

5. Conclusions

The following results have been concluded at the study in which examined Turkish and English textbooks in the frame of historical cases:

1. The examined Social Studies textbooks are generally similar to each others in large measure regarding to both placing basic information factors, level, historical cases' qualification for place, time, person. Except time factor, English textbooks similar to each other in high level.

2. Regarding to place, time and person factors information belong to historical cases there are obvious differences between textbooks of two countries but there are examples without one or two mentioned factors that will make difficult to understand historical case in Turkish textbooks.

3. It has been seen that examined both textbooks are too different from each other regarding to considered place, time and person factors. In such way that even if English textbooks treated different historical periods regarding to time, it focused Britain and Britons people. Although Turkish textbooks is about an important section of national history (National Struggle), when all of content is considered, it has been seen that no another period of history has been treated and also technological products that are determined through considering development progress frame in the world were not presented Ottoman/Türkiye/Turkish centered.

Consequently, 'national history' understanding that Özalp emphasizes as a forefront feature of new history teaching approach in the world can be expressed as a reason of difference at Turkish and English textbooks and programs about qualification of historical cases [17]. When it is thought that United Kingdom that is one end of this difference is one of the leader countries of global education, this difference became more meaningful. Therefore, perhaps 'national history' understanding and perception can be reconsidered and rethought.

6. References

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