

PERFORMING ARTS PRACTICES IN SOCIAL STUDIES TEACHER EDUCATION: PARTICIPATORY ACTION RESEARCH

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ABSTRACT

The art provides people a way to create works which show them how they see and think the world is. Taking this kind of perspective is important for functionality of sophisticated social studies teaching programme. According to this, by means of social studies in this study, it is aimed to provide a development in pre service teachers' career development, personal development and the development of ability, value and experience with the performing arts practices. In this context music, theatre and dance, which are among the sub fields of performing arts, are worked. With this process, it is aimed to create social changes and improve individual perceptions which exist in action researches' nature. This research is planned to be "participatory action research" which is one of the qualitative research methods from action research pattern. Various observational notes, interviews, video recordings, and assessments were collected and datas are analyzed by content analysis. According to datas gathered from the research, the experience, knowledge, experience, ability and personal, psychological, cultural and artistic reasons are effective in preferring an art activity. Performing arts affect academic development in personal and social means, performing arts give people a chance to discover their strong and weak sides, moreover they support personal development. Performing arts are effective on knowledge, experience, value, vital and social abilities in the context of career development. The results showed that the performing arts provide quite important developments in experience, academic development, personal development, career development, ability and value context in means of the pre service teachers' professionalization. By regarding these contributions, performing arts should be integrated into the education as a field of application in teacher education. In the context of related disciplines, performing arts should be integrated into the social studies teaching programmes and teacher training programmes.

Keywords: Social studies, performing arts, teacher education, *participatory* action research, preservice teachers.

INTRODUCTION

The effect of culture in human life has been discussed from past to present with its social, moral and spiritual extends. With The things that nature created and the human connection with the world, the perception and life of human has been formed. This connection has created a common understanding in time and this led people to share and produce. At a point, the people's search for happiness provides the basis for a lot of cultural activities. Cultural diversity, which appears with the experiences like handicrafts, language, literature, theatre, music, dance, sport, societies' expressing themselves with artistic activities, exploring and developing their own creative powers have made societies create specific sense of beauty.

Culture is a group of productions reflected as abstract-concrete with the savings of people's activities with nature or against nature; in response to the ones produced by nature. Human being culturally transfers the things he/she acquired during time and moreover learns lots of behaviour such as surviving, eating, drinking, sheltering, lasting for ages, having fun and being sad. Naturally, learned things will increase with the new cultures, will be recreated and transferred. Traditional cultural principles and transfers based on historic roots will find a more important and special meaning in this formation (Özdek, 2015).

Lots of cultures express their cultural norms, emotions and ideas with narratives, folk and visual performing arts. And this sort of expression comes from the nature of art (Burstein, 2014). Some fields of arts have been important tools such as the painting which is an amazing cultural transfer tool making people's spiritual world colour up; the music (Ayhan, 2015; Erdal, 2007) which had always a meaningful positions for transferring emotions in historic ages, by the nature of people which is able to reflect the system's images. it was born in anyway and make interaction between mass culture and national cultures. It is clear that it canalizes people in a good way (Akdoğan, 2001; Mert, Albayrak and Serin, 2013).

The art history is as old as history of humanity. It has existed with the existence of human. It has played a central role in local communities' identities and their cultural performs as it is the human's way for knowledge and action (Chapman, 2015). Universally the art has been seen as one of the common languages of individuals and societies with its certain rules, criterias and features. For the ones who attach artistic activities to their professional life or for the ones as audience, the art is a free time activity in which people waste their time and they re interested of it. Because of this, it includes nearly all attended activities in (Köse, 2013). On the other hand the art is an integrated form of knowledge together with music, drama and literature. So, it is the catalyzator for developing conscience (Southworth, 2009). Also the art has a unique power in means of exploring creative opportunities in people for themselves and the rest of the world. As visually, cognitively and effectively, It connects humanity to the basic human needs in means of "mutual sharing" and "creating". It is in the nature of the art to create some spaces that it can foresee something out of the field that it, the society,

the world and the thing already ready for it belong somehow. In general frame, there is a free zone in which we can push the envelope for the sake of creativeness of the art and beyond the conditions, new identities and possibilities can be explored (Krensky and Steffen, 2009).

In the process of image "dream", which is on the focal point of artistic activities, occurs as a result of moving objects or events perceived by senses to the consciousness, attributing different values related to subjective, individual features. The images are associated, evaluated, based on an individual extent and formed by which different features appeared in person's own specific structure, directs this skill (Er Bıyıklı and Gülen, 2018). As from surpassing the nature's classifier conditions such as hunger, thirst, illness and war, human beings start to show civilized features. They plunge into a quest distinctively, develop creativeness and lean to art. In this context humans turn into humans who think, imagine, dream and they get the power and desire to visualize these as symbolic elements with colors, forms and images (Ağluç, 2013).

Creative imagination depends on some different factors and works complicated. It shows different features on children and adults. These features takes different forms depending on the age and developments. Thus, in every development stages of childhood, creative imagination works as reflecting the stages of development. As the opportunity to experience the imagination increases, it is formed with the things perceived from life and savings slowly. Due to the interaction with environment, complication or simplicity of the life, the traditions and their effects encourage, direct the process of creating and this situation is different from adults. Because the imagination of the child is much richer and fantastic. Likewise, the benefits of the child and adult are different, too. Depending on age, as the child grows up, his/her fantasy and imagination power decrease (Vygotsky, 2004).

Integrating the art into the educational process provides meaningful contributions. All over the school life, by enabling all students in any skill levels to explore and develop their skills, it creates the opportunity of access to written and verbal curriculum. It supports the academical and social successes of the students (Lloyd, 2017). According to Alakuş (2017), art education develops aesthetics perception and ability of an individual. This situation enables individual to see the real world more aesthetic and beautiful and to be happier person. Culture and art include important tools in means of next generations' being more dynamic and qualified. To make modern art education a part of curriculum and to catch the creative cycle with some activities such as a teacher's allocating time for students to view and discuss the artistic works with the students, choosing important, meaningful and clear works for the students in regards to the students' interests and skills let all information be held as a whole (Vahter, 2012). From another aspect, beyond the words and written expressions, seeing and feeling with the power of visual display shows the difference of visual education. In fact, seeing and looking are different things from the artistic point. Interest, curiosity, imagination, analysis, discussion, record, sharing, taction experience, expressing etc are some words including formations which re

taken with seeing and looking related to "observation", "questioning" and "communication". With the help of a process of seeing and learning a visual language, the art supports the observation, research and communication skills of a child (Southworth, 2009). According to Crowe (2006), when children deal with meaningful and entertaining activities, in which they can be face to face with their friends and they are compatible, they learn best.

In education by using integrated approach in planning educational units, teachers can use art activities as tools in which the students can explore their ideas and solve problems. According to Dorn, Madeja and Sabol (2004: 84), in art, the students are supposed to know (a) what they do, identify this and explain the activity, (b) what is required to think about principles, images and feelings which need to be on their mind in application process, (c) which concept they will apply, (d) the thing causes failure, (e) requirements to be good, (f) which historic, cultural and philosophic information is required.

The key competence, which is accepted commonly for all the steps of education fields, is the critical thinking ability of the students. Analysis of the knowledge requires critical thinking; and this entails to question and handle the importance and meanings of the inferences expressed or experiences observed. For the students, critical thinking develops at this point of the process of taking over art performances which gives them the opportunity to evaluate the world around them (Nilson, Fetherston, McMurray and Fetherston, 2013).

The children are creative, game masters but to make them aware of art fact's differences, diversities, equabilities; to make their ideas clear and develop them, they need to be directed to the art. While managing this, the teacher should reveal some important roles, domains and concepts. For the children art is an inseparable part of life in culture and it provides them powerful tools to help their learning (Samuelsson, Carlsson, Olsson, Pramling and Wallerstedt, 2009).

