THE EVALUATION OF THE LEVEL OF ATTENTION AND PARTICIPATION IN SOCIAL STUDIES LESSONS WITH RESPECT TO PSYCHOLOGICAL WELLNESS AND VARIOUS VARIABLES

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Abstract

Psychology is included directly as a course name in high schools and equivalent schools. In secondary school, it is shown in social studies education. Social studies education is formed according to the broad fields approach. In other words, quotations from the disciplines of social sciences are integrated within the scope of social studies units. In this, there are fields such as sociology, economics, law, as well as psychology. However, psychology is not like a separate course, it is in the content of the subjects in social studies education. Although psychology is not directly mentioned in a subject, the content can be related to psychology. Social studies education is a course taught between the fourth and seventh grades. The History of Revolution is taught in the eighth grade. This course is also conducted by social studies teachers and is related to social studies. For this reason, there are eighth grade students among the observed students.

The aim of this study is to investigate the relationship and interaction of items such as the level of activeness of the students observed in the social studies course and during breaks, their listening status, the sitting arrangement in the classroom, their attention and perception levels. Peer communication and relationships among friends were evaluated through these observations. The effects of all these processes on psychological well-being are emphasized.

In this study, observation method was used within the scope of qualitative research. Within the scope of the teaching practice course, the reports formed as a result of the observation of one day of the student were examined. The topics in these reports contain various data about the students observed. These data were analyzed by content analysis technique.

As a result, it has been understood that the academic status, interests and levels of the students have an effect on the communication with their friends or the activeness of the students during recess. It has been observed that the position of the student in the classroom is also effective in the student's participation in the course.

Key Words: Social Studies education, psychology, psychological well-being, program, communication, active student.

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Introduction

Psychology is defined as the science of soul or behavior. In the past, it was focused on the research of the concept of soul. In the recent period, Wundt's objectivist approach based on human behavior has come to the fore (Kırklaroğlu, 2018, 194). Psychology is a field of science that examines the causes of human behavior. There is the view that every stimulus in the brain is reflected in behavior. But psychology is not limited to just observing behavior. Because people's thoughts, ideas and the factors that affect them are also important. It is difficult to attribute behavior to a single cause. Psychology is a social science field. It is also evaluated within the scope of behavioral sciences.

Behavioral science studies begin in the middle of the twentieth century. Behavioral sciences is a social science that deals with and explains human behavior holistically in the context of social and psychological factors affecting behavior. Therefore, behavioral sciences are a specific field of social sciences. These fields are sociology, psychology, anthropology and social psychology. However, behavioral sciences evaluate all these areas with a holistic perspective (Zencikıran, 2021, 1-4).

Psychology deals with individual behavior and mental processes. Aiming to understand individual behavior, psychologists investigate the behavior of individuals and the processes that lead to these behaviors. Human intelligence, personality, how it perceives, learns and thinks about the events around it are the subjects of psychology (Yaylacı, 2013, 13). Sometimes, what the environment thinks, how they feel, what they talk about also has an impact on behavior. This may vary from person to person. This is related to social psychology (Bilgiz, 2006, 136). Therefore, the factors that affect behavior are multidimensional.

At the beginning of the twentieth century, each school in psychology, which separated from philosophy and developed its own methods, focused on how to study people in the best way. The structuralists explored the elements of the mind. Functionalists wanted to clarify the issue with mental processes and behavior (Morgan, 2010, 7). In addition to the relationship between psychology and philosophy, it is seen that there is a relationship between science, social and health sciences and psychology.

Considering the subjects and methods of psychology, it has been determined that it is close to the biological and physical sciences (Özkalp, 1993, 162). Many scientists have been trained in the field of psychology. Medieval Islamic scholars should be mentioned at first. Because these scholars lived in the twelfth century and beyond. One of them is Ibn Rushd. Many of the concepts used in Ibn Rushd's psychology are taken from physics. Human actions are considered as movements in physics (Arkan, 2001, 42). Psychology also has to do with the health sciences. Psychiatry is studied within the scope of health sciences, and clinical psychology in psychology. Considering psychiatry within the scope of health also necessitated the existence of psychology as a social science field.

