HISTORY EDUCATION FOR DISADVANTAGED GROUPS IN THEORY AND IN PRACTICE

Research Article

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Abstract

Many individuals have been considered in disadvantaged group status due to their specific qualities. These individuals' participation in educational processes requires a special effort. This study is to evaluate history curriculum in theory in terms of disadvantaged groups and to learn history teachers' opinions considering their approaches and experiences towards the disadvantaged groups in practice. The study adopted qualitative research method and it was designed as case study. Firstly, history curriculum was examined and the statements about disadvantaged groups in the curriculum were explained via descriptive analysis. Then, 11 history teachers were interviewed in 2019 with the semi-structured interview form developed by the researcher and the data obtained were analysed via content analysis. It was found that history curriculum included indirect emphases about the disadvantaged groups and history teachers were given the responsibility for the inclusion of students with different qualities in learning processes. It was determined in the interviews carried out with teachers that they had limited knowledge about the disadvantaged group and the individuals in this group, what they understood from the concept was multi-cultural individuals and the disabled, communication was the biggest problem experienced with the disadvantaged students, and teachers carried out mostly student-centered activities in order to overcome such obstacles. Disadvantaged status is not a condition that is usually in an individual's power. Ina addition to this, education is the right of these individuals. The disadvantaged students must be enabled to engage in educational processes more effectively. History courses are the available field in this regard. Studies must be carried out about the effective and active participation of disadvantaged groups in history education activities. The good examples in Turkey and in the world must be followed and the researchers and educators must gain an access to these examples.

Keywords: Disadvantaged Groups, History Curriculum, History Education, History Teaching.

1. Introduction

People who lack certain rights due to some characteristics they have in the society in which citizens can easily obtain are included in the disadvantage groups. While refugees, due to the war in Syria, stand out as a disadvantaged group today, this concept is a generic term that includes many groups such as disabled, broken family, poor people, and addicts. These people are also part of education system thus, a substructure required for individuals with different disadvantages should be created.

Because different disadvantageous conditions occur in the societies with different levels of development (Kahraman & Kahraman, 2017), our individual and social characteristics sometimes lead us not to have the same equal opportunities with everyone in the society (Burcu, 2017). Disadvantaged groups are the groups whose economic and social integration conditions are lower when compared to other people and who are deprived of social services such as health and education due to their economic conditions, genders, ethnic or language

origins, religious or political status (such as refugees) in the society where they live (Caillods, 1998). Such individuals have fewer development opportunities in the society they live and thus they usually cannot benefit from the basic human rights and lead a comfortable life. (Sastry, 2012).

Although there is not a complete agreement consensus on who to include in the disadvantaged group status, the individuals and groups who are deprived of the fundamental economic, cultural, and social sources of the society they live in are called disadvantaged groups (Elmas, 2018). In addition, Sallan-Gül & Gümüşoğlu (2017: i) explained disadvantaged groups in that way:

> Disadvantaged groups consist of people whose participation rate/chance and/or adaptation to social and economic life, and processes are lower than the other people in the society due to their different qualities, economic, social, and physical conditions, genders, or ethnic or language origins, religious or political status." As understood from the definitions and expressions, individuals' some qualities prevent them from gaining some rights and opportunities in the society.

As understood from the definitions and expressions, some qualities of individuals prevent them from achieving some rights and facilities in the society. In society, the disabled, women who are victims of domestic violence , homosexuals, those who are exposed to ethnic discrimination, people who need care of different organizations, refugees, ex-convicts, long-term unemployed (Bozok, 2011) and so on are included in the disadvantaged group status and some individual characteristics which are not considered as disadvantageous in normal conditions in terms of time and space cause individuals to be evaluated in disadvantaged group status and lack various rights and opportunities. The most important problem for the individuals in disadvantaged group is that they are unable to become self-sufficient in terms of gaining some rights and opportunities and they need help. The sources of deprivation for the individuals who are in need of help should be determined very well and the support mechanisms for their healthy participation in social and economic life should be managed effectively (Bozok, 2011). In this regard, if social policies are prepared considering the discrimination resulting from differences and equality, trust, and justice in the society are provided, the disadvantaged groups will adapt to communal life much more easily (Stroebe, Barreto and Ellemers, 2010).

Schools are one of the most important institutions which will facilitate the disadvantaged group involvement and reintegration of them in the society. Schools make important contributions to individuals to shape their future, to be intellectually equipped, and socialize. Because the right to education is a fundamental right of all citizens, individuals in the disadvantaged group status should be included in educational processes and they should benefit from the same rights and opportunities which other students have.

It is known that the students who are in disadvantaged status due to poverty show a lower performance in education (Kazu, 2019). It has also been reported that refugees, immigrants, and some students in low-income group are excluded from education (Bahadır, 2018; Ersoy and Turan, 2019). It is necessary to focus on the attitudes and experiences that lie behind the social differences so that disadvantaged individuals could participate effectively and efficiently in education, that is, the problem could be solved (Hirsch, 2007).

