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TEACHER'S VIEWS ON THE IMPORTANCE OF CREATIVE DRAMA IN PRE-SCHOOL EDUCATION

Abstract

Creative drama studies are the most important educational tool in which students actively participate in activities. Creative drama is included in activities as it develops and supports children's mental, emotional, social, psycho-motor, language and self-care skills. When the learning by doing model is applied for preschool children, the permanence of what is learned increases. The purpose of this research is to examine the opinions of the teachers on duty on the importance of using creative drama activities in preschool education. The study group of the research consists of 20 preschool teachers working in a preschool education institution affiliated to the Ministry of National Education in Konya City Center in the 2020-2021 academic year. This study, which was conducted to determine the opinions of preschool teachers about drama activities applied in the preschool period, is a qualitative research.

Keywords: Drama, Creative drama, preschool children, qualitative study

Introduction

In pre-school education, annual and daily plans are made. Before starting each education period, annual plans are prepared, and daily plans are prepared based on the annual plans, paying attention to the individual characteristics, interests and needs of the children [Akyol: 2]. Supporting the social and emotional development of children in the pre-school period is very important in terms of successful interaction and communication of children with other individuals [Koruklu & Yılmaz:8]. Creative drama is defined by making use of various techniques such as improvisation of an event, an idea, role playing, based on the experiences of a group and group members, without depending on a pre-written text, under the supervision of a leader, emerging spontaneously [Adigüzel:1]. and It is defined as resuscitating by pretending to do so. According to the view of improving creativity through education, creative drama can be used to reveal the creativity of individuals. Creative drama studies can be used in many different areas from pre-school to adult education [Üstündağ:10]. When drama is examined from a theoretical point of view, it is an activity carried out in the form of

workshops on the basis of gamification, animation and improvisation. Workshops are held in groups or under the leadership of the leader who directs the group [Morgül: 9]. Creative drama is based on play [San: 7] and play-based drama activities give children the opportunity to develop their imagination and creativity, and to gain problem solving and communication skills [Özyürek:6].

Drama has the feature of supporting the development of children holistically. While the child exhibits an emotion, thought, event using techniques such as improvisation and role playing, all developmental areas are supported positively [Fazlıoğlu: 3]. Educational programs should be planned in order to support the development of children and meet their needs in the pre-school period. In the process of improvising and dramatizing the stories told based on a song sung with the children, it is possible to integrate drama activity with music and language activities [Bulut & Erdoğan: 4]. The language of preschool children is play and they need play for their mental, social, affective, linguistic and psychomotor development. Drama, which is the developed side of the games, takes place as a method and an activity on its own in the pre-school education period [Adıgüzel:1]. In this context, this study is of great importance in terms of examining how children are affected by drama activities, which have a very important place in children's development, what they contribute to children, and the positive-negative effects of drama activities on children's development.

Purpose of the research

The purpose of this research is to examine the opinions of the teachers on duty on the importance of using creative drama activities in preschool education. In the research, "What is the importance of using creative drama in the development of children attending pre-school education? The question ' is considered as the main problem of the research.

METHOD

Model of the Research

This study, which was conducted to determine the opinions of preschool teachers about drama activities applied in the preschool period, is a qualitative research. Qualitative studies enable the data to be collected in detail and presented in detail. In this way, the results obtained are also rich and descriptive.

Working group

The study group of the research consists of 20 preschool teachers working in a preschool education institution affiliated to the Ministry of National Education in Konya City Center in the 2020-2021 academic year. Easily accessible case sampling, one of the purposive sampling methods, was used in the study. In easily accessible situation sampling, the researcher chooses a situation that is close and easy to access. The reason why the easily accessible case sampling was used in the study is that the selected teachers were easily accessible and volunteered to participate in the study. This method adds speed and practicality to research. Although this sampling method is widely used, the results are less generalizable. In addition, the cost of this method is less than other methods (Yıldırım and Şimşek, 2008)

Data Collection Tools

In this study, an unstructured interview form, one of the interview technique types, was used to obtain the data. The questions in the unstructured interview form are open-ended, which allows the researcher to collect more detailed data and the interviewee to express himself better.

RESULTS

1) What do you think creative drama is?

50% of the teachers explain creative drama with concepts such as using imagination, role playing, animation, 35% with concepts such as expressing without being bound by the rules, improvising, and 15% with concepts such as game and art.

2) In your opinion, what kind of contributions does creative drama have to children?

Most of the teachers mentioned that creative drama contributes to all developmental areas of the child. While 25% emphasized that creative drama supports the child's imagination, contributes to problem solving and empathy skills, 45% drew attention to children's self-expression skills and language development. On the other hand, 30% stated that children's creativity improved, their self-confidence increased and they could learn by doing and living.

3) Do creative drama activities used in preschool education contribute to children's empathy skills? How?

Most of the teachers think that creative drama has positive contributions to empathy skills. 60% of them said that with creative drama, they can understand the feelings and thoughts of others and put themselves in their shoes. While 25% of them answered that there is definitely, there is in a positive way, 15% answered that while children learn in cooperation with creative drama, their self-confidence increases, they start to look from different perspectives, they learn by experience.