Ghazali also listed the ways that lead people to salvation and also the qualities that a healthy person should have. In addition, he wrote what is necessary for the treatment process (Özdoğan, 2011, 17). It is possible to say that Ghazali played a leading role in the field of psychology. Ghazali suggested information about the soul, included the concept of the eye of the heart, and talked about the heart and brain that affect human behavior. After centuries, only in the eighteenth century, names such as William Wundt and Sigmund Freud came to the fore. In the continuation of this process, psychology was defined as a special scientific field with the methods it developed. The emergence of psychology as an independent science is only recently. Today, psychology has developed new methods. Methods expressed as introspection or introspection have begun to be used. In addition, character tests and intelligence tests were also effective in the data acquisition process of psychology. While psychology developed in the twentieth century and later, sub-branches of psychology emerged.

Psychology and its effects have begun to be studied in industry, economy, social field, political field and many other fields. In addition, psychology is one of the disciplines that education makes the most use of (Polat, Umay, 2002, 198). Educational psychology is a field that studies how individuals learn effectively and how learning occurs. The preparation and implementation of training programs by evaluating the skills is related to this field (Sarı, 2017, 7). In order to reach the highest level of efficiency in education, teacher

training, arranging a curriculum, factors affecting the classroom environment are among the subjects of educational psychology (Bilenen, 2015, 121). It is important to regulate the factors affecting productivity in education and to meet the needs. The components of education are student-teacher-parents and education administrators. If it is desired to increase productivity to a higher level, positive psychology or psychological well-being should be provided in these components.

Positive psychology deals with human strengths. It is a perspective that helps an individual to increase their capacity, increase their performance and reveal their true potential. In this idea, the aim is to lead a better quality life for individuals who have no problems, rather than a process for only those with psychological problems (Karaırmak and Siviş, 2008, 105). On the other hand, positive psychology aims to develop emotions such as forgiveness and gratitude. The concepts of self-esteem and self-efficacy are also included here (Carr, 2016, 283-300)

Another defining concept of positive psychology is psychological well-being. The findings of a study on psychological well-being can be looked at. Because, the findings can explain the students who actively participate in the lesson and are in their own mood during breaks. Accordingly, as students' academic perfectionism levels increase, their psychological well-being levels decrease. Stress plays a mediating role in this relationship. In other words, a student with high academic perfectionism has a high stress level. Since the stress level is high, psychological well-being will be low (Aygün, Topkaya, 2022, 197,198).

Aim: The aim of this study is to examine and evaluate the place of psychology in social studies education. Apart from this, it is to reach various findings through the examinations they have made about the students within the scope of the observations made by the students within the scope of teaching practice. These findings are in the form of the relationship between success and variables such as students' sitting arrangement, communication processes, interest in the lesson, level of being active. In addition, it is aimed to deal with the attitudes and behaviors of the students during the day in terms of psychological well-being. Thus, it is foreseen that the development in these attitudes

and behaviors will contribute to the execution of a more efficient education process.

Method: In qualitative research, data is collected through observation, interview and document review methods. In qualitative research, interpretation, analysis and synthesis and evaluation of data are in question. Observation is a method used in order not to recognize in detail the behavior that occurs in any environment or institution. Observation method is ideal for detailed, comprehensive and timely determinations of a behavior occurring in any environment (Yıldırım and Şimşek, 2008: 39, 169). The advantage of observation is to see the researched subject from the perspective of the person concerned (Yıldırım, 1999, 10). Observing and recording the researched phenomenon in an impartial or objective way is important for the reliability of the research (Karataş, 2015, 72). In this study, there is a student observation activity among the reports prepared within the scope of teaching practice. Since the results of the observations made within the scope of this activity are examined, it is possible to state that the reports prepared are completely impartial.**SosyalBilgiler**

Psychology in Education Program

Social studies education has been started in America since the beginning of the twentieth century. In the middle of the century, it was shown as a lesson in secondary schools in Turkey. It also corresponds to the name of social sciences in Europe. Social studies education is a versatile, interdisciplinary learning field. The content of the program is quite rich. Topics related to many social science disciplines are taught.