Although the status of disadvantaged group members historically has made progress in terms of betterment both legally and socially, it is still a fact that there are many things to do (Stroebe, Barreto & Ellemers, 2010). First, the individuals in disadvantaged group status need to become strong and conscious to free themselves from the situation that they are in, gain

social acceptance, and be a part of society (Bozok, 2011). Individuals who are aware of their qualities and rights could tbe healthily involved in social process. Thus, it will be much easier for the individuals who are successfully involved in the social process to participate in education.

The most important activity after support and awareness is to enable active participation of these individuals. The conditions and needs of the students in disadvantaged group status should be determined very well and they should be encouraged to join educational activities. For this, the communication and interaction between family and school, family and student, and school and student should be established determinedly (Hirsch, 2007). Education has an important function to minimize individuals' disadvantageous situations, shape their future, and help them join society (Özer, Komsuoğlu & Ateşok, 2016). Article 42 of the Constitution of Turkish Republic determines education as a right of everyone; however, due to some individual qualities, some obstacles about the equality of opportunity in education occur (Doğan, 2016).

There are studies carried out about disadvantaged groups including poverty (Hirsch, 2007; Kazu, 2019; Patır, 2011), disability (Burcu, 2017; Deutsch, 1965; Kesici, 2019; Orhan & Genç, 2015; Sart, Barış, Sarışık & Düşkün, 2016; Yıldız, 2004), chronic illnesses (Yıldırım, 2011; Yılmaz-Bolat, 2018), immigration (Han, 2010; Güzel, 2011; Güzel & Meder, 2013; Karakuş, 2006; Polat-Uluocak, 2009; Topsakal, Merey & Keçe, 2013), fragmented families (Apaydın & Gebizli, 2015; Bozok, 2011; Yıldırım, 2013), refugees (Bahadır, 2018; Emin, 2016; Ersoy & Turan, 2019; Oh & Stouwe, 2008; Özer, Komsuoğlu & Ateşok, 2016; Yıldırım, 2017), addicts (Erdamar & Kurupınar, 2014; Ögel, 2001), child labour, street urchins, children pushed into crime, and child brides (Kahraman & Kahraman, 2017; Kazu, 2019). In these studies, the difficulties the disadvantaged groups experienced during their social adaptation period were discussed. The difficulties the disadvantaged groups experienced during the educational processes inspired this study. Thus, this topic is a social problem and it should be considered in the field of education. Although the studies carried out about disadvantaged groups are still kept up-to-date, the studies about history education (e.g. history education on visually impaired people, Yıldız, 2004 and history education on mentally disabled, Kesici, 2019) are not enough and varied. The main purpose of this study is to evaluate history course curriculum with regard to disadvantaged groups in theory and to learn history teachers' opinions considering their attitudes and experiences towards disadvantaged groups in practice. Within this context of the research process, the study sought to answer the following research questions given below:

- What are the points emphasized towards disadvantaged groups in history education curriculum?

- What are the history teachers' level of knowledge and opinions about the concept of "disadvantaged groups"?

- What are the general problems the history teachers experienced with the students in disadvantaged group status?

- What are the approaches developed by the history teachers about the problems they experienced in general with the students in disadvantaged group status?

There are some limitations in the research process. The study aimed at composing a general perspective about the subject. The reason why such a case was preferred is that the studies carried out about disadvantaged groups in history education literature are at a beginning level. Thus, with a much broader perspective an attempt was made to draw attention on the subject and examine history education activities for disadvantaged groups. The disadvantageous conditions were discussed in both document analysis and interview data analysis. The responses given for the research questions seeking answers within the context of the study

reflect the current situation of the period when the study was carried out. In addition, the results obtained yield the experiences of the teachers who could be reached.

2. Method

In this section, the research method, the study group, data collection tools, and data analysis are mentioned.

2.1. Research Design

This study which aimed at exploring the state of history education both in theory and practice for disadvantaged groups was administered via qualitative research method and the processes which are compatible with the nature of this approach was considered. Qualitative research is a type of research which uses qualitative data collection tools such as observation, interview, and document analysis and in which a qualitative process is followed to reveal perceptions and phenomena in a realistic and holistic way in the natural environment (Yıldırım & Şimşek, 2008). The research examines the topic of "history education for disadvantaged groups" with different data collection tools. With this aspect, the study was designed as a case study. A case study is an in-depth and longitudinal investigation of the data obtained and analysed via participant observations, in-depth interviews and documents (Glesne, 2013).

2.2. Participants

Interviews were carried out with 11 teachers working in the public and private institutions within the context of the study in 2019. While choosing the teachers, maximum variation sampling method was used. Maximum variation sampling is a kind of sampling method that provides diversity of people relevant to the problem (Yıldırım & Şimşek, 2008). In order to provide maximum variation sampling the criteria including gender, marital status, experience, type of school where they work, and workplace were determined. The demographic information about the study was presented in Table 1.