Social studies represents an immense field to learn and teach with interdisciplinary and innovative methods. Art based pedagogy in terms of social studies teaching is beyond the traditional methods. It is reflected to their experiences which they build with performing art or scenario and live, the reality becomes subjective (Dato and Chagani, 2011). Social studies presents a world that realities can not reach and there are no limits, beyond the interdisciplinary curriculum and even much more beyond "knowing". Interdisciplinary approaches in social studies leads to integrated knowledge. When art is used in social studies teaching, the students start to identify their cultural background and value them. Within this context, purposive integration of the art with the social studies and its contributions for developing cultural knowledge, awareness and sensitivity should be taken into consideration (Taylor, Monck and Ayoub, 2014). From another aspect, one of the biggest aim of social studies is to encourage the students to be citizens who have critical conscious minds. In theory, fragmented knowledge approaches can not reply to the complications of the subjects which are common in students' lives. Therefore,

the integration of art-based pedagogics to not only the general educations but also especially to the social studies education gives a potential in means of not only for teaching the students' knowledge interestingly and build it together but also to enrich the learners with rational reasons and feelings (Datoo and Chagani, 2011).

Art provides people a way to create works which show how they see and think the world is. This kind of taking perspective is important in means of functionality of all purpose social studies' teaching programme. The students who learn history, culture and geography interactively with more than one perspective widen their world sense. The art has more effective potential to reflect the senses beyond any other communication ways (Burstein, 2014). Being used as a tool to study social studies terms, art helps the students connect and relate to their daily lives more and develop their understandings about societies deprived from their rights and more marginalized in time and place as well as certain historical personages. Using arts as an additional way through social studies contents helps students understand better. Using arts develop student understanding by providing concrete tools and access strategies and also wants students to act with a concrete product even create it; this connects the students to the content with real, clear and related ways. Social studies can use arts as a tool for showing how they did not understand terms, words and content (Burstein and Knotts, 2011).

The art is the way of expressing the societies' identities and cultures. "The image (dream), which exists in art's nature, attains a culture with its distinctive structure and is seen as one of the mutual languages of the society. Artistic actions are valuable in means of education. Life, which is lasting throughout the imagination from childhood to adulthood, needs to form itself with the education; this determines sensual strength of a world full of wealth and fantasy. When a person starts to show specific and civilized qualifications, goes towards the arts. Performing arts include numerous cultural expressions in cultural heritage fields which are not immaterial and reflect human creativity with a wide practice field composed of vocal, instrumental music, dance, drama and pantomime (UNESCO, 2019).

Arts education is an opportunity to grow up people who are sensitive for social problems, produce values and are consistent by going beyond the classical approaches with its dynamics through the future. It helps create new artistic styles and thoughts by going beyond the traditional one while it examining traditional styles and contents. The knowledge represented by the type of art with its own language turns into a qualified wealth in people. Art education provides cultural values to be understood and societies who produce these values to be known. (Ünver, 2016).

Learning and development process have an important role for children and teens who will be an individual in the future. Art education is an education with art. While the art emphasizes mutual and interwoven links between senses and thought, at the same time, it has the power of making effective all of the educational processes. The experience of the individual with the art work educates all mental capabilities and processes,

features as senses, sensations, perceptions, imagery, thinking, mentions and associations. The creativity which exists in art's nature, gathers these features (San, 2003). Art education has some extents as protecting scientificness, rationalism, modernity, environment, cultural heritage, traditional styles and contents. It must be emphasized that art education perception makes education and art acculturate, raise awareness by gathering them together with a interdisciplinary and wide perspective and make an individual direct through a way in which s/he can express own in these processes or after them (San, 1993).

Art provides a person enjoy his/her life and have fun by giving an esthetic joy. Art prepares a person to the ideal life, which is more superior than real life, with the senses and thoughts that art made active by addressing spiritual world. It helps gaining behaviours such as aesthetic sensitivity, respect to different ideas, giving value to different cultures, gaining the awareness of protecting art works and sharing global values. Individual reaches ethical values. People and societies who know culture and art works, protect them, are sensitive for cultural heritage and struggle for transferring this heritage to the future, make empathy (Mercin and Alakus, 2007). The value is commonly related to aesthetic. Education holds the aim of make people gain an aesthetic disciplinary by rules and announcement in means of developing and forming the perception through art and beauty (Özalp, 2016). At this point, it is necessary to give aesthetic perception to little kids by differentiating it with culture and education (Gökay and Demir, 2006). The art make children and teens' mental, sensitive and social changes develop with creativity in teaching environment (Uysal, 2005). The child needs using creativity to reach the wide universe in his/her world and the teachers' counseling is also required to make him/her use this creativity (Gökalp, 2017).

The studies, which encourage the research and reflection, connect theory to the practice and create the links between pre service and in service (Kitchen and Stevens, 2008). These studies make them realize the real situation, encourage the sustainability in education, make them gain abilities as organizing an educational environment (Salite, 2008). They give opportunity to make necessary changes for social development thanks to replanning, observation and reflection circles (Hine, 2013), and base on carrying out the process as a flexible circle to put the current situation into a better one (Tezcan, Ada and Baysal, 2016), give high qualified results in teachers education. Especially presenting a learning experience about scientific research and practice to the pre service teachers in the periods of pre service, by creating chances for them to train as a teacher, making them gain teaching experiences and abilities make the researches more valuable (Kuzu, 2009).

In the literature, for affective learning and teaching process, besides the works which bring advices in the context of development and professionalization; there are some practice based works holding the pre service teachers' training in means of their knowledge, ability, value and pedagogical sides. When the researches, which are done in different levels and education's various stages, are examined, it was seen that action researches are made for the aims such as developing teaching abilities in different subjects (Avarogulları,

2015), whether the practices through story writing programme lead changes or not (Karakoç Öztürk, 2016), to produce solutions for the behaviour and learning problems of the students who have rapport difficulties (Güner Yıldız and Kurtova, 2017), to make propaganda of social studies education with producing media (Altun, 2015), teaching activities aimed at making use of museum and historic places directly effecting the perception of museum and historic places (Üztemur, Dinç and Acun, 2017). Some researches handled with pre service teachers are action researches related to some subjects such as the processes of acculturation and vocational socialization (Saçmalioğlu, Gürsel and Alagül, 2017), changes of ideas in terms of scenario based learning approach's using (Erduran Avcı and Bayrak, 2013), habits of library using (Canbulat, Kula, Şahin, Tamtürk and Eskicioğlu, 2012), digital narrative experiences (Göçen Kabaran and Aldan Karademir, 2017). When the researches, done with the social studies' pre service teachers, are examined, some studies were found on some ideas related to developing scientific literacy dimensions (Şahin, 2017), learning active citizenship values (Namlı Altıntaş, 2018), activity based teaching in social studies (Akkuş, 2015), increasing cultural sensitivity (Tuncel, 2017), encouraging a powerful social studies view (Ritter, 2012), focusing on self efficacies and social studies' beliefs (Haverback, 2017), the contribution of action research to the professional development of pre service teachers (Ryan, 2017), the use of drama in the education of human rights and democracy (Tuncel and İçen, 2016).

Throughout the world, the trainers of the teachers and politics makers call for teacher preparation which concentrates on the practice (Jenset, Klette and Hammerness, 2018). Art based researches are applied in various disciplines as health, psychology, education and anthropology which have gained a popularity in qualitative researches recently (Wang, Coemans, Siegesmund and Hannes, 2017; Gouzouasis, Irwin, Miles and Gordon, 2013).

Academic, cultural, pedagogic contributions of art education are supported in literature too (Adjepong and Obeng, 2018). Art based researches use artistic styles and terms to discover, understand, represent and affect the human experiences (Wang, Coemans, Siegesmund and Hannes, 2017). Teachers researches have gained a successive importance in contemporary societies in means of self exploration and evaluation (Hong and Lawrence, 2011). In another context, pre service teachers have limited experiences that they can use their art experiences to plan, schedule and practice in the job. However in teaching expectations of planning meaningful art experiences can be come into question both for school management and parents and children; then when it happens, how art activities will be held in classroom can be a matter too. The personal and professional relation with art education influences the place, value of the art and integration with the art. This significantly hinders the confidence, self-efficacy and content knowledge of pre service teacher; also this hinders not only the educators of teacher addresses pedagogic content and applications in art education but also they connect to personal experiences in detail (Lemon and Garvis, 2013).

Even there are few works about performing arts, in current researches we can see that both teachers and students can perform the school dramas and musicals focusing on practice and make drama, music, dance and visual arts connected to the studies (Nompula, 2013), performing arts affect the students academically at risk (Barry, Taylor, Walls and Wood, 1990), it is offered to add creative art forms into either courses or curriculum in pre service and in service for more qualified teachers (Alter, Hays and O'Hara, 2009). It contributes to the art education field by dance, drama, music and visual arts' presenting a general aspect to the disciplines (Sanders, 2006) drawn attention. Theatre, music, opera and dance which are kinds of different production mods and organizations and each of them are composed of various disciplines are referred to the term of performing arts (McCarthy, Brooks, Lowell and Zakaras, 2001). In this context, in spite of the studies being holded with the sub fields as music, drama, dance; the studies being evaluated totally are quite limited.