When social studies education first started, it was mainly based on history and geography. In this respect, the impact of history and geography is greater in the current program. Citizenship knowledge is also included in social studies education. Social studies education is carried out with a teacher, textbook and program. There are goals, learning areas, achievements, skills and values in the program. The teacher should know these and plan the educational process in the classroom accordingly. Textbooks should also be arranged taking into account the program.

The textbook and the program are important elements of the educational process. However, when talking about psychology in social studies education, it should be noted that the

teacher is more important here. Because the way the teacher treats the students, the way, the style and communication are very important. Behaviors without knowing the student will have negative consequences. For example, one of the students may be very sensitive. He may even be disabled. A word that will be said without knowing the situation of this student will negatively affect the student's interest and relevance towards the lesson. A student who has lost his motivation towards the course is less likely to be successful.

There are learning areas in the program. Seven learning areas were organized in the social studies education program. Among these learning areas, the one directly related to psychology is "Individual and Society". However, there are parts that are indirectly related to psychology within other learning areas. Efforts will be made to identify them. The content in the Individual and Society learning area is as follows:

In this learning area, which basically includes the processes of being "me" and "us", an interdisciplinary approach has also been adopted, with a focus on psychology, sociology and social psychology from social sciences. Accordingly, students will have the opportunity to evaluate the spatial, historical and cultural factors that affect the processes of being "me" and "us" (Social Studies Education Program, 2018, 12).

One of the sixth grade acquisitions in the field of Science, Technology and Society learning or psychology. Based on studies and findings in social sciences, it gives examples of the impact of social sciences on social life. Psychology, philosophy, anthropology, archeology etc. The disciplines that make up the social sciences are introduced by giving examples from the sciences (Social Studies Education Program, 2018,22). Apart from the item related to explanation and achievement in the learning field, there are parts of the program that can be indirectly associated with psychology. First of all, to mention the objectives:

The eighteenth article among the special purposes of social studies education is as follows: "As a free individual, his physical and emotional characteristics; It is aimed to make them aware of their interests, desires and abilities". This item can be associated with psychology. Psychology is about the

individual. It is about getting to know the individual, understanding his behavior and making sense of it. In this context, it is very important for success to be able to identify the interests and abilities of each individual.

How were the special aims of the social studies education program determined? How is it arranged? First of all, this needs to be explained. The specific objectives are a total of eighteen items. Each of these items has to do with a social science discipline. There are articles about history, geography, law, political science and sociology. It can be said that the item about psychology is the eighteenth item. But this is not very obvious. It is possible to establish only an indirect interest.

One of the four elements of the program is evaluation. Evaluation is classified as assessment and evaluation. Measurement is quantitative. Evaluation is qualitative. It is done to determine whether the gains are given in an adequate amount in the evaluation. Measuring takes place by giving numbers or grades. There is a section in the program titled "Assessment and Evaluation Approach in Curriculum". In this section, there is an indirect content related to psychology:

Education is given not only for "knowing (thought)" but also for "feeling (feeling)" and "doing (action)"; therefore, only cognitive measurements cannot be considered sufficient" (Social Studies Education, 2018, 7). In this item, it is stated that measurement and evaluation can also be done in terms of feeling and emotion. Learning can take place in the form of cognitive, affective and psychomotor.

Some items in the basic skills section of the social studies education program can also be associated with psychology. Empathy comes first. The concept of empathy is a very important skill in psychology. Empathy is the ability to evaluate events from the perspective of that person by putting himself in the place of the other person during a communication, to understand his feelings and thoughts in a real sense, to be sensitive. (Pala, 2008, 14). Psychology primarily contributes to the development of empathy. It is important to understand the reasons for the other person's behavior. For this, one has to put himself in the other person's place. The development of psychological well-being is also related to the strength of this aspect of communication.

Self-control skills are also important for the individual to provide emotional control. Self-

control can be interpreted as a kind of super ego. On the other hand, it is also related to the issue stated by Ghazali. One of the factors that guide human behavior is the mind. Reason is associated with logic. It is necessary to think correctly. Self-control is also an expression used to enable the individual to think correctly and to own his own ambition, grudge and anger.