Table 1. *Demographic information about the study group*

Quality	Value	f	%
Gender	Female	5	45,5
	Male	6	54,5
Marital Status	Married	7	63,6
	Single	4	36,4
Experience	1-5 year	2	18,2
	6-10 years	2	18,2
	11-15 years	4	36,4
	16 years and above	3	27,3
Type of School	Public	7	63,6
	Private	4	36,4
Workplace	Metropolis	2	18,2
	City	4	36,4
	District	4	36,4
	Town	1	9,1

When Table 1 was examined, it was found that considering the gender of the study group, 45,5 % of them are females and 54,5% of them are males. According to the marital status, 63,6'% of them are married and 36,4 % of them are single; in terms of work experience, 18,2 % of them have between 1 and 5 years of professional work experience, 18,2 % of the have

between 6 and 10 years of professional work experience, 36,4 % of them have 11 and 15 years professional work experience, and finally 27,3 of them have 16 years and above professional work experience. In addition, considering the type of school they work, 63,6 % of them work in public schools and 36,4% of them work in private schools. In terms of the workplace, 18,2 % work in a metropolis, 36,4% of them work in a city, 36,4% of them work in a district, and 9,1% of them work in a town.

2.3. Data Collection Tools and Process

History education curriculum was examined (document analysis) to reveal the existing condition in theory and semi-structured interviews were carried out with history teachers to determine the conditions encountered in practice via semi-structured interview forms.

The data were collected via document analysis and semi-structured interviews. In document analysis, history education curriculum was read in-detail and thus the main points about the disadvantaged groups were tried to be identified. Document analysis was carried out in two different time periods and then the stated conditions were compared. At the same time, the stated conditions were examined by another field expert and then they were reported.

History teachers' opinions about the stated conditions were collected with the semi-structured interview form. Semi-structured interview form consists of two parts. In the first part, there are some questions about identifying the participants and the second part consists of questions including history teachers' conceptual knowledge of disadvantaged groups, problems of these groups within the context of history course, and solutions regarding the students' problems. A language expert, a qualitative research expert, and two field experts were consulted for the revision of the draft form. In addition, two history teachers' opinions were taken within the context of intelligibility and content. In the interviews with the experts, it was decided that the format of the form prepared by the researcher should be used and the situation should be re-evaluated after the interviews with the teachers. In the interviews carried out with the history teachers, the idea of asking questions more clearly and briefly and avoiding unnecessary explanations came to the fore and the form was revised in line with these views. After re-examination of the experts, no additional changes were made and it was decided to use the revised form. During the development of the form, the academics and teachers were not involved in the data collection process.

2.4. Data Analysis

The data obtained during the document analysis were analysed via descriptive analysis and content analysis was used to analyse the data obtained via semi-structured interview form. Descriptive analysis provides summary process of the data according to the pre-determined themes and content analysis refers to the procedures to reach the concepts and relationships that will explain the data collected (Yıldırım & Şimşek, 2008). Content analysis is a process of deduction about the message the text provides considering the specific words or concepts within the text (Büyüköztürk and et al., 2012). History education curriculum was evaluated in terms of disadvantaged groups and a set of relationships were tried to be identified with the evaluation of the interviews carried out with the history teachers. While reviewing the curriculum, the concepts which were lacking or noticed during the analysis were involved in the list of expressions. Content analysis was carried out with the interview documents obtained from the interviews carried out with the history teachers. The inventories were analysed one by one, the basic points emphasized and relationships were determined and tabulated in terms of frequency of statements. Participant opinions were presented as examples on behalf of understanding and verification of the tables.

2.5. Reliability and Validity

Validity in qualitative research means that the researcher reveals the subject he studied quite objectively and as it is and reliability in qualitative research means that whether or not the research results are obtained in similar environments and different researchers obtain the same results on the same data (Yıldırım & Şimşek, 2008). The nature of qualitative research is to understand the dimensions of experience and meaning of human life and thus social world dimensions is based on statistical and empirical calculations (Brink, 1991; as cited in Arastaman, Öztürk-Fidan & Fidan, 2018). Many researchers who carried out many studies on qualitative research suggested many ways to increase reliability and validity in line with the nature of qualitative study (Yıldırım, 2010).

Some reliability and validity measures were taken within the context of the qualitative research during the research process. The data in the study were gathered with more than one data collection technique. Literature was reviewed for curriculum analysis and the concepts and expressions that explain the subject were determined. While designing the interview form, expert opinions were taken about the draft form prepared by the researcher and piloting for interviews were performed. The people who offered expert opinions and participated in the piloting for interviews were not included in the data collection process. Close relationships that could influence the research process and results were not established with the participants during the interviews. The participants were told that they could withdraw from the study whenever they wanted. Just after the interviews carried out with the participants, the data and the meanings obtained were revised with the participants. The analysis of raw data was carried out twice in two different time periods and it was revealed that a minimum difference was found. The relevant field experts were consulted about the minimum difference revealed with the data obtained from the interviews and the document analysis carried out on the curriculum and their opinions were taken. During the processing of the data, the participants were contacted again, and the raw data and tabularized summary of data were presented to the participants and thus they verified them. During the presentation of the data analysis results, the participant opinions were directly quoted to determine whether the information presented in the tables and interpretations of the tables were understood correctly.

