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THE EFFECT OF LEARNING IN NATURE ON THE DEVELOPMENT OF PRE-SCHOOL STUDENTS

Abstract

It is emphasized that children will have the opportunity to be intertwined with nature and discover unknown aspects in nature through nature and environmental education, and they will also display a respectful attitude to nature. The purpose of this research; The aim of this study is to examine the effects of learning in nature on the development of pre-school students according to the opinions of teachers in kindergarten and schools that have a kindergarten. The study group of the research consists of a total of 14 preschool teachers working in primary schools affiliated to the Ministry of National Education and having a kindergarten in Konya, Antalya, Diyarbakır, Van, Batman and İzmir in the 2020-2021 academic year. This research was designed as a qualitative research.

Keywords: Science and nature, Learning in nature, preschool, teacher opinions

Introduction

The pre-school period has an important role in terms of children gaining positive perceptions and experiences towards nature and that these experiences are the basis of their next life. Due to the characteristics of this period, children who are very curious are constantly asking questions about their environment and nature. These naturally existing features of children enable them to gather information about nature and gain a positive perspective towards the environment [Yaşar& Inal:11]. Science activities to be applied in the preschool period are extremely important in terms of stimulating students' mental abilities and developing their research feelings [Uğraş &Uğraş: 10]. The period

in which children first encounter science and nature education is pre-school education [Ekinci Hamurcu: 8]. Science and nature studies should consist of activities that increase the interest and curiosity of preschool children, develop their research feelings and mental abilities [Devecioğlu, Akdeniz and Ayvaci: 9]. In the further education life of the students; It can be said that developing positive attitudes towards science lesson, being interested in science and scientific events depend on variables such as teachers' attitudes towards science teaching and self-efficacy [Tuncer at all.,: 7].

The fact that children are free in nature is also stated by Montessori. Exploring is in their nature and children's interest should not be hindered. When these freedoms are restricted, they become alienated from nature and as a result, it is possible for them to harm even harmless living things [Kesicioğlu:3]. Thanks to environmental education, children become aware of their environment and learn concepts related to the environment. Thanks to this education, children's learning abilities improve, they have the opportunity to explore, they have the chance to observe what is happening around them, they learn symbols related to the environment, and they have information about the seasons [Champbell:4]. Children enjoy exploring the world they live in and everything around them [Alcarria at all. :5]. While children satisfy their sense of curiosity with science and nature activities, teachers can find the opportunity to reinforce their own experiences by discovering new things [Alisinanoğlu at all.: 1].

It is known that science and nature education in the pre-school period supports all developmental areas of children and provides a basis for them to acquire basic life and scientific process skills [Karaer & Kösterilioğlu: 2]. Today, education systems have to be shaped to respond to the rapidly changing information and human capital demands of society. Innovations in curricula, methods, materials and technologies require changes in regulation and planning in educational environments of educational institutions [Güngör: 12].

Out-of-school learning is explained with different definitions in the literature such as out of class education, out of class education, outdoor learning, out of school experiences, out of school opportunities [Güloğlu Demie; Şimşek Kaymakçı: 13,14]. Learning by children by noticing nature and experiencing life in nature is effective in providing a permanent learning experience [Kanat:6]. It can be said that it would be beneficial to examine the opinions of teachers of pre-school students, which constitute the most important years of cognitive and social development, towards learning out of school.

In this context, starting from the pre-school period, the research is important in terms of knowing the efficiency of nature activities and their effects on children's development, in order to raise children as individuals who are sensitive to nature and have positive attitudes, and to eliminate the deficiencies by taking the opinions of the teachers on this subject.

Aim of the research

The purpose of this research; The aim of this study is to examine the effects of learning in nature on the development of pre-school students according to the opinions of teachers in kindergarten and schools that have a kindergarten.

Method

Model of the Research

This study was prepared based on the opinions of preschool teachers. Qualitative research method will be used in the study. Qualitative research method is a method that provides convenience for the researcher in the design and realization process of the research.