Communication skill is also an item that can be developed with psychology knowledge. Psychology will know how and why the other person behaves and will improve the communication process accordingly. Knowing stereotypes and recognizing bias is also related to psychology. Prejudices develop psychologically negative emotions. This situation negatively affects the educational process. For this reason, it is necessary to get rid of prejudices.

Sensitivity between values is important in terms of psychology in the social studies education program. Values are the elements that hold society together and carry it to the future. Social studies education program content and aims and values overlap. Programs have root values. These are eight items. Apart from this, there are eighteen values in the social studies education program. Because social studies is the top priority field that reflects values.

In the program, empathy is included in the fourth grade acquisitions related to individual and community learning. The explanations for this achievement are as follows: "He puts himself in the shoes of other individuals with different characteristics. In addition to individuals with different abilities, tastes and personality traits, the situation of disadvantaged (disabled, poor, in need of government care or chronic health problems) individuals is also addressed". This item is important in terms of determining the differences and conducting the education process accordingly.

Among the 7th grade gains in the social studies education program, there is the item "Analyzes the attitudes and behaviors that affect communication and questions their own attitudes and behaviors". This item is also about self-control skills.

Results

Observed students were first coded. On the other hand, in the observation reports, the items within the scope of the study were organized under certain headings and categories were created. The attitudes and behaviors of the students were noted in the section related to these topics. The resulting data were interpreted and analyzed. The relationship between the categories was also examined. First of all, the table prepared is given below:

Identification Code	G1	B1	B2	G2	B3	G3	G4	G5	B4	B5	B6	B7	B6
Provides active participation in the lesson	+			+		+	+	+		+	+	+	+
Does not actively participate in the lesson		+	+						+				
Plays and scribbles with his pen and notebook			+						+				
He is listening to the lecture	+	+		+	+	+	+			+	+		
Doesn't listen to the lecture			+										
sitting in the front row		+		+			+	+		+			+
sitting in the back rows			+						+		+	+	
an introverted student									+				

A student who is prepared for the lesson (book and notebook on the desk)		+	+			+				
By himself in class at recess	+		+	+			+			
Talking to his friends at recess playing games					+	+				+
Constantly distracted in class									+	
Distracts after a certain amount of time in class				+					+		+
Poor relationships and communication with friends								+	+	+

When looking at the table, various findings can be reached. To express these findings item by item: It is clearly seen that the rate of active participation in the course is higher for female students. There are no positive signs in the b1, b2 and b4 actively attending the lesson. There is also a negative sign of this item here and there is a positive sign in the part of not actively participating in the lesson. Therefore, it is possible to state the situation of these students more precisely. It can be said that three out of seven male students, 42%, do not actively participate in the lesson. All of the female students observed actively participate in the lesson.

It is understood that two of the three male students who do not actively participate in the lesson completed the lesson time by playing with their pencils or scribbling in their notebooks. Another student follows his teacher or the lesson, but does not actively participate in the lesson. In other words, he does not participate in various activities or the question and answer process. Therefore, this means that the rate of listening to lectures is higher.

Six of the observed students sit in the front rows and four sit in the back rows. There is no observation record of the other two students. It is possible that these two students were sitting in the middle rows. As can be expected, the students sitting in the back rows among the observed students are all male students. One of the students who does not attend the lesson sits in the front row. It is seen that the other students sitting in the front rows listen to the lesson and actively participate in the lesson.

There is a relationship between behavior and personal space. Human behavior is affected by visual environment, climatic environment, spatial environment, auditory environment and social environment. It interacts with aspects of the environment that can be perceived by the five senses, such as tables, desks, cabinets, and chairs. It is understood that the physical environment has an effect on behavior. The relationship between environmental design and shaping of the physical environment and performance is also expressed. If the opportunity to make changes in the environment flexibly is not given, people become part of a limited system (Öztürk, 1996, 13,15). will be of interest.