3. Findings and Interpretations

This section included the findings about history education activities in history education curriculum in theory and in-classroom implementations in practice for the disadvantaged groups.

3.1. Findings About Disadvantaged Groups in History Education Curriculum

Educational programs are very important as they shape the educational processes (Okumuş, 2015). Since 2005, with the transformation in education system, curricula have changed and when compared to old curricula, they have become more student-centred and considered individual differences. The examined curriculum (2018) which is the latest and newest program for history courses was examined with regards to reflecting the viewpoints towards the disadvantaged groups in theory.

Among the objectives of the educational curricula, it was stated in Article 2 of the Basic Law of National Education No. 1739 that the curricula are prepared on the basis of "General Objectives of Turkish National Education" and "Basic Principles of Turkish National Education". In this regard, it was emphasized that an individual from pre-school to higher education should acquire a set of major-specific knowledge, skills, competences, behaviours, and values both individually and socially (MEB, 2018).

Within the context of the educational curricula's perspectives, it was stated that the main objective of the education system was to educate individuals who have knowledge, skills, and behaviours which became integrated with values and competences and some values and competences in this process functioned like a link and a horizon which built the integrity between this knowledge, skills, and behaviours. Within this context, some "core values" were identified in curriculum: justice, friendship, honesty, self-control, patience, affection, responsibility, patriotism, and benevolence. Moreover, within the context of the competences, the following were determined: communication in native language, communication in foreign languages, mathematical competence and basic competences in technology/science, digital competence, learning to learn, social and citizenship competences, taking initiative and entrepreneurship, cultural awareness, and expression (MEB, 2018). Considering the identified values and competences, it is reported that there is an emphasis which indirectly encompasses individuals in disadvantaged groups. It is possible to use values such as friendship, respect, affection, benevolence, and cultural awareness to gain awareness of the individuals in disadvantaged groups. However, because the values have general quality and there is no clear emphasis, raising awareness is mostly under the responsibility of teachers.

One of the main emphasis for the individuals in disadvantaged groups was stated within the context of assessment and evaluation in curricula.

> No human is exactly the same as anyone else. For this reason, it is contrary to the human nature that the curriculum and accordingly the assessment and evaluation process are "suitable for everyone", "valid and standard for all". For this reason, it is essential to act with the understanding of maximum diversity and flexibility in the assessment and evaluation process. Curriculum is a guide in this respect. It is not a realistic expectation to anticipate that curriculum includes all elements of assessment and evaluation. Because diversity in education is seriously influenced by internal and external dynamics such as individual, education level, course content, social environment, school facilities and etc., it is initially expected from teachers and educational practitioners but not from educational programs to ensure the effectiveness of assessment and evaluation practices. At this point, originality and creativity are basic expectations from teachers (MEB, 2018: 8).

These statements in educational programs lay burden on teachers to consider the differences in the classroom settings especially during the assessment and evaluation processes. These responsibilities include the following: teacher should know their students very well, they should identify their students' strengths and weaknesses correctly, and they should enable them to actively engage in the educational processes. The important point is that there is lack of standard and valid understanding of assessment and evaluation for everyone and there must be diversity in education. Social environment where students live is especially important for their learning. It will be equal but unfair to evaluate the students who socially grow up in an unstable environment or are raised in a low-income family and the students with better social conditions are better and born in a high-income family in the same assessment and evaluation approach. In addition, the refugees' students are not only exposed to alienation but also there are some reasons such as loneliness, different quality of their previous education, lack of adequate level of language skills which make it difficult for them to go through the same assessment and evaluation process as the other students in the class. A disabled student's disability should also be considered in this process. In this regard, teachers should take full responsibility for the inclusion of the students in the process for more effective and efficient history courses.

While the relationship between the professional development and curricula are explained in the educational programs, attention is drawn on individual differences and some developmental characteristics.

> Educational programs were structured considering sensitivities related to the individual differences. Individual differences resulting from genetic, environmental, and cultural factors reveal themselves in terms of interest, need, and orientation. In addition, this condition includes interindividual differences as wells as differences within the individual himself. Individuals are different from the others and also, they are different due to some characteristics of themselves. For example, an individual has strong abstract thinking ability is strong, but the same individual has a week drawing ability (MEB, 2018: 9).

"*Genetic, environmental, and cultural factors*" in the educational programs (curricula) draw attention as a very clear statement aimed at disadvantaged groups and diversity within the context of these groups. It is possible that there are such students as having lower socio-economic standards, living in a fragmented family, refugee, and pushed to crime. Such explanations are the statements which Ministry of National Education pay attention about the active participation of individuals with different characteristics in the class and they must be also considered by the teacher. Thus, it is teachers' responsibility to do these activities effectively. Teachers should not compel a student with a heart problem to join an activity which requires an effort, a student with hard-of hearing to participate in listening activities, or a new refugee student in the class to join activities which require to use the language effectively. It is teachers' duty to take necessary precautions for the students who come for high school education from different cultures so that they do not feel isolated and alienated.