This research different from the current researches about performing arts in literature, is important with the way it holds social studies pre service teachers' experiences, academic, personal, career, ability and value developments extensively by using performing arts practice. In this context, it is assumed to widen some parameters in teacher education, improve personal perceptions and create a social development in pre service teachers by integrating some theoretical subjects with performing arts practice. According to this, by regarding social studies in this research, it is aimed to provide pre service teachers the development in means of their career and personalities, ability, value and experiences. This context, practices as music, theatre, dance which are among the sub fields of performing arts, are applied.

Social studies have an interdisciplinary feature as art education. Both of the fields have a mutual mission for teaching societies and raising them to the contemporary civilization level. It can be said that the matter of both growing ideal human, teaching and adopting them mutual values (Akhan, 2013) also making them productive individuals who look from a wider perspective is the most important feature. However social studies contains a complex and wide field in itself. Ironing out this complexity and supporting compelling struggle depend on teaching styles. Art integration is used as an approach to develop the presentation of social studies content. (Colley, 2012). From this hypothesis frame, it is seen that growing up an individual who produces, solves problem, think analytic, is entrepreneur, determined, has high communicative abilities, makes empathy, contributes to society and culture (MEB, 2018) is coherent with art integration; thats what social studies teaching programme predicted. Meanwhile, this teaching programme emphasizes that the individuals who gained moral integrity, self awareness, self confidence, self discipline, social abilities, aesthetic sensitivity, adopted national and moral values; can express themselves by using various instruments including music, performing arts, literature and visual arts. Sensitivity emphasizes some values as environmental sensitivity, sensitivity of cultural heritage and aesthetic (MEB, 2018). there occurs the need for innovative studies related to art education capability which provides 21th centuries' abilities in teacher education to teach more qualified teachers (Çakır İlhan, 2003). If the qualified teachers integrate the art into their teaching ways, it will increase

the success of teaching, too. At this point, the pre services are in need of being given application opportunities related to art and having support to attend art activities (Yılmaz and Şahan, 2016). Moreover applied courses which can develop their awareness levels and teacher professional capabilities in terms of their pre service art perception and provide them internalize these capabilities should be concentrated on (Yazıcı, Boydan and Pınarcık, 2016).

Through this way, the question of “Is it possible to make social studies pre service teachers’ career and personal developments, ability, value and experiences more powerful with performing arts practice ?” is the problem of this research. Here answers are supposed to find for the questions below in this frame.

- 1- How is the situation of social studies pre service teachers in means of performing arts?
- 2-Which developments can be provided academically for social studies pre service teachers with performing arts practice?
- 3-Which developments can be provided in means of personality for social studies pre service teachers with performing arts practice?
- 4-Which developments can be provided in means of career for social studies pre service teachers with performing arts practice?
- 5-Which developments can be provided in means of ability and value context for social studies pre service teachers with performing arts practice?

METHOD

This research has been planned as *participatory* action research from action research pattern of qualitative research method. Action research is a name given to a clear way of researching our own learning. It is a practical way to look at the practice for controlling whether it is as it is required or not. Due to the fact that the action research is made by implementer, It is often called as “implementer research”, “implementer leadership” or “implementer based researches” (Mcniff and Whitehead, 2002). Action research is a systematic approach which provides people to find effective solutions for the problems they are exposed in their daily lives. It is based on the localized works depending on understanding need for how events occur, how stakeholders perceive, evaluate and feel the events related to inspected subject instead of just looking at what is happening (Stringer, 2007). On the other hand, action research is a life research practices family which aims to connect practices to the ideas in human services diversely (Reason and Bradbury, 2008).

There are collective undertaking to search a situation or problem which can not be solved in method and a decision to make a collective action which leads to a solution on behalf of people. Aims determined in process are carried out with the action process as exploring, building and acting the knowledge in different moments during research process (McIntyre, 2008).

Participatory action research is a sub kind of action that is research can be identified as an investigation related to participants' themselves who are socially connected to each other with the purpose of improving the situation participants are involved in by them' (Lune and Berg, 2017: 138). *Participatory action research* is a choice that is required to be understood and taken into consideration in qualitative research methodology. Even there are some difficulties to do an action research, it is a quite beneficial research methodology that is easy to perform for any participant who wants to act and change (MacDonald, 2012).

Developing action plan

According to Burmeister and Eilks (2013), the planning process, with the partnership of an implementer and an accompanying researcher or a group, is an essential factor. Here there is not only avoiding from the problems of evaluation/reflection but also effort of providing the harmony with daily teaching practices of every design of communication and reflections between different implementers/researchers. Accordingly, working, planning and practicing processes of the research have been created.

Current research has been held on by getting support from domain experts related to discipline field including every work group. During the action, support from a music teacher within chores studies, from a drama club within drama studies and from an instructor working in public training center within folk dance has been taken. Weekly action plans have been formed by consulting with the experts during the process. The experts have been supportive in performing studies, providing practice directed information and abilities coordinately, making action process reach objective outcomes and controlling the groups. The researchers have gathered the reflections appeared during the process in their weekly action plans. The inadequacies between theory and practices in intraclass practices and education out of class, its booster position for the gaps living in personal and professional development has been tried to keep down as far as possible.

Every week conversations have been made up with the participants after the practices and in these, all students' ideas had been taken. Every one of the groups had chosen their own coordinators and that coordinator had reported failing aspects of the study, appearing problems and how the solvable problems have been solved.

Awareness conversations have been made up with every single group. At that point, the dialogues between participants, their interactions, social aspects, educational activities, their styles of taking responsibility and performing, their attitudes through cooperation, their problem solving activity styles have been examined and their ideas about that matters have been taken.

Pre service teachers were at the practices 8 weeks in total for every activity in frame of determined plan. During the practice process, researches have spent various time with the pre services both in the lesson and

out of the lesson, joint the practices together and observed the practices. At the end of the 8 weeks, the chore, drama and folk dances determined in 10th December, 2017, were presented to the teachers collage's students and academicians with an activity of "10th December world human rights celebration programme". Necessary permissions related to study and representation of programme were taken. Datas have been gathered by researchers in every step of practice process.

Working days and hours;

The chore: Monday, Tuesday, Wednesday, Thursday, Friday (12:00-13:00) total: 5 hours

Drama: Monday (14:00-17:00), Thursday (15:00-17:00) total: 6 hours

Folk dances: Wednesday (15:00-17:00), Thursday (15:00-17:00), Friday (17:00-19:00) total: 6 hours.

Before process

Before carrying out this project, in 2016-2017 fall and 2017-2018 spring terms for 4 hours (2 hours theoretical and 2 hours practice) special teaching methods I-II courses of pre services have been exercised and the problems related to practice process have been determined. The obstacles related to pre services' mutual values, abilities, individual differences and experiences have been observed and reported.

Needs analysis have been made with pre discussion in social and educational context? According to voluntary basis, by being taken their requests with a form, pre services have been directed to the groups they are in interest. It has been tried to make pre service teachers' being active in the activities possible by struggling the current opportunities' limits.

Links between theory and practice

Pre service teachers' tensions and their reasons about the links between theory and practice have been identified in practice courses. According to Darling-Hammond and McLaughlin (1995, as cited in Kitchen and Stevens, 2008: 9), when the teachers started to create complex ability sets required to reflect their practices in a critical way to address the students' needs, it becomes harder to create a link between theory and practice. Similar resistance points come into question for this research. To complete this gap, a set of complex subjects has been tried to be understood with feedbacks. In the educational process started with identifying the pre service teachers, when the reasons of tensions living in current conditions were examined, if enriched education environments and interdisciplinary approaches is not provided, it has been realized that the mutual problems could not be troubleshooted. The theory has been tried to be revealed with questioning, criticizing, discussion and at the end practicing how the educational readings are. Because it is possible to see the truth of perceptions in pre services' performing arts performances (mid-term evaluations), the process and the results have been evaluated by following them step by step, the individual developments have been followed. Related to aims, clues brought to positive improvements, have been given to make pre services active as far as possible. With the ideas taken at the end of the research, learning outcomes have been evaluated as a whole.