Two of the students sitting in the back row play with their pencil or notebook during the lesson and are not interested in the lesson. At the same time, they do not show active participation in the lesson. One of the other two students sitting in the back row participates actively in the lesson. But he is distracted during the lesson. Therefore, some

students try to answer the teacher's questions, raise their hands or participate in the activities. But he doesn't listen to the lecture. It is understood that one of the students sitting in the back row, who was observed, both actively participated in the lesson and listened to the lesson.

The introverted, quiet and reserved student is seen sitting in the back row. This student plays with a pen, book or notebook during the lesson. Does not provide active participation in the lesson. He stays in the classroom between lessons and does not communicate with his friends. Most of the students who are observed during recess stay in the classroom and engage in something on their own. Only three of them go out to the garden, play or chat with their friends.

"G1, who listens to the teacher carefully, follows the lesson seriously. He does not talk to his friends during the lesson. He tries to find the answers to the questions asked by the teacher from the textbook. In recess, he stays in class. He spends time with his friends. He's wearing a mask. He does not raise his finger when he has the students read the reading passages in the lesson. Therefore, he does not want to read the text, but wants to answer the teacher's questions. A student with a high level of participation in the course"

Eighth grader g2 puts course related materials on the desk. Since he will take the high school entrance exam, the student also looks at the test book. He is trying to solve the questions there. The student sitting in the second row in front of the teacher's desk raises a finger to answer all the teacher's questions. He usually gave correct answers. He listens to the teacher and gives his ideas. He is not interested in his friends trying to distract him. During recess, the students who are observed go outside alone to get air, independent of their friends. Returning to the classroom in a short time, the student is still reading a book or solving a test in the classroom." It is possible that the active student in the lesson is passive during the breaks, and it is related to the attitudes of their peers towards the lesson. In this case, if the student is provided to be active between lessons, the motivation of the student will be high. Students should be able to socialize, share with their friends, and use the school garden more effectively.

B1 of the eighth grade students is sitting in the front row of the class. However, he does not participate in the lesson. He is listening to the lecture. But he is not an active student.

It seems that b2 from the seventh grade students came ready for the lesson. Although the course equipment is on the desk, the student does not listen to the teacher. He plays with pencil and sharpener. The student is scribbling on the textbook with his pen. It seems that the teacher did not raise his hand to the questions he asked. He was in the back of the classroom by the wall.

Seventh grader b3 is a hardworking student. He listens carefully to the teacher. He also asks questions to his teacher. While the students are reading the text, they follow it from the textbook. He even reads it himself and underlines the text. He raises his finger to answer the teacher's questions. But his attention is quickly distorted. He is distracted by a friend playing with his pencil and making noise in the classroom. However, he quickly gets himself together and is able to devote himself to the lesson. Towards the end of the lesson, he gets bored with the lesson and starts to deal with other things. Class participation is almost non-existent. He does not raise his hand to answer the teacher's questions. Although the teacher did the activity, he did not participate in the activity. He then falls asleep. During recess, he continues to sit during it. He goes out for a short while. The distraction of a successful student towards the end of the course indicates that there is a situation that needs improvement.

G3 from the sixth grade is chatting with his friends during the lesson. Meanwhile, the bell rings. Since g3 is still speaking, the class president writes his name on the board. G3 is arguing with another student when he wants to erase his name from the board. He is a very active student at recess. He immediately does the activity that the teacher wants done. An active student attending the class. He immediately notes the words the teacher says in his notebook. While the reading text is being read, he wants to read it with the permission of the teacher. He also draws important parts of the book with his colored pencil. It seems that he came to class by working at home as well. He answers the teacher's questions.

The sixth grader G4 is also a class president. As soon as the bell rings, he takes the board pen and writes the speakers. He's trying to silence the class. When the teacher came, he opened his book, sitting in the front row,

interested in the lesson. He answers the teacher's questions. He's taking notes. When asked who wants to read, he raises his finger. An active student, he also has leadership qualities.

The fifth grade student coded G5 sits in the front row. He gets his textbook, notebook and pen ready before the lesson starts. He answers the teacher's question about an activity he has done before. The teacher poses true-false questions and the student asks for a voice in answering the questions. He answers the first question correctly. An active student. However, during the lesson, he sits on the side row, listening to the teacher and talking to his friend in the back row. He is talking to his lonely friend about the questions asked by the teacher. They are trying to solve the questions. It highlights the important parts of what the teacher said. He goes out to the garden between lessons. He plays games with his friends. He is chatting.