Within the context of implementation of history course curriculum, it was stated that the curriculum required history courses to teach students knowledge about the past and to have students acquire some competences and skills specific to history with this knowledge. In addition, it was emphasized while developing the curriculum that the aim was to bring together chronological and thematical understanding and to have students construct the historical knowledge by an active participation (MEB, 2018). In this way, the aim was to have students participate effectively in the educational process while gaining some competences and skills unique to history. As stated previously in the information in the curriculum, it was stated that students should be involved in the process more effectively considering some factors such as student's individual differences and developmental characteristics. That is, students' qualities should be considered, and they should be made to attend history courses.

Considering the factors that the teachers should pay attention in order to use history course curriculum functionally, the following are suggested: teachers should not only stick to the coursebook while teaching concepts, space, and time and regarding the class level, they should use different teaching methods, techniques, and materials (MEB, 2018). Thus, it will become possible for students with different needs and skills to learn history courses.

Another important topic in curriculum is the points to consider when writing a history course book. What draws attention is that a humiliating and disintegrating language which lays the foundation for hostility should not be used, the content should be developed considering social and gender equality, the activities in the course book should be compatible with the students' development levels and the gains, national, moral, and universal values should be considered while including visuals, reading texts, scientific texts, activities, and words of wisdom about the units (MEB, 2018). History subjects, gains, and explanation about these gains in the 9th, 10th, and 11th grades were included in line with the explanations and principles in the content

section (MEB, 2018). Since history courses were prepared in line with the curriculum, it is regarded that many measures were taken against many different types of disadvantaged groups.

Considering in general, it was suggested in history education curriculum that students should be actively engaged in the process so that their knowledge about the past could be generated and they could gain some skills and competences about history. In addition to this, teachers were expected to consider individual differences resulting from genetic, environmental, and cultural factors. Teacher who are the practitioners of the curriculum and organize the in-class process take the most important responsibilities. History teachers should know their students' characteristics and needs very well and create the most suitable teaching conditions within the context of inclusive education.

3.2. History Teachers' Experiences About Disadvantaged Groups

Classroom are the environments where history courses are actually taught. History teachers are responsible for the process management in the classroom. History teachers try to teach history courses within the framework of their professional experiences and regulations. Thus, they present important information about the functioning of the system. In this regard, history teachers' knowledge about the disadvantaged groups, situations they encounter in their professional life, the problems they had, and solution of these problems were explored within the context of this study.

3.2.1. History teachers' opinions about the term disadvantaged group

Before taking history teachers' opinions about the disadvantaged groups, their opinions about what they thought about the concept of disadvantaged group were tried to be determined. History teachers' opinions about the disadvantaged groups were presented in Table 2:

Table 2. *History teachers' opinions about the concept of disadvantaged groups*

Theme	Code	N	%
Disadvantaged Group	An individual who are unable to use some of his rights	3	27,3
	An individual having a different culture	3	27,3
	An individual who needs the support of others	2	18,2
	An individual who drops behind normal people	1	9,1
	People who are not free	1	9,1
	Poor people	1	9,1
	Total	**11**	**100**
	No response	**-**	

When Table 2 was examined, history teachers stated the following opinions about the disadvantaged groups as individuals who are unable to use some of their rights as they want, have a different culture, need the support of others, drop behind normal people, are not free, and poor. It is revealed that a significant part of the opinions shared except for the opinion "an individual who is unable to use his rights as he wants" try to explain the concept with reference to specific characteristics of disadvantaged groups. The teachers who mentioned above opinion referred to the disabled people in their examples reveals that this concept's meaning, importance and content was not truly understood among the history teachers. Because the issues of refugees who have become popular due to the Civil War in Syria in our country and the fragmented families, a harsh reality in our country, were not mentioned in this topic and only two participants gave them as examples, they were evaluated as evidence for this condition. The opinions of participant teachers 1, 4, 9, and 11 about the subject were given below:

P-1 *"Disadvantaged group refers to the individuals who cannot do what they want and use their own rights when compared to other individuals in the society. For example, the disabled. If a student is mentally retarded, he cannot ask questions as the other students. They have problems with learning."*

P-4 *"Individuals who cannot use their rights as they wish. The most important one is -for example students studying in bad places like- towns, Syrians, and the disabled. They have problems with expressing themselves."*

P-9 *"Students from different cultures. They have to be assimilated in the dominant culture or they have to struggle."*

P-11 *"I understand the poor people. They yearn for anything. Whatever they want does not happen as they want."*

3.2.2. The general problems history teachers encountered in their professional life with the disadvantaged groups

After learning history teachers' opinions about the concept of disadvantaged group, they were asked to share their opinions about the problems they had with the students in this group status. History teachers' opinions about the subject were presented in Table 3:

Table 3. *Problems experienced with disadvantaged*

Theme	Code	N	%
	Communicating /being introverted / expressing oneself	4	20
Problems	Ability to use Turkish	3	15
	Not knowing their academic background/ potentials	3	15
	Lack of learning desire	3	15
	Learning difficulty	2	10
	Peer bullying	1	5
	Not getting support education	1	5
	A student who wants to change his disability to advantage	1	5
	System taking sides to pass students	1	5
	Adaptation problems	1	5
	Total	**20**	**100**
	No response	**-**	