Research field

This research has been made out of class related to "special teaching methods II" course in social studies education department of education faculty in university the researchers work. The practices in the institution have been made in a classroom, a multi-purpose hall and a drama stage.

Participants

In the group the research being made, there are 46 girls and 40 boys, totally 86 preservice teachers. The distribution of the pre services in the groups is as; the chore: 57, drama: 10, folk dance: 19. The study has been applied to all classes and data has been gathered from all. Semi-structured interviews have been made with all students after the practice had finished. Cited activity reflections also belong to the students. The research was conducted with 86 voluntary participants.

Researcher attitude

Researcher researchers stayed with a studied community or group and near it, contributed to the process as a participant and also as an expert if it is required, collaborated stakeholders of group or community. Other participants contributed to the process with their physical and/or intellectual sources. According to Stringer (2007) researcher turns into a consultant or facilitator who works as a catalytor to support them while producing effective solutions for the subjects related to them and help stakeholders identify their problems clearly.

Researchers are academic staffs who work in a state university, one of them has 22 and the other has 10 years experiences. Activities made in practice lesson are available for action research's experience and this experience was the background of the study. Studies in continuing normal process had provided a foreseen that deficiencies in the practice would be gained with the external class environment. Thus, strengthening the links between theory and practice with a study of external class, making some unnoticeable aspects noticeable by increasing the experience chance are expected. On the other hand researchers had believed that they could shape the individual and professional developments of pre service teachers according to the reflections during and at the end of the activity with the aspect related to their own professional experiences. The link between "teachers efficiency" and researcher's teaching experience with academic aspect had been the main philosophy of the problem. At the same time in this study, student centered education in which constructivist approach is taken into consideration in teacher education system had been indigenized.

Data collection tools

The research had been carried out with the frame of a clear planning by supervising the necessities stated in relation with the actualization of participant action research process by Lune and Berg (2017). Depending on

this, first of all that why they should attend the data collection process to the stakeholders in research has been explained. Through the research question, informations fulfilling the research problem solving potential have been collected. These informations are the individual and group meetings with stakeholders, aspects and observations appeared during action process. The process has been followed with observations, interviews, video recordings, limning, record keeping and reports in the rehearsal and final presentation. Every group was in the control and follow of a group leader in charge. Leaders of the group had officiated the interviews, observations etc. as the assistant of researchers. education in terms of data collection techniques has been given to the assistants before the action. In the whole action process, researchers had attended the practices, recorded their own perceptions, evaluations as data tools. Discussions have been made with the stakeholders before the research and after that semi structured interview has been made.

The group activities of pre services have been recorded during the process and by watching these videos, the researches had taken notes after all. Recordings have been made by using a digital video camera and camera stand. These recordings have been recorded in a computer every activity ending day.

Determining research questions (pre interview)

According to Lune and Berg (2017), the first step of the research is to determine the research questions. Determining the conditions of stakeholders and drawing determined problems to interest groups attention take part in this process. The main thing here is to accept the necessity of the subjects, which are required to be studied at the end of brain storm with stakeholders, in terms of stakeholder, and their being not just researcher's interest. In this context, there is a mutual act with the stakeholders in formulating the research questions and preparing them. There were some debates about the necessities related to professional development and capabilities of social studies teachers through studying with stakeholders in this context. The stakeholders were asked to explain what kind of problems they have through the aim of research. Questions were produced by acting with mutual ideas.

The findings which lead to research questions have been evaluated in pre interview which had been done with the stakeholders before the research. According to this first of all problematic, of to what extent the targets have been achieved in class practice, was discussed. Practice lesson is seemed as the first start point to the profession. According to this, pre services have trouble in passing from theory to the practice. As the practices increased, the pre services realized that they have some abilities but this is not enough.

On the second stage, the problematic of whether it is possible to solve the individual and professional inadequacies with the individual and group activities or not has been discussed. Here because they did individual studies generally in the most of the education stages on group activities, they want to experience

such a thing. They have troubles especially in uncertainties in individual talents, stress, oratory, creating joint approach, taking joint responsibility and behaving collaboratively.

On the third stage, they have been asked to evaluate their own situations in means of professional experience. They think that they can solve lot of problems with the help of an out of class activity leading to a performance exceeding the limits of class environment. They think that they know about the social studies education programme's abilities, but they have no exact idea about how they can make it gain and this must be developed. It is thought that collaboration in group activity process, can provide an individualism through socialization, an individual development in lot of areas such as expressing your own, development of tolerance, being aware of differences and respecting them, communication.

In the last stage, there was a discussion about the problematic of whether performing art activities can help solving the current problems or not. Here the participants foresee that it can be effective in embodying the abstract subjects, being active with the help of using more than one intelligence field, internalization, learning by practicing, gaining awareness. Moreover it is thought that performing art activities will be model practice in means of profession and the pre services will have an evaluation opportunity on their own.

After the classroom have split up three teams. And these teams have followed both their own Studies and the others'. They'd empathized, analyzed if they were in the other activity, how they d be and made evaluations by making some inferences. The success of cooperative learning have been proved with feed backs at the end of the process.

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In present process these questions were arose with the stakeholders in the research;

1. How can the empathy abilities of pre service teachers be developed?
2. Can the music be used effectively as a primary source in social studies education?
3. Can performing arts be used effectively as a primary source in social studies education?
4. Does an activity on a current issue provide academic performance increase with drama/theatre /chore?
5. Can an activity on a current issue create a social awareness on pre services?
6. Can the performing arts of activity provide the pre services who have various talents to explore their secret talents?

7. How can the pre services attend the group in relation to its increasing the skills and values?
8. Can they feel that they contribute to the society by presenting the social participation with a collective activity?
9. Can more than one activity kind be attached to the education in out of class?
10. Is it possible to develop the image of the students with interaction to eliminate the prejudices obstructed to the social problems and stereotypes?
11. How powerful is the effect of the outcomes gathered in performing arts of activities?
12. Do the performing arts of activities develop the evaluation learning process?

Final interview (semi structured interview)

Interviews have been made with the pre services by using semi structured interview forms at the end of the research. The questions have been created by scanning the literature related to the subject and by having regard to the research results related to the education performing arts of activities that are happening on the level of university both in Turkey and the world. Throughout the determined scales, draft form consisting 18 questions has been created and opinions have been taken from 4 subject domain experts, a Turkish domain expert and a domain expert of assessment and evaluation in terms of determining the content validity of the form. In accordance with the received opinions, necessary arrangements have been done in questions. To control the draft form in means of aim, convenience and comprehensibility, a pre interview had been made with 8 pre service teacher of social studies who did not belong to action research group. In accordance with the suggestions, interview questions have been rearranged. Also, by renegotiating with 4 subject domain experts on draft form, the main shape has been given to the form. Through the correction and suggestions, interview form consisting 12 questions has been decreased to 10 questions, the main practice has been done with pre service teachers of social studies. The sub problems of the research are the main categories of interview questions. Interview questions and main categories that these questions involved have been presented in following table.

Table 1. Interview Questions and Main Categories

| Main categories | Questions |
|------------------------|---|
| Experience | Have you ever been in such an activity before? |
| | Why did you choose this activity? |
| Academical development | Which activities would you like to join different from these? |
| | In which subjects do you think your activity developed your academic performances? |
| | In which subjects do you think your activity contributed to shaping your professional and individual ideas related to future? |

| | |
|-----------------------------------|---|
| Personal development | Which of your powerful and weak sides do you think your activity made you realize? |
| | In which ways do you think your activity contributed to your personal development? |
| Professional development | In which ways do you think your activity contributed to your professional development? |
| Development in ability and values | In which ways do you think your activity developed your vital and social abilities? |
| | Which one of your abilities and values do you think your activity provided a development? |

The interviews had lasted approximately for 45 min. in the meeting room of the unit. All of the interviews has been made face to face by getting appointment from pre service teachers. The interviews have been recorded to the recorder and transcribed by researchers with getting permissions of participants. Datas gathered from interviews have been evaluated by content analysis. Moreover descriptive analysis has been done. The datas have been debated with a domain expert with the aim of providing internal validity in qualitative datas, the revealed codes and themes have been examined by 4 domain experts and according to the feed backs the form has been shaped.

The stages in action research process have been explained in detailed to increase the external reliability of the research. In this context, the model, working group, data collection tool, data collection process, data analysis and evaluation of the research have been identified.