Working group

The study group of the research consists of a total of 14 preschool teachers working in primary schools affiliated to the Ministry of National Education and having a kindergarten in Konya, Antalya, Diyarbakır, Van, Batman and İzmir in the 2020-2021 academic year. The sample of the research will be composed of teachers who are determined according to the easily accessible sampling method and who are willing to participate in the research. Semi-structured interview method, which is one of the interview methods, will be used in the research. Care was taken to ensure that the questions to be used in the interview were clear, understandable and easily answered.

Data Collection Tools

Semi-structured interview technique, which is a qualitative research method, was used as a data collection tool in the research, and the semi-structured Interview Form prepared by the researcher was applied to preschool teachers.

Results

In the 2020-2021 academic year, a total of 14 pre-school teachers working in primary schools affiliated to the Ministry of National Education and having a kindergarten and working in these schools participated in the research. All of the teachers are women. 13 of the teachers are graduates of pre-school teaching and 1 of them is a graduate of the department of child development and education. The opinions of the teachers were taken with the semi-structured interview method. In this context, according to the data obtained from the interviews with the preschool teachers, the opinions of the teachers were analyzed and explained below.

Opinions of Preschool Teachers on Children's Learning by Experiencing and Doing in Nature

“Why is it important for children to learn by doing and living in nature?” In response to the question, 64.2% of the teachers said that they provide permanent learning by appealing to all the senses, 28.5% said that the self-perception of children increased and the self-confidence of the child who learns actively in nature developed, 7.1% of them said that the environmental awareness for the child was created. stated that they learned to respect nature. Some teacher opinions on this subject are given below:

“Children's learning by doing and experiencing in nature is more permanent than other rote-learning methods because children do not forget something they have learned by experience, they can also easily use what they have learned in different situations because they are in life, the self-confidence of the child who learns actively in nature increases, his analytical and critical thinking skills develop” (S7).

Preschool Teachers' Views of Exploring the Environment Before Activities in Nature Regarding the Flow of the Activity

“What is the benefit of exploring the environment before the activities to be held in nature with children?” In response to the question, 57.1% of the teachers emphasized that besides time management and anticipation of danger, it is possible to act more planned and efficiently, 28.5% said that children are not distracted as a result of planned activities, 14.2% He said that it is important in terms of ensuring the control of children. Some teacher opinions on this subject are given below:

“We can anticipate the danger that may befall us. By directing children according to the environment, we can ensure that the activity is more productive. Since we do not waste our time and anticipate problems, we produce quick solutions (T2).”

Preschool Teachers' Views on the Effect of Nature Activities on Children's Communication with Each Other

“What do you think about the effect of nature activities on children's communication with each other?” 57% of the teachers' opinions on the question of the question emphasized that children strengthen their social relations and increase their communication in cooperation and cooperation, 28.5% said that they are open to different behaviors and ideas of their friends and can easily ask each other what they are curious about, and 14.2% are team members. stated that they acted with the consciousness of the soul. Some teacher opinions on this subject are given below:

“Nature activities strengthen children's communication with each other as they contribute to their social development and develop language development by establishing and maintaining relationships with children” (T11).

Preschool Teachers' Views on the Contribution of Nature Activities to Children's Creativity

“What is the contribution of nature activities to children's creativity?” As a result of the data collected in response to the question, 100% of the teachers stated that the creativity of children develops positively with the natural materials and materials offered by nature, and nature activities thus affect the multi-faceted development of children. Some teacher opinions on this subject are given below:

“It is possible to go to different worlds and use them for different purposes by attributing a different meaning to every material in nature. Children like to produce, create and transform with these materials more” (T4).