History teachers expressed the problems they encountered mostly among different types (refugees, disabled, multicultural people, poor etc.,) of disadvantaged groups. In this regard, when Table 3 was examined, they mostly stated that students in this status were usually introvert and their communication and self-expression skills were not developed adequately. Apart from this, history teachers emphasized that refugees and multicultural students could not use Turkish very well and specific to refugees, their academic background/potentials were not known. In addition to these opinions, history teachers expressed the following opinions about the disadvantaged groups including peer bullying against disadvantaged students, lack of support education for disadvantaged students about their disadvantageous conditions, students who want to change their disability to advantage, students' lack of desire for learning, having learning difficulties, system taking side to pass the disadvantaged students, and some adaptation problems. Undoubtedly, there are many disadvantaged conditions, but each one of the disadvantaged conditions has specific problems. Disadvantaged groups feel themselves different in the society especially in terms of communication skills and history teachers have a

great responsibility to deal with this problem. The opinions of participant teachers 2, 3, 4, 7, and 10 about the subject were given below:

P-2 *"These students have problems about communicating, particularly the disabled ones. Although those with congenital disabilities have overcome these problems and try to hold on to life, the students who had disabilities in their afterlife become introverted and they don't want to listen to the lesson."*

P-3 *"There are sometimes inclusive students and they have learning difficulties. Refugees cannot use Turkish. They have difficulties both while speaking and understanding. This process is really difficult and requires an effort. We do the best we can do to help these students and the other students to teach."*

P-4 *"Students who come from a village do not express themselves. Because they encounter a different environment, they experience adaptation problems. They don't know their rights, and they constantly feel lowly. The Syrians' Turkish is weak, and the most important think is nothing is known about their academic background. As far as I know, students' age is considered during the registration at a school. Their dates are different, and this leads to another adaptation problem."*

P-7 *"It does not matter which disadvantaged groups they are, they are introvert and they have problems expressing themselves. History course offers an opportunity to us. There are different methods and techniques. The only problem is that they do not have a desire to learn. They keep themselves separate from the activities. Sometimes they sit alone or sometimes they sit with someone like themselves."*

P-10 *"Disability and disadvantaged conditions sometimes become a source of motivation for some students. This condition causes them to hold on to life. Some students use this condition to benefit themselves. Students who get a low grade from the exam or who do not participate in the lesson share their problems which they cannot easily tell other people with their teachers. In addition to this, sometimes I believe it might be a peer bullying, but some students say that teachers help such type of students. This unfortunately affects their motivation and psychological conditions negatively. In addition, the system forces teachers to pass such students- especially inclusive students. When these students are made to pass, the Ministry of Education does not ask what you did or which method you used. When we fail them, they ask questions like why we did not guide them to RAM [Counselling and Research Centre] or why we did not use BEP [Individualized Education Program]. What can a teacher do? A teacher is obliged to pass the student whether or not he learns history. That is, the boss wants a happy ending."*

3.2.3. History teachers' ways of approach towards disadvantaged groups they met in their professional life

It is known that history teachers have sometimes encountered individuals in disadvantaged group status in the classroom. Their attitudes towards these students and the approaches they used while teaching the course were presented in Table 4.

Table 4. *Ways of approach towards disadvantaged groups*

Theme	Code	N	%
	Doing student-centred activities	7	30,4
	Being in contact with the family	3	13
Approach	Guiding them to inclusive classes	3	13
	Using appropriate teaching materials	3	13
	Study Support	2	8,7

Giving high grades in the exams		2	8,7
Preparing BEP Plan		1	4,4
Recommending different sources		1	4,4
Guiding them to social education (communication, games and etc.,)		1	4,4
Total		**23**	**100**
No response		**1**	

It is reported that history teachers showed different approaches to the students they encountered in the disadvantaged group status in the class. Although they use some general expressions for the evaluation of these approaches, it should be paid attention that history teachers generated solutions for the disadvantaged groups they encountered in their classes. In this context, when Table 4 was examined, history teachers stated that they carried out student-centred activities for the individuals in the disadvantaged group status so that they could actively participate in the lesson and learn. In addition, among the most stated opinions are that history teachers communicated with the families during the students' adaptation process to the school and lesson, they guided the students in need to the inclusive classrooms, and they used proper teaching materials- especially visual materials- for these students to understand. On the other hand, it was stated that they provided extra study support for these individuals in the disadvantaged group status about the subject they did not understand, it was claimed that these students were treated more favourably (positive discrimination) and thus they were given higher grades in the exams, they prepared BEP Plan to make up deficiencies of the students in disadvantaged group status, these students were recommended supplementary materials in addition to the lesson, and they guided the students with communication problems to the courses for social participation. It is understood from the history teachers' opinions that the students' disadvantaged status, teachers' professional experience, and the opportunities offered by the Ministry of National Education have an effect on the teachers' attitude towards the phenomenon. The impression gained from the responses is that history teachers have. tendency to do their best for such students. The opinions of participant teachers 4, 5, 6, 8, and 10 about the subject were given below:

