration is shaped by lived experiences rather than the level of knowledge.

In the study, it was determined that the answers given by the participants to the concept of citizenship were more disorganized and abstract. While some of the participants considered citizenship as belonging to a place and fulfilling one's responsibilities, some participants did not express an opinion on this concept. This shows that the participants associate citizenship with belonging and responsibilities. However, the presence of participants who could not define the concept suggests that there are some deficiencies in citizenship education.

Çelik (2019) emphasized that the level of knowledge about citizenship value in immigrant students is limited and therefore the course should be restructured with a more inclusive approach. Memişoğlu (2014) pointed out that the citizenship values that social studies teachers aim to make students acquire most are respect, tolerance,

responsibility and solidarity, but stated that students experience difficulties in practice. This situation reveals that the social studies course should be supported not only with theoretical content but also with practices that touch students' experiences.

The research shows that students' experiences and what they learn in the course shape their perceptions of management systems. This is an indication that the social studies course has an important function in this regard. However, in order for this function to be sustainable, the course should not be based solely on the transfer of conceptual knowledge, but should encourage critical thinking and democratic participation skills.

In the comparison of the form of government between Türkiye and Syria, some of the participants considered the elections in Türkiye as multi-party democratic, while they considered the elections in their own country as ridiculous. This was justified by the fact that there was only one candidate in the elections. It was stated that this comparative perspective was related to the concepts that refugee students learned in the social studies course. The concepts of "elections", 'democracy' and "citizenship" in the social studies course made it easier for students to question and compare political systems. Memişoğlu (2014) stated that social studies teachers try to develop students' critical thinking, comparison, evaluation and social participation skills through citizenship education. However, the fact that some participants in the study stated that they did not see the difference in the administrative system between Türkiye and Syria shows that the social studies course does not have the same level of impact on every participant and that there are conceptual deficiencies. This situation reveals that citizenship education should not only be knowledge-based, but should be presented in a critical and practical way.

In their curriculum review, Şiraz and Bay (2020) stated that changes were made in the goals of citizenship education in the social studies curriculum between 1998 and 2018. After this change, democracy and active citizenship have been given more importance. Although this shows that the curriculum is designed to support democratic consciousness, it is insufficient in terms of concretizing in-class activities.

Recommendations

In line with the results and findings of the research, the following recommendations were made.

- Social studies teachers need to increase in-service training seminars in order to understand the problems migrant students experience with their peers, to create a classroom environment that prevents marginalization, and to communicate effectively with them.
- Social studies course content should be inclusive of migrant students, and projects and storytelling techniques should be supported to enable migrant students to share their cultural backgrounds in the classroom.

- The social studies course is an important tool in preventing peer bullying. However, in order for it to be more effective, it is necessary to cooperate with other branches and guidance activities.
- In the social studies course, the themes of migration and social cohesion should be taught both to provide information and to create emotional awareness. For this purpose, students should be given the opportunity to share the events they have experienced while migrating with their peers in appropriate environments.
- MoNE's curriculum development efforts can be organized without ignoring the needs of migrant students.
- In the social studies course, teachers should develop monitoring and evaluation tools that can be used by migrant students to measure their civic consciousness achievements.

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Extended Turkish Abstract

Bu araştırma, Türkiye'de geçici koruma statüsünde bulunan Suriyeli sığınmacı öğrencilerin vatandaşlık algılarının şekillenmesinde sosyal bilgiler dersinin rolünü analiz ederek çok kültürlü eğitim bağlamında önemli bir boşluğu doldurmayı amaçlamaktadır. Sosyal bilgiler dersi, vatandaşlık eğitiminin temel taşı olarak kabul edilmekte ve bireylere toplumsal yaşama aktif katılım, hak ve sorumluluk bilinci, demokratik değerler ile sosyal adalet gibi kavramları kazandırmayı hedeflemektedir. Araştırma kapsamında sosyal bilgiler dersinin, özellikle dezavantajlı gruplarda yer alan Suriyeli öğrenciler üzerinde nasıl bir etki yarattığı incelenmiştir. Ayrıca bu çalışma, toplumsal ayrışmaları önlemek, empati ve hoşgörü kültürünü yaygınlaştırmak ve öğrencilerde barışçıl bir toplumsal yapı inşa etmek için sosyal bilgiler eğitiminin dönüştürücü gücüne dikkat çekmektedir.

