Need Assessment for Early Childhood Values Education Program: Examining Views of Preschool Teachers on Values

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Abstract

The aim of this study is to examine views of preschool teachers on values education. Face to face interviews were conducted to get preschool teacher's views on values education during 2021-2022 Academic year. Teachers were asked for their opinions about the difficulties they encountered in the field of values education, the types of activities they used for values education, and the most difficult and easiest value rankings, why they need a preschool education program in the field of values education. Moreover, they are asked to list 10 values that need to be included in the MoNE's list of values. According to the findings of this study, it was determined that teachers need a values education program "to prevent moral corruption." The top 10 values that teachers want to be included in MoNE's preschool education program are as follows: Love, respect, honesty, patriotism, responsibility, justice, sharing, empathy, self-esteem and cooperation. It was found that preschool teachers mostly prefer drama, Turkish language and art activities for values education. Preschool teachers stated that the first 3 values that can be easily gained by children are "love, sharing, responsibility" values while the most difficult 3 values are "empathy, justice and cooperation." The difficulties faced by preschool teachers in the field of values education were determined as follows: the absence of a values education program, difficulties in explaining children some values due to the fact that they are too abstract for children to comprehend, lack of related resources and inadequate parent-teacher cooperation in this regard.

Keywords: Values education, preschool, curriculum, need assessment.

Introduction

Values education, one of the frequently discussed topics in Turkey in recent years, has also been emphasized in the preschool education program. The Ministry of National Education (MoNE) draws attention to the importance of values education with the curriculum change it made in 2017. In the document published by MoNE regarding this curriculum change, it is emphasized that individuals should be supported personally, socially and cognitively in the developing technology age.

Unlike previous curricula, values and value education have been the main focus of the renewed curricula. A comprehensive literature review covering current curricula has been made. National, moral and universal values aimed to be transferred to students by being associated with achievements (education and training objectives) in each discipline have been collected under 10 (ten) main headings. Attitudes and behaviours related to these values have been determined (MoNE, 2017: 7).

MoNE has determined ten root values in the new training program for this purpose which are values of justice, friendship, honesty, self-control, patience, respect, love, responsibility, patriotism, benevolence. When international education programs are analysed, it is seen that values education is emphasized and some values are brought to the fore. For example, in Reggio Emilia schools in Italy, "participation, discussion, forming a learning community, cooperation, environmental awareness, research, family-community ties, expressing one's ideas, right of choice, curiosity," in Dutch schools in Belgium "equality, experience, environmental awareness, language learning (French and Dutch), freedom, participation, happiness and satisfaction, responsibility, respect, respect for differences," in Waldorf schools in Germany "taking responsibility, gratitude, self-control, environmental awareness, cooperation, respect for differences," in schools where High/Scope program is applied in the United States the values of "equality, taking responsibility, being planned, sharing, self-control, competition, cooperation" are determined to be frequently emphasized (İnan, 2011).

Literature review shows that there are many researches on values education. However, there aren't many researches on the opinions of preschool teachers working on the field about values, their

problems and current needs. The purpose of this research is to reveal the opinions of preschool teachers about values education and to make a needs analysis to create a preschool values education program.

Values Education in Early Childhood

Despite being a universal concept, values education, which is included in Preschool Education Program with goals, achievements and activities and frequently emphasized, has local features. Turkish Language Society (TDK) (2020) defines values as "all the material and moral elements that cover the social, cultural, economic and scientific values of a nation". As it is understood, in addition to international literature for the education of values, a lot of national interpretation is also needed because besides universal values, there are also values that vary from culture to culture. From a philosophical point of view, TDK also defined values as "what appears in the connection of the person as an entity that has wants and needs with the object". In other words, it is necessary to study values education not only on a universal and national basis, but also on a personal basis because values reflect only the communities in which they exist. As understood in the definition of the concept of values defined as "superior quality, merit, value", it is of great importance in human life.

The importance of preschool period among education periods has been recognized in recent years and it has been accepted that preschool institutions should be institutions that provide education besides care. In fact, it has been found in researches that besides physical growth in preschool period, other developmental features are rapidly acquired and human features are largely shaped. Therefore, early childhood is named as the "vital life period" (Önder, 2011). It is thought that the skills gained and the knowledge learned in these years affect the behaviour, attitude, belief, character and habits of the individual in the following years positively or negatively (Oktay, 2010). Hence, values education to be provided in this period is of great importance.

When universal and local values are investigated, the values frequently included in preschool education are found to be: not exaggerating, justice, understanding, determination, commitment, prudence, attention to others, completing task, courage, diligence, environmental awareness, solidarity (cooperation), appreciation, making the right decision, righteousness, friendship, honesty, regularity, flexibility, respect for differences, asking for permission when necessary, etiquette, respect for rights, love for animals and nature, tolerance, moderation, communication and empathy, doing the best work, optimism, fraternity, abiding by the rules, leadership, compassion, not being biased, self-control, freedom, selflessness and self-sacrifice, sharing, being patient, simplicity, sincerity, respect, love, waiting for turn, taking responsibility, sociability, keeping word, being compassionate, not being spoiled, being cautious, modesty, being frugal, harmony, love of homeland and flag, mutualisation (İnan, 2011).