P-4 *"In order to solve the problems, I design activities according to the student's ability. I give visual education mostly to the Syrian children. The students I had were good at drawing. Their Turkish was not very good, but they could express themselves with drawing. Visual teaching is really educational for everyone. That's why I do visual teaching to include everyone. I use the kinaesthetic students (who require movement to learn) in drama activities."*

P-5 *"With the guidance of RAM, we prepare BEP with the administrators and the teachers. As far as we can, we try to fill the gap between the normal students and the students in the disadvantaged group status. The students who are at high school level have a certain level of knowledge. I also get into contact with the families. We try to teach history using the things that make students happy."*

P-6 *"First of all, we get into contact with the families to get to know the students much better. We learn students' past, experiences, and problems. If it is needed, we guide them to support classes. If they do not need, we try to perform activities suitable to the students to solve the problems."*

P-8 *"We have few students. As I stated before, they are the students who do not want to get education, or they are partially disabled students who cannot go to school. In one way or another, they are the students who went to school till high school and had difficulties due to the compulsory education. Some of them are in better conditions so we provide extra study time*

for them and suggest them different learning materials. Unfortunately, there is nothing to do for some of them. We try to make them pass by grading them with enough scores in the exams."

P-10 *"These are the students who fall behind the other students and are deprived of using some rights and opportunities due to the life conditions. They deserve a little advantage in assessment and evaluation. We cannot evaluate the student who is eating bread and olives and the student who is eating sausages and salami in the same system. Disadvantaged groups have more chances of making mistakes in life."*

4. Results, Discussion, And Suggestions

Normal conditions are considered while programming and implementing educational activities. However, due to some characteristics of disadvantaged students, it is a fact that they are also part of the educational processes. Undoubtedly, there are many reasons for the emergence of disadvantageous conditions (poverty, immigration, disability, and etc.,); however, the common point they all share and draws attention is that individuals do not properly benefit from the educational environments. There are studies in literature on students' development in history courses, historical understanding and learning and effective methods in learning/teaching history. There are also studies in different fields carried out about specific groups in disadvantaged group status. However, there are not enough studies conducted particularly on any of the disadvantaged groups specific to history education. This study aimed at determining the state of students in disadvantaged groups in history course curriculum and in the class.

In the study, two types of data collection (document-interview) tools were used to reveal the disadvantageous situations in history teaching. The curriculum is a determinant factor in teaching of history lessons. The approach in the curriculum is to show the educational policy on any subject. In this sense, the researcher started by trying to determine the situation in the curriculum for disadvantaged students. After the current situation in the curriculum was determined, interviews were carried out through a semi-structured interview form consisting of several general questions prepared by the researcher to reveal to what extent the explanations in the curriculum were applied and to determine the approaches of history teachers towards disadvantaged students. Findings obtained from both data collection tools are presented in a way to complement each other.

Participation of disadvantaged groups in education is a multi-dimensional process. In this respect, the report called Education of Disadvantaged Groups and Multiple Class Teaching: Studies and Innovative Approaches (1981) provides us important information. This report refers to the curriculum that meets the common need for disadvantaged groups to participate effectively in teaching, appropriate learning environment and material/resource diversity, pre-service and in-service teacher training, adequate financial resources, management with innovative orientation and effective supervision, social participation for the sake of facilitation of cooperation and achievement of goals. According to Machin (2006), if the educational and social interventions for disadvantaged groups are sufficient and strong, they have an important place in more socialization of individuals. The lack of influence of factors such as gender, ethnicity, and family status in education contributes to an equitable, participatory, and developmental structure of education and students to develop independently of their personal and socio-economic conditions (OECD, 2012). In this sense, considering the process from a holistic perspective will bring along meaningful interventions about inadequacies.

The existence of students with different characteristics in history education curricula in the class and education given to these students were frequently mentioned. The general expectation

is that students will actively participate in the lesson and learn history with most suitable methods. In addition, it was revealed that attention was drawn on the disadvantaged conditions with indirect statements in the curriculum and the responsibility was laid on the shoulders of the teachers. Deutsch (1965) stated that students would be disengaged from the disadvantaged status with a suitable educational curriculum. Orhan & Genç (2015) remarked that as everyone has the right to education, the programs (curricula) should be developed considering the individuals' needs so that the disabled individuals would not experience adaptation problems in the society. The following researchers considered the following subjects: diversity by Alexander, Weekes-Bernard & Chatterji (2015), multi-cultural individuals by Amthor and Roxas (2016), refugees by Emin (2016), immigrants, asylum seekers and refugees by Kılcan and Şimşek (2021) and they suggested that curricula and coursebooks should be reorganized. Oh & Stouwe (2008) evaluated the education given to the refugees in terms of access to education, quality of education, and administrative structures. They stated in their studies that providing physical access to an educational institution did not guarantee that the receiver would properly join the educational process or s/he would obtain the same results as his /her peers. They used the school's physical infrastructure, curriculum and the educational applications to evaluate the quality of the education given to the refugees. They determined that according to the refugees, curriculum had an integrative effect in terms of language and content and it had important contributions during the integration with the other students and the society. Han (2010) stated that education required a systematic and collaborative work and the problem experienced in the system would have an effect on the whole system, thus, not only teachers or schools but also all stakeholders should actively participate in the solution of the problem. Kesici (2019) stated that in the interviews carried out with the teachers about the education given for the mentally disabled, some teachers expressed the following as a problem: the levels of history course books were not suitable, they failed to teach the gains, and the history curriculum was overloaded.