The eighth grade b4 seems to have an introverted student profile. This student's interest in the course is also weak. He sits in the back of the middle row in the classroom. The student usually looks in front of him, sometimes he looks around. He is busy with his pen and notebook in front of him. He does not want to attend the class. When the teacher makes promises, he becomes more withdrawn. Therefore, the teacher poses questions in a softer tone. The student does not communicate with any of his friends. He always sits at his desk and spends time with school items in front of him. If the teacher directly asked the question, he can give short answers. Sometimes the teacher who gives the responsibility congratulates the student when he achieves this.

B5 from the eighth grade is seated in the front row. Class participation is active. He has problems in his class relations. The teacher tries to answer by shouting without giving the right to speak. He follows the teacher very carefully. If the teacher has a negative statement about himself, his motivation is negatively affected. He wants to prove himself. He wants to be appreciated. For this reason, he shows his teacher the preparations he has made before the lesson and the homework he has done. He thinks other students are jealous of him. His friends may criticize his excessive movements to attract attention. He also wants to be at the forefront of communicating with

his friends during recess. This prevents him from developing good communication with his friends.

B6 from eighth grade is seated in the back row. The teacher listens carefully while teaching. But if there is noise or noise from somewhere else, he gets distracted. When he wants to have the right to speak, he also expresses his own views. Even if the teacher does not agree with his ideas, he asks the reasons for this. This shows that the student is persistent in his views. He raises his hand to answer almost all questions at the question-answer event. He answers correctly. A student who doesn't take notes. Self-confidence and high self-confidence can be effective in this. He also participates in events. However, his communication with his friends seems weak. The fact that he is more successful than his other friends in the class may cause other students not to be included. A student walking around with a book during recess. He asks questions to his teacher. He works well individually, but his group work and friendships are poor.

B7 from eighth grade is a student sitting in the back row. He tries to answer the questions asked by the teacher. However, from time to time, he does not read a place that the teacher wants to be read, by acting on his own. Besides, he is an active student who participates in activities. He is a self-confident student who loves to research. He sometimes spends his knowledge unnecessarily and may disperse the subject. He gets distracted while listening to the lecture. He can be busy with other things and negatively affect the attention of his other friends. When the teacher poses a question, he always actively participates. He is a student who likes to comment. Answering even if he doesn't know shows that he has high self-confidence. There is not a very positive process in his relations with his friends. Friendship is a weak student. Not being able to adjust the tone of voice and using the wrong words can cause his friends to stay away from him.

B6 from fifth grade reminds of the homework the teacher gave in the previous lesson. He tries to answer the true-false questions. He is sitting in the front row and is an interested student. He takes notes in class. He is shopping for erasers with his friends in the back row. He raises his hand before anyone else. When he gives the wrong answer, he tries to learn the

correct one from the teacher. But after the first twenty minutes, he starts to get distracted. He started talking to his friend in the back row. He began to draw something in the margin of his book. He started to recover in the last five minutes. The student opens the windows of the classroom during recess. He is talking to his friends. He gets along well with other classmates. The student's taking notes in the lesson, reminding the subject of the last week, and answering the questions in the lesson show that he is interested in the lesson.

Results

One of the basic requirements of positive psychology is to carry out the process lovingly. The process can be used at home, work, school, etc. it could be. Educational activities that the student will really love and adopt are important for ensuring efficiency. One of the ways to do this is to establish a healthy communication. If students do not talk to each other, chat, play games or have fun together, their commitment to the school will be negatively affected by this situation. Students' sense of belonging to school is an important condition for the development of positive psychology. Developing this sense of belonging can be possible with activities and games that will take place among students.