Opinions of Preschool Teachers on the Level of Participation of Children in Nature Activities

“What is the level of children's participation in nature activities?” In response to the question, 100% of the teachers said that nature activities increase children's sense of curiosity and discovery, and they feel more free in nature. He stated that the children enjoyed the activities in nature, so the participation in the activities was high. Some teacher opinions on this subject are given below:

“Since their participation in nature will increase the child's curiosity and research motivation, children participate in these activities with great enthusiasm” (T7).

“I think that the participation of children is more because they feel more free in nature” (T12).

Opinions of Preschool Teachers on Providing Control of Children in Activities in Nature

“What do you think about providing control of children in activities in nature?” In response to the question, 71.4% of the teachers emphasized that there was no difficulty after providing appropriate conditions and taking security measures, 14.2% said it could be easier with the support of an assistant staff, 7.1% said that the child should participate freely without being under control. While saying that, 7.1% stated that the class size is one of the factors in maintaining control. Some teacher opinions on this subject are given below:

“First, it should be ensured that the environment is safe, if there are harmful, sharp, piercing, etc. substances, they should be removed from the environment, necessary safety precautions should be taken, after making sure that the children are safe in that environment, a short information can be given to the children about the subject to be examined, other than that, I do not think that much intervention is needed.” (S7).

Opinions of School Teachers on the Effect of Weather Conditions on Activities in Nature

“Do you think the weather conditions affect the activities to be held in nature? Why is that?” 35.7% of the preschool teachers in response to the question said that it can change according to the activity, and if necessary, the activity can be chosen according to the weather conditions; 21.4% said that if clothes suitable for the weather conditions are chosen, there will be no problem; 28.5% stated that the weather conditions will have an effect in any case. On the other hand, 14.2% of the teachers said that parents do not send their children to school on days when there are bad weather conditions. Some teacher opinions on this subject are given below:

“Since the safety of children is our first priority, I do not find it appropriate to take children out on nature trips in extremely cold weather. It affects in this way, yes” (S7).

Preschool Teachers' Views on the Differences Observed Between Classroom Activities and Nature Activities

“What are the differences you observe between in-class activities and nature activities?” In response to the question, 50% of the preschool teachers stated that children participate more actively and willingly because there is no restriction in nature activities compared to classroom activities; 35.7% of them stated that learning is more permanent because nature activities appeal to the sense organs more than in-class activities; 14.2% of them stated that it is more difficult to focus children's attention in nature activities than in classroom activities. Some teacher opinions on this subject are given below:

“There are limits to classroom activities. However, activities in nature can be unlimited. While children's attention is drawn more easily to the activity desired to be done in the classroom, they can be more distracted in nature” (T5).

Preschool Teachers' Views on the Effects of Learning in Nature on Children's Risk Management Skills

“What effects does learning in nature have on children's risk management skills? (Kanat, 2020)”, 71.4% of preschool teachers said that learning in nature improves their problem-solving skills in the face of the problems they encounter; 28.5% of them stated that children make them be more careful about dangers. Some teacher opinions on this subject are given below:

“It enables them to be more careful and cautious against the dangers that may come from the environment” (T1).

“Children will face more of the risks that can happen in the classroom in nature. Encountering these situations not only improves their problem solving skills but also improves their problem prevention skills” (T6).

Preschool Teachers' Views on the Effects of Learning in Nature on Children's Artistic Development

“What effects does learning in nature have on children's artistic development? (Kanat, 2020)”, 35.7% of preschool teachers stated that natural materials and natural stimuli in nature have inspired children and contributed greatly to their artistic development; 28.5% stated that learning in nature changes children's perspectives on life, enriches their imagination and makes them open to new ideas; 21.4% also stated that children develop and reveal their aesthetic feelings; 14.2% of them stated that they mostly developed their muscle skills and sensory skills. Some teacher opinions on this subject are given below:

“It enables children to gain aesthetic feelings. It improves their creativity. They learn to use real materials in nature, by trial and error. It helps them to discover” (T1.)