The reliability in qualitative datas in the research have been calculated as $\text{reliability} = \frac{56}{56+2} = 0.96$ by taking the formula of "Reliability = consensus / consensus + dissensus " into consideration (Miles and Huberman, 1994).

The analysis and evaluation of the informations

Datas have been evaluated with the stakeholders in this process. With regard to the explanations that Lune and Berg (2017) expressed related to data analysis process, some critical matters related to questions or problems determined in data analysis obtained from action research perspective, have been handled in a way of explaining the problems of research. Special studies have been made some times to handle the problems clearly. The aim is not only to create a theme and category but also to understand datas, situations and structures better. The aim here is to evaluate these datas about these elements for participants, to explain the gathered datas and make qualified decisions. This process reveals much more than an explanation for the informations collected before. Besides, this process presents a tool to reflect the things the participants discussed on their own (caught in data) or other participants expressed.

Datas gathered from the interviews which have been made to determine illusions of research process on pre service teachers have been analyzed by content analysis. In the first stage for this process, a code list has been produced, themes/categories have been created, datas non confirming to categories and divagated situations have been examined. Analysis in means of mentioned matters related to recordings has been made, it was

turned into written document in detail. The codes have been reached from datas gathered from interviews, sub themes have been reached by gathering the codes together and the themes have been reached by gathering the sub themes together; findings have been evaluated in accordance with these themes. While the ideas have been expressed to whom they belong, P1, P2...P53 codes have been used. Datas have been explained and evaluated by including frequencies and direct citations on determined codes and themes.

FINDINGS

The contributions of performing art activities to the social studies pre services were presented on the extent of experience, academic, personal, professional development extent, capability and value development extent in this part.

Experience; 39 of them have attended the activity before and 47 of them have attended for the first time in this research. Findings, related to why the participants chose the performing arts of activity they have implemented, have presented below.

Table 2. The Preferred Reasons of The Performing Arts of Activity

| Theme | Sub theme | f |
|------------|--|----|
| Knowledge | The fact that social studies includes human rights subject | 2 |
| | For the awareness of meaning and importance of the day | 7 |
| Experience | As I have already been in a similar activity | 7 |
| | As this is the first time I have ever been in such an activity | 3 |
| | His/her seeing it as a convenient activity for himself/herself | 7 |
| | Desire of living a collective experience | 2 |
| Ability | Ability's Being convenient to this study | 2 |
| | Being at one's interest | 2 |
| Individual | Belief of being successful | 14 |
| | Personal development | 4 |
| | Defeating the excitement | 3 |
| | Being sublime | 2 |
| | Belief that the product which will come out, will be good. | 1 |
| | Being happy | 7 |
| | Being beneficial to the society | 2 |
| Social | Developing social skills | 1 |
| | Being in a social group | 1 |
| | Socialization | 1 |
| | For unity and solidarity | 1 |
| | Being with close friends | 1 |

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| | | |
|---------------|---|----|
| Psychological | Let off steam/ psychological relief | 1 |
| Cultural | Learning different cultures | 4 |
| Artistic | Desire for folk dance | 1 |
| | Learning different roles | 1 |
| | Desire for music | 14 |
| | Belief that the meaning and importance of the day can be given by a drama in a best way | 2 |

As it is seen in Table 2, when we generally look at the preferred reasons of performing arts of activity, individually "belief of being successful"; in artistic way "desire for music" have been effective. Apart from this, the situations in means of knowledge "the awareness of meaning and importance of the day" and "seeing it as a convenient activity for himself/herself" can be said to be effective. It is seen that the wish for again individually "being happy " and "personal development"; culturally "learning different cultures" come into prominence.

When the findings from the research are evaluated, the pre service teachers have preferred the activities they chose because they had a similar experience and had such kind of experience (P1, P15, P17, P20, P22, P30, P50) or they have wished to have such an experience for the first time (P2, P54, P62). They have preferred this because they believed the performing arts of activity has both individual benefits and social ones, at the same time they thought it is a social activity (P2, P35, P67, P81). They have preferred the performing arts of activity they chose to develop social skills(P2), to socialize (P60), and that they saw it as a convenient activity for themselves in terms of ability and tendency (P5, P8, P13, P14, P19, P24, P36, P38, P39, P40, P49, P51, P53, P56, P59, P63, P64, P74, P75, P78, P79, P84, P86). They have preferred because they thought that it will be a beautiful and colourful activity, they will enjoy it and they will have fun (P10, P11, P12, P14, P18, P21, P25, P32, P37, P54, P68, P81, P83). Also they have preferred the activity they chose because of the wish for experience different duties and roles (P23, P27, P29, P30).

P-1: I preferred this activity because I have taken place in folk dances and drama before.

P-2: To be beneficial both for myself and society, develop social skills and belong to a group

P-14: I love doing something with the group. I felt it is the most convenient for me and I thought that I would have fun with this activity.

P-21: I chose because I thought it is a beautiful and colourful activity.

P-27: This is an amusing activity, moreover I love playing and that I want to learn the dances belonging different regions.

P-35: For its being a social activity apart from singing.

P-60: To believe that this activity would make me more socialized for the sake of my duty.

P-67: I chose it because unity and solidarity, collaboration are high.

P-81: The reason is that I want to be with my friends, I love chore study and it is an amusing activity.

Academical development; Datas related to the contributions of performing arts through forming the pre services' professional and personal ideas about the future and of their academic performances were presented below.

Table 3.The Contributions of The Performing Arts of Activities Through Increasing Academical Development

| Theme | Sub theme | f |
|---------------------------------------|---|----|
| Personal | Self confidence | 4 |
| | Entrepreneurship | 1 |
| | Communication | 1 |
| | Cooperation | 2 |
| | Pedagogic knowledge | 1 |
| | Friendship | 1 |
| | Taking responsibility | 4 |
| | Ability of self expression | 1 |
| | Professional knowledge and experience | 12 |
| | Personal experience | 3 |
| | Let off steam/ psychological relief | 1 |
| | Awareness of human rights | 1 |
| | Organization experience | 1 |
| | Addressing a community | 3 |
| | Development of questioning habit | 1 |
| Development of brains with activities | 1 | |
| Social | Interaction | 1 |
| | Realizing the importance of active attendance | 1 |
| | Gaining the feeling of self-neglect | 1 |
| | Social attendance | 4 |
| | Socialization | 6 |
| | Coalescence | 1 |

According to Table 3; activities contribute to "professional knowledge and experience" and "socialization" the most in means of academical development. Social attendance, taking responsibility, self confidence, personal experience, addressing a community, cooperation, interaction, entrepreneurship, communication, pedagogic knowledge, friendship, ability of self expression, coalescence, let of steam and psychological relief, awareness of human rights, organization experience, development of questioning habit, development of brains with

activities, realizing the importance of active attendance (f1), and gaining the feeling of self neglect successively follow this.

The contribution of the activities through shaping professional and individual ideas related to future;

It has provided personal development (P10, P17). Pre services have found an opportunity to identify themselves and explore their abilities (P8, P16, P81). Pre services believe that the performing arts of activity is beneficial for them in means of realizing which field they re interested in (P5, P21, P27, P53). It has created an interest for different jobs(drama, music...)(P62, P63). Being in the performing arts of activity has been effective on beating their excitements (P1). Their self confidence has increased, they have gained courage and experience about taking place in the activities in front of a community (P9, P13, P33,P46, P48, P55, P78, P79). There have occurred a development about entrepreneurship (P35, P36, P59).

They have been experiences about the mission and responsibility of teaching profession (P41). The performing arts of activity has been a guidance about the activities that they could use in their future profession lives (P12, P14, P15, P2, P19, P20, P24, P25, P26, P32, P40, P43, P44, P45, P49, P50, P51, P54, P57, P58, P60, P61, P65, P72, P73, P74, P86). It has been seen that it is able to bring success when worked with determination, desire and patience (P18, P39, P45, P64, P71, P75). The activities have helped to create a positive link between pre services, thus the pre services believe that this kind of activities are beneficial for socializing (P61). It has made them gain knowledge, ability and habits related to social values (P27). An awareness about some important social matters has been gained (P66, P70, P76).

P-16: It exactly provided. Thus exploring person’s abilities and developing them on this way would be great. I saw my ability of folk dances, too. As a result of this, I have decided to have folk dances education.

P-27: I think it makes it possible to gain knowledge, ability and habits related to social values.