Araştırma nitel araştırma yöntemi ile yürütülmüş olup nitel araştırma yöntemlerinden fenomenoloji deseni kullanılmıştır. Bu çalışmada Sosyal Bilgiler dersinin etkili vatandaş yetiştirme amacının Suriyeli sığınmacı öğrenciler tarafından nasıl algılandığını ve anlamlandırıldığını incelendiğinden fenomenoloji deseni tercih edilmiştir. Fenomonoloji deseni, farkında olduğumuz ama detaylı bir anlayışa sahip olmadığımız olgular üzerinde odaklanmaktadır. Fenomenoloji deseni bireylerin deneyimlerini anlamaya yönelik bir yaklaşım sunduğundan, Suriyeli sığınmacı öğrencilerin Sosyal Bilgiler dersine ilişkin vatandaşlık algılarını derinlemesine ortaya koyması açısından uygun bir yöntemsel çerçeve sunmaktadır. Katılımcılardan yarı yapılandırılmış görüşme formu ile veriler doğal ortamda ve açık uçlu sorular aracılığıyla toplanmıştır. Bu veriler içerik analizi ile çözümlenmiştir. Araştırmaya bağlı olarak çalışma grubunu 40 Suriyeli sığınmacı öğrenci oluşturmaktadır. Araştırmanın çalışma grubunun belirlenmesinde kolay ulaşılabilir durum örneklemesi kullanılmıştır. Araştırmada bu örneklemin kullanılmasının temel gerekçesi, araştırmanın sınırlı süre ve kaynaklarla yürütülmesidir. Ayrıca araştırmacının belirli bir öğrenci grubuna doğrudan ulaşabilmesi de bu yöntemin tercih edilmesinde etkili olan bir diğer faktördür. Araştırmada elde edilen bulgular, Suriyeli öğrencilerin sosyal bilgiler dersini, topluma uyum sağlama, haklarını tanıma ve etkili vatandaş olma bağlamında önemli bir araç olarak gördüklerini ortaya koymuştur. Bu bağlamda, öğretmen eğitimi, müfredat geliştirme, okul ortamlarının düzenlenmesi ve çok kültürlü eğitimin yaygınlaştırılması gibi çeşitli eğitim politikalarının yeniden gözden geçirilmesi konusunda karar vericilere yol gösterici olabilir. Ayrıca bu çalışma, toplumsal ayrışmaları önlemek, empati ve hoşgörü kültürünü yaygınlaştırmak ve öğrencilerde barışçıl bir toplumsal yapı inşa etmek için sosyal bilgiler eğitiminin dönüştürücü gücüne dikkat çekmektedir. Öğrencilerin ders aracılığıyla toplumun işleyişi, devletin yapısı, bireysel haklar ve sorumluluklar konusunda farkındalık kazandıkları, kendilerini daha fazla toplumun bir parçası olarak hissettikleri ve gelecekte vatandaşlık edinme süreçlerine dair umut geliştirdikleri tespit edilmiştir. Araştırma sonuçları, sosyal bilgiler dersinin sadece Türk vatandaşı öğrenciler için değil, aynı zamanda sığınmacı ve göçmen öğrenciler için de kapsayıcı ve dönüştürücü bir işlev üstlendiğini göstermektedir. Bu kapsamda öğrencilerin hem akademik hem de duygusal gelişimlerini desteklemek amacıyla sosyal bilgiler dersinde göç ve toplumsal uyum konularının bilinçli ve kapsayıcı bir yaklaşımla

ele alınması önem taşımaktadır. Araştırma sonuçları ve bulguları doğrultusunda sosyal bilgiler dersinde göç ve toplumsal uyum temaları hem bilgi vermek amacıyla hem de duygusal farkındalığı oluşturacak şekilde işlenmelidir. Bunun için öğrencilere göç ederken yaşadıkları olayları uygun ortamlarda diğer akranlarıyla paylaşılmasına fırsat verilmelidir. Bu doğrultuda sosyal bilgiler eğitiminin, toplumsal bütünleşmeyi destekleyici bir araç olarak değerlendirilmesi gerektiği vurgulanmaktadır. Suriyeli sığınmacılar gibi büyük kitleleri etkileyen sosyal konuların eğitim ortamlarında ele alınma biçimi ise, bir toplumun birlikte yaşama kapasitesini doğrudan etkilemektedir. Bu nedenle, bu çalışma aracılığıyla elde edilen bulgular, yalnızca akademik literatüre değil, aynı zamanda sosyal politikalar ve eğitim uygulamaları alanına da önemli katkılar sunmaktadır.

Ethics Committee Approval: The protocols of Ağrı İbrahim Çeçen University for the year 2024 were followed to obtain permission for this research. This article is derived from master's thesis completed by the first author under the supervision of the second author. In accordance with the university protocol permission for the research was obtained from Rize Provincial Directorate of Ministry of National Education The ethics committee approval for this study/reserach was obtained from Ağrı İbrahim Çeçen University Ethics Commite. Ethics Committee Approval No: [E-95531838-050.99-98301], Date: [29/03/2024]).

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