As pointed out in history education curricula, history teachers were interviewed about history education for disadvantaged groups in practice. It was revealed that history teachers did not have enough information about the scope of the concept of disadvantaged groups and they considered the problem narrowly over the cases they encountered. Yıldırım (2011) determined that school directors and teachers did not have enough information about the chronic diseases and thus, an effective action was not taken in schools. Sart and et al (2016) drew attention to the disabled individuals' problems related to the access to education in their study and they remarked that considering the education given to this group of students, there was lack of quality, source, knowledge and experience about special education. Marimuthu & Cheong (2015) stated that the integration of disabled individuals into society is possible with education and teachers have a great responsibility. They stated that teachers must be well-equipped, knowledgeable, and capable of developing the necessary values, trust and support required for disabled students and they must have competent qualifications. Thus, teachers will contribute to the education and socialization of disabled individuals.

With reference to the cases the teachers encountered in limited numbers, the problems they encountered mostly include establishing communication, learning motivation, learning difficulty, and some adaptation problems. Karakuş (2006) concluded that the academic achievement and learning motivation of students who were exposed to immigration were quite low and they had some adaptation problems. Apaydın & Gebizli (2015) stated that the students from fragmented families had some behavioural, academic, and peer problems and among the most important problems they had were being introverted, quick temper, lack of self-confidence, being asocial, picking up bad habits, and aggressiveness. Emin (2016) drew attention especially to the refugees and the problems regarding attendance to school, coping

with language and communication problems, education considering differences and quality. Kesici (2019) determined the following problems which mentally disabled students encountered: parent-based problems (not accepting, lack of communication between family and teacher, similar qualities of family to the student), student-based problems (attendance, lack of communication with peers, level differences with the rest of the class), and lack of one-to-one communication in the classroom environment. In addition to these problems, such problems as lack of support education room or inadequate support education room, problems based on fields of study (history, physics, English), subject-matter teachers' need for in-service training about "disability", high school placement, history course books (level, lack of teaching gains), intense curriculum (history, mathematics) were stated.

History teachers applied student-centred methods with the intention of encouraging students to participate in the lesson to overcome the problems. In addition to this, it was stated that they used approaches such as getting into contact with the students' families and sending students to the support classes according to their needs and using appropriate teaching materials. Yıldız (2004) stated that although history teachers did not use a different technique in history education for sight-disabled individuals, they approached students with an unbiased, supportive, and helpful manner and they provided education considering the students' pace and disability. Hirsch (2007) suggested that disadvantaged groups should be encouraged to join education and thus, the schools' quality of education should be improved. Phuyal and et al., (2005) emphasized that the handicaps and problems of the disadvantaged groups should be identified very well, an effective communication network should be established between the family-school-student-authorities and other stakeholders, and regarding students' needs and interests, student centred- game-based activities should be performed.

Suggestions

- It is important to consider students' disadvantaged status. The reason for the disadvantageous conditions should be determined very well and the most suitable educational environment should be created for students to participate in educational activities actively and effectively.

- Clear policies for disadvantaged groups should be established in the teaching of history courses. Setting policies will bring standard practices along with it, and this will increase the quality of education.

- Activities such as workshops and panels should be organized considering history teachers' approach to disadvantaged students. Recording these events and moving them to online environments via access link will contribute to more participation and creation of collective consciousness.

- It is viewed that history teachers try to involve students in disadvantaged groups to the lesson during the in-class implementations. However, much more professional intervention is needed. Thus, in-service training for teachers should be organized more intensively.

- There are many groups in disadvantaged group status. These groups were addressed generally to draw attention to the subject in this study. This is one of the most important limitations of the study. As understood from the findings, teachers' experiences related to the disadvantageousness show differences. Carrying out in-depth studies on specific groups will make important contributions to literature for the future studies.

- It is reported that there are indirect points emphasized towards disadvantaged groups in history education curricula and the responsibility is laid on the shoulders of the teachers.

In this regard, during the design of the new curricula, it is required that the attention should be drawn on the problem and much clearer expressions should be used.

- Application-oriented research should be carried out within the context of participation of different disadvantaged groups in history courses and effective history education.

- The developments in education have a dynamic structure and there have been new developments each day. The data of this study were collected in 2019. In this regard, new developments will occur about disadvantageousness in the upcoming years. Both changes over the years and good examples in our country and in different countries should be followed and permanent solutions should be offered.

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