Each society has its own values, namely "good" that it believes to be true (Aspin, 1997), and these values are criteria that add meaning to these societies and cultures (Fitcher, 2006). Values education aims to reveal the good that the individual has in his essence and aims to equip and protect the person with good values (Aydın, 2012). Values education can also be described as the process of bringing value to the individual and it is obvious that values education programs and schools have a very important role in raising qualified citizens (Aspin, 1997; Hökelekli & Gündüz, 2007). The values processed in a school are actually a product of all the members of the society that surrounds the children studying in the school, the natural life and the relationship between them (Tooth, 2010). Therefore, historical, social-cultural, geographical, economic and political environment and early childhood values education programs are in mutual interaction (Sofou, 2010). For example, while cooperation is emphasized in the

MoNE Preschool Education Program, competition is emphasized in the High/Scope program. (Weikart & Schweinhart, 2005). Therefore, while preparing preschool values education program, only universal values should not be emphasized and local values should not be forgotten.

Educational institutions have an important role in gaining values and reinforcing the values acquired in the family, and thus, values should be tried to be brought to children by making them a part of school life (Hökelekli & Gündüz, 2007). At the same time, educational institutions are considered as social control tools used to transfer the values adopted by the majority of the society to children and young people and to monitor whether these values are acquired by them (Erden, 1998). Therefore, teachers have a vital importance in transferring values to new generations (Özden, 2002). Especially children who leave their homes for the first time and start preschool education institutions take their teachers as role-models and learn values from them (Oktay, 1999). In the process of child's acquiring values, it is beneficial for teachers, families, written and visual media, internet, books and television to emphasize positive values (Balat, 2014). After all, it is often easier to give the child a new value than to try to eliminate negative behaviour (Uyanık-Balat & Balaban-Dağal, 2011). This study aims to examine views of preschool teachers on values education and reveal the need for values education program in preschool education period.

Method

This study planned as a preliminary assessment. It is cross-sectional descriptive type, and data were collected with questionnaire form by face to face interviews. Descriptive cross-sectional research methods try to prevail conditions what is practiced, attitudes what is held and trends what is developed. In educational area, 'cross-sectional studies involve indirect measures of the nature and rate of changes in the physical and intellectual development of samples of children drawn from representative age levels. These kinds of studies such as descriptive survey research, longitudinal, trend and prediction studies collect data at one point in time (Cohen, Manion & Morrison 2007). It would be said that a snapshot of crosssectional study enhances retrospective and prospective data for researchers in the physical and intellectual development of samples (Rose & Sullivan, 1993; Ruane 2005).

Collection of the Data

In this study, a need analysis was carried out in order to determine whether preschool teachers need a values education program and what they need if they do. Although values education is an increasingly important topic in Türkiye, there is no values education program in preschool education (Kayıran & Bağçeci, 2018). Creating an effective training program is only possible by determining the needs in the required fields. By determining the situation, determining the needs of the children through the opinions of the teachers can enable an inclusive education program. According to Taba-Tyler's program development model, the first main step to create an effective program is to determine the needs (Demirel, 2014). Within the framework of this research, it was tried to reach the opinions of preschool teachers about values education. For this purpose, a questionnaire form, one of the quantitative data collection techniques, was developed by the researchers (Appx-1). The interview form was finalized by getting expert opinions. Teachers' opinions were obtained through this form. The interviews were carried out one to one and were recorded with the questionnaire forms. These forms are one of the methods frequently preferred by researchers in recent years, as they enable detailed information on a subject and can exceed the limitations in tests and surveys (Yıldırım & Şimşek, 2005).

Study Group

In this research, in which teachers' opinions about values education were determined, criterion sampling, which is one of the purposeful sampling methods, was used. Purposeful sampling enables in-depth study of situations that are considered to have rich information (Patton, 1997). The criterion sampling method takes place by studying all situations that meet a set of predetermined criteria. These criteria can be created by the researcher or a ready-made criteria list can be used (Yıldırım & Şimşek, 2008). In this study, the criterion is preschool teachers who work in preschool classes or independent kindergartens affiliated to primary schools in the determined districts and voluntarily participate in this research. The sampling of this research consists of teachers selected from pre-school teachers working in the Onikişubat and Dulkadiroğlu districts of Kahramanmaraş province in 2021-2022 academic year through purposeful sampling. The demographic characteristics of the participants are as follows: 68% of the teachers participating in the study are between the ages of 30-40, 61% of them have 6-10 years of experience, 90% of them have bachelor's degree in preschool education, 10% of them have master's degree, 90% have never received are in-service training in values education, 90% is female and 10% is male.

Data Analysis

The data were analyzed using the Statistical Package for the Social Sciences (SPSS, version 25) and the data were presented as mean, standard deviation, frequency and percentage. The resulting categories were tabulated with percentages, and the categories were exemplified by giving different numbers to the 100 preschool teachers participating in the study, regardless of their names or school. The tables were created under the following questions: 1- Why should values be taught? 2- What are the activity types you use most in values education? 3- What are the first three values you want children to gain in preschool education? 4- What are the first three values that can be acquired most easily in preschool period? 5- What are the top three values that can be hardest to gain in preschool period? 6- What are the difficulties you encounter in preschool values education?