P-62: I can attend this kind of studies, it increased my interest for other jobs.

Personal development;

Table 4. The Contributions of The Performing Arts of Activities Through Exploring Their Strong and Weak Sides

| Weak sides | f | Strong sides | f |
|--|---|---|---|
| Not being tend to voice beauty and sing. | 2 | Cooperation and adjustment to the group | 9 |
| Intolerance | 2 | Having responsibility | 3 |
| Deficiency of self confidence | 4 | Ability to role | 2 |
| Not being able to front the society | 3 | Having self confidence | 3 |
| Showing spurts angrily | 1 | Being patience | 1 |
| Not being able to control on notes and similar musical terms. | 1 | Belief of being successful in every field | 1 |
| Not seeing him/herself active in a group to do an performing arts of | 1 | Being talented in folk dances | 4 |

activity in it.

| | | | |
|---|---|-------------------------------------|---|
| Slowness in learning folk dances and deficiency of coordination | 3 | Grasping the rules of music quickly | 1 |
| Problem of addressing | 1 | Belief of dealing with effort | 1 |
| Not being social | 1 | Fronting the society | 1 |
| Problem of adjusting to the group | 1 | Realizing of his/her talent | 2 |
| | | Having musical aptitude | 3 |
| | | Having responsibility. | 1 |
| | | Beauty of voice | 2 |
| | | Determination and ambition | 1 |
| | | Having good communication | 1 |

The weak sides are; Not being tend to voice beauty and sing (P1, P21, P28, P61, P86), intolerance (P2, P52), deficiency of self confidence (P3, P43, P89, P75), not being able to front the society (P8, P17, P19), showing spurts angrily (P10), not being able to control on notes and similar musical terms (P11), not seeing him/herself active in a group to do an performing arts of activity in it (P18), slowness in learning folk dances and deficiency of coordination (P23, P43, P27), problem of addressing (P54), not being social (P55), problem of adjusting to the group (P81).

The strong sides are; cooperation and adjustment to the group (P1, P19, P25, P36, P39, P42, P71, P86, P85), having responsibility (P2, P52, P72), ability to role (P3, P13), having self confidence (P8, P35, P86), being patience (P10), belief of being successful in every field (P14), being talented in folk dances (P17, P27, P28, P29), grasping the rules of music quickly (P21), belief of dealing with effort (P23), fronting the society (P32), realizing of his/her talent (P38, P62), having musical aptitude (P43, P79), beauty of voice (P61, P81), determination and ambition (P75), having good communication (P86).

P-1: The performing arts of activity provided me to find out my strong and weak sides. In means of the beauty of my voice, I know my voice is not good and this is my weak side but I adjusted the group quickly and I made my best. This is my strong side.

P-3: It exactly made me realize. For example when I was on the stage, I was all embarrassed. And by this way I saw that I have deficiency of confidence and I have to do something about it and I need to defeat it. Moreover I realized my role play ability.

P-10: Especially with the help of this drama, I realized my patience. It made me understand that I have shown spurts angrily and I should reorganize this.

The contributions of the activities through personal developments;

Role playing and acting ability, being active (P53), self evaluation, self control, effective communication, empathy and innovative thinking ability had developed (P5, P6, P1, P2) and the potential of joining the social activities had developed (P3, P4, P37). They have learned to commune with the society (P69). It provided the

relationships with different friendships in different environments (P10) and friendship environment develop (P19). It has provided the realization of the moral values of the society (P11) and cultural values (P42). It has provided to focus on a clear aim (P14) and work collaborately (P21) by being a whole as a group, It has created a team spirit (P40). It has given the chance of learning by experience (P15).

P-1: We have achieved to fulfill the responsibilities that we took as respect to individual differences, empathy ability and collaborative work.

P-3: It developed my potential of role playing and joining the social activities.

P-6: Abilities developed such as empathy, responsibility and self evaluation.

P-10: Due to the drama, I have different environments, different people and friends, they are all like my family.

P-11: It has helped us learning some value judgements, communing with the society and transferring some of our values.

P-14: It has increased my self confidence. I have understood that I can get into such activities and we can achieve everything by unity and solidarity.

P-19: The out of class performing arts of activity has been effective in developing our relationships with our friends and our socialization.

P-42: We have learned our cultural values and regional plays.

P-69: I have learned to commune with the society.

It has provided to respect for different views and colors (P36, P33), not behave as prejudiced to the others (P41), value people because they are people (P34), look at the others in a wider point of view (P39). Moreover it has created the the opportunity that this kind of activities are chances to disappear the prejudices (P45, P79), the differences are wealth (P56), people who have different values can act together in a mutual point and individual differences can't be turned into discrimination (P65, P72), people are supposed to see the need for respecting to the others and vice versa (P72). The awareness of the requirement for respecting to human rights has been gotten (P84). They have learned that this kind of activities requires labor, patient, effort and giving value to the labor (P49, P50). They have realized the need for being sensitive for the social matters (P58, P83). It contributed the idea that values should be in every individual (P75). Diligence, respect, love, responsibility and esthetic values have been developed (P67). They have realized that the group activities make expressing yourself much easier (P68).

P34: It has learned me the requirement of valuing people because they are people.

P39: We have coalesced with our friends in out of class activities. We have started closer relationships, it has provided us to look at each other in a much wider point of view with more respectful attitudes.

P41: The most important thing that out of class activities contributed me individually is that not to behave people with prejudice.

P54: I can say that it contributed me in means of value. I have valued the work and labor.

P56: This performing arts of activity made me gain the ability of confidence, socialization and expressing myself. As a value, it showed me that everybody is different and differences are our wealth.

P58: These activities provided me to be more considerate through society, realize the values such as love, Thus I have been in the place I had been told to be and at the time I had been told, I gave importance what I have done. respect, responsibility and individually develop in means of valuing.

P75: Some values such as tolerance, respect, peace, cooperation, benevolence, independence etc. are communed with our activities. These all contributed us to realize that they should exist nearly in every one of us.

P83: Owing to this school, I have been more sensitive through the society. It contributed my values such as diligence, respect, love, responsibility and esthetic.

The contributions of the activities through professional development;

They have gained experience and knowledge about how activities will be done and what needs to be taken into consideration while being done (P1). It is thought that out of class activities provide more permanent learning and make students reach knowledge by entertaining (P1). It has been decided that the education can not be limited with four walls (P9, P14). It has been seen that the activities brought lots of abilities and values in short run (P2). The performing arts of activity has developed in means of social and esthetic (P76). It has been determined that out of class activities are a kind of need beyond the traditional educational methods and techniques (P3).

P-1: ...Moreover out of class activities provide students permanent learning. The students reach the knowledge much easier, more permanent by entertaining.

P-2: Yes, I am thinking. I have gotten the ability and the values in this performing arts of activity maybe, which I couldn't be able to get for four years.

P-3: Teaching profession is a kind of profession having lots of expectations nowadays. When it is looked traditionally, only narration, question and answer techniques are used but nowadays, these are not enough. The students need not only in class activities but out of class ones.

P-9: I think out of class activities will be beneficial. Because the school is not the place surrounded by four walls. Out of class activities should exist for the students' having a better education.

P-14: the student can not be prisoned into the classroom, they should learn by experience.

P-76: A teacher should be shipshape not only in means of academical information but also esthetic and social information and they should be enterprising. Thus, every pre service teacher

should take role in the activities that can contribute to their individual and professional development.

They got ideas about the activities such as role play and drama in means of profession (P6, P7). It has been determined that such activities are necessary in means of professional sufficiency (P8, P11, P12, P16, P40, P43, P17, P81). The will of practicing such activities have appeared when they designated to the job (P18, P19). They have had knowledge and experience about organizing performing arts activity (P51). Moreover It increased the tendency of pre service teachers to the teaching profession in means of oratory (P55, P83), self confidence (P13, P55, P49, P56), fronting a community (P55), adjusting the environment (P41), expressing her/his self (P42, P61, P73), being more activate (P22, P26). It is expressed that the teachers should be sophisticated and such activities make it develop (P44, P50, P52, P8, P37). It is realized that activities are studies which require labor and effort (P27). It is thought that it is beneficial for the fact that social studies teachers should gain individual and social sensitivity and make students gain (P58, P82, P84). As a pre service teacher, the performing arts activity has been a model which can be used in the future (P79).