It has been concluded that students have difficulties in establishing and conducting peer communication in a healthy way on their own. Because one of the students examined is introverted and does not communicate with his teacher during class and with his friends during recess. However, it was determined that three of the other observed students did not communicate. Among these, there are successful students who are active in the classroom and listen to the lecture. Most of the other students also go through the recess period in the classroom and on their own. It is appreciated that successful students are busy with the course and the book. However, children of this age are expected to engage in not only mental activities but also physical activities. Students' getting to know each other better, being able to help each other, and being able to trust each other contributes to the development of the individual. At the same time, it will be possible for children to discover their talents and realize their abilities during physical activities.

Psychology is an important field in transitioning to a healthy communication process with the environment. Education is one of the areas where communication takes place most intensively. If it is desired to achieve high efficiency in a field, it is necessary to know and understand psychology well. Lack of communication and not knowing psychology are the reasons for the problems experienced in the society and the accumulation of anger. For this reason, psychology should be taken into consideration in the process of making education programs. In social studies, it has been adopted as a new approach to provide students with knowledge and ability to solve social issues. Social problems have psychologically based dimensions. Effective evaluation of psychology in social studies will play an important role in the preparation of students for social life.

Among the student profiles examined within the scope of the study, it is seen that the more active students disturb the peace of the lesson by talking to their friends when they do not attend the lesson. On the other hand, it has been determined that students who can be described as calmer do not harm their environment, do not make noise, and do not distract their fellow students and teachers, even if they do not listen to the lesson.

Interest was evaluated between whether the lesson coincided with the last hour or not and the student's interest in the lesson. It can be said that in the lessons that coincide with the last hours, the interest of the students is partially lost and the students have difficulty in concentrating. For this reason, this issue will need to be taken into account in the preparation of the curriculum. According to gender, it can be said that female students are more interested in the lesson than male students. They play a more active role in class participation. It has been understood that there is a relationship between the position of the students in the classroom and their participation in the lesson. Considering the findings of the study, it was understood that there were students who actively participated in the lesson, although they were sitting in the back rows. However, it can be said that the participation rate of the students sitting in the back rows in the majority is lower.

It has been observed that psychology is not sufficiently included in the social studies education program. In particular, a direct emphasis can be placed on psychology in the special purposes of social studies education.

Psychology content should also be taken into account more in the acquisition, values and skills sections.

Suggestions

Students should not be mentally exhausted during the day. Course hours and programs should be shaped accordingly. While arranging weekly lesson programs, it should be ensured that the lessons that will tire the students mentally are not overlapped.

Today, class breaks are determined as ten minutes. Increasing this has come to the fore, it has been thought to reduce the class hours and increase the breaks between breaks. It is important that students can effectively evaluate breaks between breaks rather than decisions taken here. This process is among the important factors that will increase students' feelings towards school in a positive way. For this, it is necessary to make the breaks between recesses more systematic. For this:

First of all, the physical environment of the school should be arranged. It is necessary to have playing fields and to make them functional. Environmental psychology is also an important situation in increasing productivity in education. The more developed the environmental conditions, namely the physical environments and facilities of the school, the more the student is expected to have a positive psychological approach.

Likewise, classroom environments may need to be regulated. If there are differences between the students sitting in the front rows and the students sitting in the back rows in terms of attendance and listening, it is understood that there is a need for a regulation in this regard. For this, a change in the order of the queue may be on the agenda. If necessary, the rows can be brought side by side and the teacher can be placed in the center with an oval row arrangement. In addition, it can be suggested in different formats.

On the other hand, students who encounter a static environment during all weeks, days and hours of the school year, which should not be less than 180 days in total in two semesters, will also feel limited. For this reason, it is important to organize a more flexible and dynamic educational environment or physical environment. It is useful to consider the relationship between physical environment education and psychology.

Students in need go to the washroom or canteen during breaks. In addition, in-class games and activities can be organized with the students who fail in the classroom, and different activities can be organized with the students who go out to the garden. Here, it will be a question of helping students to ensure that they act in a coordinated manner. But if this is not possible, it will be necessary to increase the playground and activity areas in the school. These can be listed as foosball, table tennis, billiards and chess facilities, as well as playing fields such as football, volleyball and tennis. It should be determined which conditions psychological well-being depends on. For example, it should be observed whether the student feels happier in individual or group games and activities. Accordingly, activities should be carried out in a systematic way.

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