4) What are the points to be considered as a teacher while doing creative drama activities?

While 30% of the teachers state that over-intervention should be avoided when applying creative drama to children, 25% emphasize that drama practices should be appropriate for the age and developmental characteristics of the child. 10% draw attention to the voluntary basis of children's participation. While 5% say that there should be innovation and change in the activities, 30% state that children should avoid being constructive in roles, that children act as they want, not be limited, and that children take turns in all roles.

5) How often do you use creative drama in your activities? Why is that?

While 55% of the teachers stated that they did creative drama once or twice a week, 35% stated that they included creative drama frequently in activities, and 10% stated that they handled it according to the topic they wanted to give in the activities.

6) What are the contributions of the drama activities used in the preschool period to the child's self-perception?

All of the teachers think that drama improves positive self-perception. 50% state that the child develops self-confidence, 40% mentions that the child can recognize himself, discover himself and express himself, 10% state that his socialization and problem-solving skills improve.

7) What are the effects of creative drama practices in preschool education on the social development of the child?

Most of the teachers stated that the effect of drama on social development is positive. 40% stated that it is effective in helping the child socialize, act in groups, and gain the ability to work cooperatively. 20% stated that they had the opportunity to recognize other people's thoughts and developed their empathy skills. 20% stated that it helped them become aware of their gender and social roles. 20% of them stated that it contributed to their ability to communicate comfortably and to take an active role in society.

8) What is the importance of creative drama activities for children to express themselves?

All of the teachers stated that creative drama activities contributed positively to children's self-expression skills. 10% stated that it facilitates children to express themselves through play in creative drama activities. 20% stated that creative drama activities improve children's self-confidence. 35% stated that it contributes to children's language development, speaking skills, and the ability to express their cats by providing the opportunity to recognize new concepts and words. 35% stated that it helps children to express some of their feelings and thoughts (happiness, sadness, anxiety, etc.) that they cannot express by entering the roles.

9) In your opinion, how can values education be gained to children through creative drama activities?

Teachers gave different answers to the question of how to gain values education in creative drama activities. 10% stated that it should be earned through games. 10% stated that it should be given by doing and experiencing with interesting materials. Other remaining teachers gave different answers. For example, by daydreaming, bringing a case study to the classroom, with the story in drama, before and after the drama, many different answers were given.

10) How do the materials that you will use while applying the creative drama studies guide the activity?

All of the teachers stated that the materials used in creative drama studies were positive in terms of activity. 25% stated that they were effective in embodying abstract subjects, making the subjects clear and understandable, and facilitating children's understanding. 50% of them stated that the activities contributed to be more fun, efficient, effective, attractive, enjoyable and increased the children's desire. 25% stated that they express themselves better and facilitate their entry into the role they play. 10% stated the severity of the activity, its duration, and that it was effective in making children active.

11) What kind of perspective do you think you gain children with creative drama activities?

All of the teachers stated that creative drama activities contributed positively to children's perspectives. The answers also stated that children contributed to all developmental areas. 45% stated that it contributed to the child's empathy skills. 35% stated that it contributes to the cognitive development of children (establishing cause-effect relationships, understanding, thinking, reasoning, producing, criticizing,

questioning, etc.). 10% stated that it contributed positively to the development of imagination and creativity. 10% of children stated that they

It has been stated that it contributes positively to his ability to express himself, to his communication skills, to socialization and to his development as an active individual.

12) What kind of behavior change do you observe in children after creative drama activities?

All of the teachers stated that there were behavioral changes in children after the creative drama activities, and they said that these changes were positive. 50% stated that there were changes in children's creative thinking skills, expressing themselves better, and their behaviors such as empathy skills. 15% stated that it contributed to the development of behaviors such as more interested participation in the lesson, willingness, being able to make conscious comments in the mix of events, happy, active and energetic. 20% of them stated that it contributed to their ability to take responsibility.

CONCLUSION

In this study, the concepts of drama and play are explained and attention is drawn to the relationship between drama and play in the preschool period. In today's education system, drama and play are indispensable areas in the preschool period. In pre-school education, drama and play are intertwined and are frequently used. In order for pre-school children to benefit from these two areas in the best way, necessary attention should be given to these areas. The study is a descriptive study in scanning model. In the study, the related literature was reviewed and drama, the importance of drama, play, the importance of play and the relationship between drama and play in pre-school education were discussed.

It is important that the teachers should not interfere with the children during the activity, and that the drama activities should be suitable for the age and development of the children and that the children should participate in the activities on a voluntary basis.

Values education with creative drama activities should be given through gamification. It was concluded that the subject should be brought to the level of attracting attention of children by using remarkable and different materials suitable for values education.

The importance of using materials in drama activities was emphasized. It was concluded that it is important that the materials concretize abstract subjects, make the subject clear and understandable, and make the activity more productive, remarkable and enjoyable.

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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