P-8: I think it is beneficial as professional sufficiency. Because if we designate in the future, we will be teachers. The teacher should be good in every field.

P42:....life is not knowing the lesson. Apart from learning information, it leads to self confidence and awareness like playing an instrument and being on the stage.

P-50: To me, every teacher should be sophisticated, also the children should be an inspiration in every aspect after they increase their marks.

P-90: Certainly, I think that it is beneficial in means of professional sufficiency to make the students grow as responsible and sensitive individuals to the society by transferring them these information.

P-79: We can always use these activities. I will always use them as a model in my professional life for their benefit.

Ability and value; the contributions of activities through vital and social abilities;

Communication ability has developed. They have met with their friends who they have never been together, they have shared somethings, they have been happy to work for the same aim and they have been socialized (P1, P2, P3, P8, P9, P10, P11, P18, P20, P24, P45, P47, P52, P53, P54, P59, P60, P62, P66, P69, P77, P80, P81, P85, P86). Their points of view to the social and humanistic matters have changed (P4, P76). Owing to the performing arts of activity, they have chance to defeat their prejudices (P80). Empathy ability has developed (P6, P7). Performing arts of activity let them appear as an individual who has a high self confidence in front of the society. (P13, P16, P19, P23, P25, P27, P28, P31, P32, P33, P35, P36, P39, P42, P48, P55, P56, P63, P72, P73, P74, P75, P77, P79, P84). It has created an opportunity for them to socialize (P15, P17, P24, P49, P53, P54, P64, P70, P73, P77, P78, P79, P82, P83). The performing arts of activity has developed a consciousness of responsibility (P21, P27, P47, P74). It make them gain the experience of plan, programme and organization

(P26). Owing to the activities, they have realized their abilities (P34). They have realized the importance of team work (P40). There has been a tolerance development through different ideas and cultures (P67). Owing to the performing arts of activity, they felt themselves as active citizens (P41, P61). There occurred an increase in solidarity, help, respect and patient values (P41, P44, P52, P67).

P-1: Due to my performing arts of activity, I had the opportunity to talk with the friends who I have just known their names before. I had amusing times and developed my communication ability.

P-10: Of course it developed. It provided me to be much closer through the people that I haven't been sincere from the classroom. I have much wider environment owing to this.

P-21: Yes I think because it make me develop in means of acting mutually and the consciousness of responsibility.

P-26: I have expressed in previous questions, but in addition, it provided me the ability about what kind of problems will be come out in group work or what kind of a plan is needed to start the programme.

P-40: Yes, it developed vital and social abilities. It provided me some outcomes in some subjects as association spirit, team work.

P-41: It has been beneficial for me in means of being an active citizen, responsible and carrying on this responsibility I think; also socially, It let the students feel the help and solidarity feeling. And this provided the relations to strengthen.

P-56: I think that it contributed especially to the education life. Because speaking in front of a community is a positive behaviour.

P-67: It encouraged us to behave more respectful and tolerant to each other. It influences our being tolerant within these individuals and us.

P-84: It provides all of us as an ability. The self confidence is not debatable, we did it with our labors, it increased our life quality. It gave us the ability to move together.

Table 5. The Contributions of The Performing Arts of Activity Through Ability and Development of Value

| Theme | Sub theme | f |
|---------|-------------------|----|
| Ability | Cooperation | 61 |
| | Critical Thinking | 2 |
| | Self Respect | 1 |
| | Self Confidence | 1 |
| | Empathy | 2 |
| | Communication | 3 |
| | Help | 6 |

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| Value | | |
|-------|------------------------|----|
| | Solidarity | 5 |
| | Patient | 4 |
| | Love | 6 |
| | Friendship | 1 |
| | Trust | 2 |
| | Sensitivity | 3 |
| | Respect To Differences | 20 |
| | Respect | 33 |
| | Responsibility | 4 |
| | Tolerance | 36 |

As it is seen in the Table 5, the activities contributed most "cooperation" ability for the social studies pre service teachers. Tolerance, respect, respect to differences, help, love, solidarity, responsibility, patience, sensitivity, communication, empathy, trust, critical thinking, friendship, self respect, and self confidence follow this.

CONCLUSION AND DISCUSSION

In this study, it is aimed to provide a development in social studies pre service teachers' career development, personal development and the development of ability, value and experience with the performing arts practices. In this context music, theatre and dance, which are among the sub fields of performing arts, are worked. In the research, it is determined that performing arts practice in aforesaid frame generally is effective in knowledge, experience, personal, psychological, cultural and artistic reasons for preferring art activity *in experience extent*; affects academic development in means of social and personal sides; supports personal development and creates an opportunity to explore people's weak and strong sides in personal *development extent*; and is effective on knowledge, experience, value, vital and social abilities *in career development extent*. Performing arts practice has given quite important results in the professionalization of pre service teachers.

When the results related to experience are evaluated; "the belief of being successful" in means of individual and "the desire for music" in means of art have been effective in social studies pre service teachers' choice of performing arts of activity that they preferred in the beginning of the performing arts of activity. Apart from this, it can be said that the conditions as "awareness of the meaning and importance of the day" in means of knowledge, "being in a similar performing arts of activity before" and "seeing it as a convenient performing arts of activity for his/her self "in means of experience are effective. Also the wishes as "being happy" and "personal development" in means of individual; "learning different cultures" in means of culture have been effective. Moreover, that the pre service teachers had a similar experience before and were experienced about the performing arts of activity have been effective for their wishes to experience different missions and roles or to have an performing arts of activity experience for the first time. According to some of the pre service

teachers, the performing arts of activity is a social performing arts of activity; it has social and individual benefits, because of this, it is necessary to attend. As for the others, they think that the performing arts of activity will be beautiful and colorful, they will enjoy and have fun. According to the research made by Akkuş (2015), activity based teaching is an effective method and if it is being used in teaching-learning process, it provides important contributions to the implementers and teachers. According to the research of Taylor, Monck and Ayoub (2014), the integration of the art into the education increases the interest of the students, encourages meaningful discussions, historical and cultural understanding. The results of the research support these explanations.

The pre service teachers state the activity types that they can attend in case of a different activity exists, as drama and social projects most. Folk dances, drama, trip, sports activities related to professional experience, planting tree, playing an instrument, poetry recitation, celebrating special days, picnic, reading book, art, dance, discussion, panel and symposium follow it. According to Mergler and Spooner-Lane (2012), being an effective teacher for the value based education requires time and experience. If the educators want to teach the pre service teachers in an effective way focusing on a value, they should know that abilities such as questioning, active listening, identifying the needs of different students and support are necessary. The desired activity types can help placing some important values such as help, love, peace, solidarity permanently.

When the results related to academic development are evaluated; the pre service teachers have expressed that in means of academic development, the activities contributed to “professional knowledge and experience” and “socialization” most. Besides, social attendance, taking responsibility, self confidence, personal experience, addressing to community, collaboration, interaction, entrepreneurship, communication, pedagogic knowledge, friendship, the ability to express yourself, coalescence, Let off steam/ psychological relief, awareness of human rights, organization experience, development of questioning habit, Development of brains with activities, realizing active attendance and Gaining the feeling of self-neglect follow it. In a similar study Taylor and Iroha (2015) has determined that an action research, which is designed to search for the effects of the society based art integration, creates an awareness for social problems, give opportunity to the students of expressing their views and ideas. according to this, creative and original projects, which has real world practices, are motivator. It is remarkable for the educators who try to develop art based service focused projects, citizenship education, abilities for the learners who respect for knowledge and experiences. In Özbek’s (2014) research, drama as a performing art has been both effective and irreplaceable tool for education and also a great opportunity for supporting the personal development. Drama can be used for creating a group for exploring new things and creating meanings about world, creating a learning environment focused on study based on collaboration. In practices, as group activities, which are inter current with the practice bases of this research, expressed in Giguere’s (2011) research results, the fact that it effects the productivity of the students and cognition has been facilitator in education by enlightening the elements related to the education and learning of classroom

environment, increased the cognitive variety. This has been evaluated that incarnated group creative study, if it is really collaborative, can be valuable for developing cognitive abilities. The role play occurred during the creative process, has provided the opportunity of showing not only cognitive abilities but also at the same time the value of different kind of thought. These results support the results of the research.