Opinions of Preschool Teachers on their Communication with Children during Nature Activities

“How do you communicate with children during nature activities?” 50% of the pre-school teachers observed the children free during nature activities and guided them when necessary; While 21.4% stated that they were in a more comfortable and calm communication, 14.2% stated that they were more controlled and careful. The other 14.2% stated that they were like in the classroom, there was no change and they learned together with the children. Some teacher opinions on this subject are given below:

“I have to be a little more careful. Because there are too many stimulating environments” (T1).

“I also get excited with children, I react as if I am learning new things for the first time, I am happy to learn and develop with them. I try to give feedback to every question” (T6).

Preschool Teachers' Views on the Disadvantages of Outdoor Activities in Nature

“What are the disadvantages of doing outdoor activities in nature?” In response to the question, 35.7% of pre-school teachers stated that children are easily distracted as a disadvantage; 21.4% of adverse weather conditions; 21.4% stated that if the class size is crowded, there are problems in planning; another 21.4% stated that they had problems in finding a safe area. Some teacher opinions on this subject are given below:

“Disadvantages; Parents having thoughts about bad weather conditions. Parents' thinking that their children will get sick in nature immediately. Taking very good security measures can be time and costly. Permission must be obtained from all parents to go to nature. In case the school does not have an area for nature activities, necessary tools should be provided” (T3).

“The disadvantages may be to provide a safe environment and to need more counselors or teachers for control, and to be affected by weather conditions if the clothes are not prepared properly” (T8).

Conclusion

In the research, the majority of teachers emphasized that learning in nature provides permanent learning for children. He stated that the child acquires learning through his own experiences, with his five sense organs. When the studies on this subject are examined, it has been seen that results similar to the answers given in the research have been reached. The natural environment, unlike the concept that children define only with technological tools or books, is a world where the child takes part in one-to-one, actively gains experiences and establishes a positive bond. Therefore, necessary arrangements should be made so that children can connect with the environment. When the contribution of learning in nature to children is examined, it has been seen that there are many benefits for children. When the literature was examined, findings supporting the views of teachers were reached.

Teachers stated that by leaving the children free during nature activities, they did not interfere too much and gave them the opportunity to learn by doing and experiencing. There are also those who say that they behave more relaxed and calmly during nature activities.

When the views of the teachers are examined as a disadvantage of learning in nature, the opinions of negative weather conditions, crowded classrooms and difficulties in finding space are dominant.

The preschool period is the period in which the child makes the most significant progress in terms of cognitive, physical, language, emotional and social aspects. Since it is one of the critical periods in human life, the education to be given to children at this age also leaves permanent traces.

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КОМУНІКАЦІЙНИЙ ПРОСТІР ІНФОРМАЦІЙНОГО СУСПІЛЬСТВА: СОЦІОКУЛЬТУРНИЙ ВИМІР

Трансформаційні процеси, зумовлені формуванням інформаційного суспільства, актуалізували проблему соціокультурної оцінки соціальної взаємодії, заснованій на впровадженні сучасних інформаційно-комунікаційних технологій і створенні єдиної глобальної комунікаційної мережі.

Комунікаційний простір як філософська категорія розглядається нами через категорії властивостей, структури, системи, кількості, якості, ефективності, оцінки, управління тощо. З огляду на антропогенність, комунікаційний простір виступає особливою формою буття людини, у рамках якої реалізуються можливості організації соціальних зв'язків і взаємодій індивідів за допомогою комунікації, що ґрунтується на певних цінностях.

Гене́за комунікаційного простору пов'язана з розвитком нових засобів комунікації: усна комунікація, письмова комунікація, масова комунікація й сучасна комунікаційна революція.

У сучасному світі інформація є своєрідним інструментом, що сприяє функціонуванню та розвитку культури. Динаміка розповсюдження інформації впливає на процес спілкування, соціальної взаємодії та формування ціннісно-світоглядних настанов. В інформаційному суспільстві у комунікаційному просторі дедалі більше набувають поширення символи, міфи, ідеологеми, які