

Turkish History Teachers' Perceptions of Primary Sources in History Textbooks

Abstract

Primary sources help us to visualize the past, bringing it into the present day. Primary sources are multifarious: they can be illustrations, original texts, maps and examples drawn from real-life events, all of which are important components of history textbooks. In order to use these sources, students can develop different skills, such as critical thinking, the ability to assess different views and the ability to think empathetically, all of which are crucial attributes in a democratic society where primary sources are to be used. To benefit from primary sources, history teachers and students must know how to use these sources effectively. However, it is a generally held belief that some Turkish history teachers do not use primary sources in history textbooks effectively.

The purpose of this paper is to elicit history teachers' perceptions about primary sources in history textbooks. A qualitative approach was used in this study in order to gather data in response to the research questions, and the information itself was secured through a semi-structured interview. History teachers who joined this study were chosen from the province of Trabzon through random sampling.

In the light of the data, it seems that the majority of history teachers do not know how to use primary sources presented in history textbooks effectively.

Key words: *history education, history textbooks, primary source, Turkish history teachers.*