When the results related to contributions of activities through shaping the professional and individual ideas about future are evaluated; In this action research joining the activities has provided a self confidence development for the individuals who have low courage, can not beat his/her excitement, can not front a community. Entrepreneurship feelings have increased. They have gained the understanding related to the fact that the success can be gotten with determination, wish and patience. Moreover, it has been effective for pre service teachers' exploring their personal abilities and skills and realizing in which field they have interest. There occurred different interests in pre service teachers. They have expressed that they gained knowledge, skills and habits related to social values. They have gained a consciousness and awareness about some social matters which were not realized and some important humanistic subjects. There has been positive perception increases related to teaching profession's mission and responsibility related to professional life. Besides, the performing arts of activity has been advisor about the activities that they can apply in their future professional lives. The activities have been effective in connecting a positive link between pre services. That's why, the pre services have agreed in the idea that the activities are beneficial in means of socialization.

When the results related to personal development are evaluated; The activities have personal contributions to explore weak and strong sides. The practices made with activities have made the pre services realize that they have some weaker and stronger skills than they thought. At this point, low voice beauty, not being tend to sing, intolerance, deficiency of self confidence, not being able to front the society, showing spurts angrily, not being able to control on notes and similar musical terms, not seeing him/herself active in a group to do an performing arts of activity in it, slowness in learning folk dances and deficiency of coordination, problem of addressing, not being able to be social, not adjusting to the group are leading weak sides of them.

Realized as strong sides are; Cooperation and adjustment to the group, Having responsibility, Ability to role, Having self confidence, Being patience, Belief of being successful in every field, Being talented in folk dances, Grasping the rules of music quickly, Belief of dealing with effort, Fronting the society, realizing of his/her talent, having musical aptitude, having responsibility, beauty of voice, determination and ambition, having good communication. In action research the action is a part of action process. New conditions are explored with the actions and follow-up questions are asked about practice; and this creates new actions, observations and reflections. This spiral can represent the performing arts of activity of learning by your own (Rönnerman, 2003). According to this explanation, it can be said that this has let the pre service teachers catch an opportunity to

evaluate their own weak and strong sides and producing the learning performing arts of activity which is convenient for them.

The activities have increased the potential of personal development, role playing and its ability, being active and attending the social activities. At the same time, self evaluation, self control, effective communication, empathy and innovative thinking ability have developed. In the study which is made by Burstein and Knotts (2011) and in which the importance of using art as an access strategy to provide the students' social studies learning; it has been expressed that the dramatic arts present a sensory approach to teach the social studies content. According to the study, lots of intelligence types are there in means of content in artistic actions. Art forms as music, dance use an alternative communication system; they make sense of human body and facial expression content. dance provides the students to express their feelings by using their bodies while placing them into the context of a character, historic figure or daily human. The music provides a meaningful way to tell their understandings as well as more traditional speaking and writing styles. The dramatic methods, which carry the potential of arousing excitement, curiosity and interest, can be quite effective in teenagers' dreaming and taking attention. The responsibility of teaching and learning in curriculum should be shared between teachers and students. Here it is very important to let the teenagers take responsibility of their own learning. An environment in which the teacher can cooperate with the motivated students, should be created. one of the way they can do it can be the use of dramatic methods (Özbek, 2014).

According to the result of this research, the pre services have learned socially to be concentric with the society. Developments in relationships with different environments, different friendships and their friend zone are provided. They have seen that the group activities are facilitator in expressing themselves. They have realized to be more sensitive about social matters.

In means of culture and values, they have realized the society's value judgments and cultural values. The process has contributed the idea that the values should be in every person. The values as diligence, respect, love, responsibility and esthetic are developed. The sense of unity and solidarity has been increased. It has contributed to be a whole as a team, focus on a clear aim and work in harmony; it has created a team spirit.

In means of education, there occurred the opportunity to learn by experience. The importance of performing arts of activities in learning has been realized. It has been understood that the activities like this require labor, patience, effort and it is necessary to value the labor.

During the performing arts of activity in mutual studies, respecting for different views and colors, being tolerant, not approaching to the others with prejudices, valuing people as they are just people and the requirement of looking at the others with a wider perspective have been realized. Moreover, it has given them

the opportunity to realize that this kind of activities are opportunities to beat the prejudices, the differences are wealth, meeting with the people who have different values in common subjects is possible, it is required that they can not turn individual differences into a separation and they should respect for each other. They got the consciousness of the necessity of respecting for human rights.

When the results related to the activities' contributions to the professional development are evaluated; They have gotten the experience and knowledge of how the activities will be done and what will be taken into consideration while doing them. The performing arts of activity has made the pre services develop in means of social and esthetic. It has been thought that out of class activities provide permanent learning. The idea that the education is not limited to four walls has been accepted. It is determined that out of class activities are a need beyond traditional teaching methods and techniques.

They have gotten an idea about the activities as role playing and drama in means of profession. The performing arts of activity has been a model which can be used in future as social studies pre service teachers. The researches studying social studies/history show that pedagogical techniques from drama/theatre can be effective in teaching by providing the students' active interactions (Anderson, 2017).

It has been determined that in means of professional efficiency, this kind of activities are necessary. It has been seen that the activities made them gain lots of abilities and value in a short period. There has been occurred a wish to do activities like this when they start to the profession. It has increased the tendency of pre service teachers for the profession about the matters as oratory, self confidence, fronting a community, adjusting to the environment, expressing themselves, being active. It has been said that the teacher should be sophisticated and this kind of activities develops this. Besides, it has been thought that the activities are beneficial in means of the fact that social studies teacher should gain and make them gain personal and social sensitivity.

The contribution to vital and social abilities are evaluated; In means of vital and social abilities first the ability of communication has been developed. They have met with their friends who they had never communicated, shared something, been happy to work for a mutual aim and socialized. Their views about social and humanistic matters have changed. Their ability of empathy has developed. They have realized that they should be more tolerant to the different ideas, different cultures. There occurred an awareness for social matters and their sensitivities have shown an increase. They have felt themselves as more active citizenship due to the performing arts of activity. According to Vitulli and Santoli (2013), the arts have the opportunity to analyse and evaluate the informations having critic academic and citizenship abilities. These two contents ease the integration of their field and ability, the active use of the limited time that the teachers have with the students.

The performing arts of activity has provided them to appear in the social environment as a person who has high self confidence. It has created the opportunity for their socialization. The performing arts of activity has developed the responsibility consciousness. They have realized the importance of team work.

In means of the contributions to ability and value development; The performing arts of activities have contributed most to collaboration ability in social studies pre service teachers. Tolerance, respect for differences, critical thought, help, love, solidarity, responsibility, patience, sensitivity, communication, empathy, trust, friendship, self respect and self confidence have followed this. The creative dance practice in the integrated curriculum practice which combines creative dance and dance forms in "art and human sciences" and "science and technology" lessons of primary schools, made by Huang (2011), has provided the students a process of making a physical exploration, developing awareness and personal creative word treasure for the body by degrees. It has been expressed in the study that a pedagogical model integrated with dance and music can help students develop multi abilities, unify different learning experiences and widen their artistic point of view. A similar research results according to Toivanen, Komulainen and Ruismäki (2011), drama and improvisation develop the awareness of mind, body and voice, collaboration and empathy in teacher education, increase interaction abilities, develop the clearness and creativity in communication, develop the creativity and clearness with the interaction of verbal and nonverbal ideas, increase human behaviour, motivation and variety understanding in educational situations. Thus, body of literature coincides with the results of this research. For example, critical thought which is the main subject of lots of study, is an important ability which needs to be developed, known how to develop critical thought by attending art activities in means of pre service teachers with the action existing in the nature of study (Nilson, Fetherston, McMurray and Fetherston, 2013). Also the art can be used in daily life to develop the abilities of critical thought and to teach the complexities covering social, cultural, economic and politic events (Colley, 2012).

SUGGESTIONS

- 1- The performing arts should be studied in teacher education programmes of faculties at levels of graduate, post graduate and doctorate.
- 2- Performing arts of activities in teacher education should be exactly integrated in education and training.
- 3- That the performing arts of practices provide a perspective beyond the current teaching programmes and classroom education should be taken into consideration and should be implemented in all stages.
- 4- When the sophisticated content of social studies education programme is used in harmony with performing arts, it provides high level outcomes such as academic, personel and professional development, knowledge, ability, value and experience in pre service teachers. From this point, performing arts should be integrated in both teacher education programmes and teaching of social studies lesson in the context of related in the context of related disciplines.

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