Ethical Permits of Research

In this study, all the rules specified to be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were complied with. None of the actions specified under the heading "Actions Contrary to Scientific Research and Publication Ethics", which is the second part of the directive, have been taken.

Ethics Committee Permission Information:

Name of the committee that made the ethical evaluation = Kahramanmaras Sutcu Imam Universy Social and Human Sciences Ethics Committee

Date of ethical review decision= 10.01.2022

Ethics assessment document issue number= E.90861

Findings

The findings of the study are given under the problem statements.

Why should values be taught?

First, "Why should values be taught?" was asked to preschool teachers participating in the research. Percentages of the responses given by preschool teachers are presented in Table 1. The responses show that the reasons "preventing moral corruption (n=60, %60.0), socialization (n=10, %10.0) and democracy (n=6, %6.0)" are the most preferred ones for teaching values. On the other hand, 20% of the participant teachers said "it is necessary only because it is necessary (n=20, %20.0)", which shows that some teachers actually do not think much about it.

Table 1. *Why should values be taught?*

Reasons	N	%
Preventing moral corruption	60	60.0
Socialization	10	10.0
Democracy	6	6.0
Patriotism	3	3.0
Peace	1	1.0
Necessity	20	20.0
Total	100	100.0

What are the activity types you use most in values education?

The second question asked to preschool teachers is: "What are the first three values that they want to be brought to children in preschool education?" The first three values obtained from preschool teachers are presented in Table 2. As seen in the table, preschool teachers most want "respect, love and honesty" values to be given to children at preschool education. These values are followed by patriotism, responsibility and justice, respectively. Some of the responses they gave in the interview are as follows: T15 said "Respect, love, honesty", T24 "Honesty, self-esteem, patriotism", and T30 "Responsibility, justice, respect". On the other hand, T59 said, "Child education, team work, abiding by the rules".

Table 2. *Three values that come to the mind of teachers first*

Values	N	%
Respect	20	20.0
Love	14	14.0
Honesty	16	16.0
Patriotism	12	12.0
Responsibility	9	9.0
Justice	5	5.0
Sharing	5	5.0
Empathy	5	5.0
Self-esteem	4	4.0
Teamwork	3	3.0
Abiding by the rules	2	2.0
Benevolence	2	2.0
Moral education	2	2.0
Respect for rights	1	1.0
Humane values	1	1.0
Conscientious values	1	1.0
Child education	1	1.0
Truthfulness	1	1.0
Self-control	1	1.0
Respect for the environment	1	1.0
Total	100	100.0

What are the first three values you want children to gain in preschool education?

One of the research questions was about the types of activities that pre-school teachers used in values education. The responses are given in Table 3. According to the table, preschool teachers stated that they mostly use "drama activities", "Turkish language activities" and "art activities" in values education practices followed by visual presentation. It was determined that preschool teachers almost never used group activities such as reading/telling stories, traveling, cartoons, projects, and parent participation studies within the scope of values education. Beyond these, although there were such answers as "modeling, living and learning, tablet, computer" as examples of the activities used, these answers were not included in the ranking of the study since there are no such activity types to be applied in or outside the classroom. Another striking answer was the 'board' answer. Since there is no activity type called 'Clipboard' activity type in preschool education, this answer was not included in the ranking of the study. Some of the responses they gave in the interview with teachers are as follows: Among the teachers participating in the research, T17 said "Drama activity, Turkish language activity, art activity", T20 "Art activity, drama activity, visual presentation", and T56 "Drama activity, art activity, Turkish language activity". On the other hand, T93 said "Group activity, parent participation, trips".

Table 3. *Activities used in priority order in values education*

Activities	N	%
Drama method	33	33.0
Turkish language activity	20	20.0
Art activity	15	15.0
Visual presentation	13	13.0
Story about values	10	10.0
Trips	5	5.0
Cartoons	2	2.0
Parent participation	1	1.0
Group activity	1	1.0
Total	100	100.0

What are the first three values that can be acquired most easily in preschool period?

Preschool teachers were asked to list the first three values that are the most easily to be acquired in preschool period. The data obtained are shown in Table 4. According to preschool teachers, the first three values that can be acquired most easily are "love, sharing and responsibility" values followed by "respect, honesty and patriotism". On the other hand, it is seen that the courtesy value is at the very end of the table. Some of the responses they gave in the interview with teachers are as follows: Among the teachers participating in the research, T5 said "Sharing, love, respect", T32 "patriotism, love, respect", and T76 "love, responsibility, respect". On the other hand, T92 said, "Teamwork, abiding by rules, respect".

Table 4. *The top three values to be acquired easily*

Values	N	%
Love	20	20.0
Sharing	16	16.0
Responsibility	14	14.0
Respect	10	10.0
Honesty	9	9.0
Patriotism	6	6.0
Abiding by rules	5	5.0
Friendship	4	4.0
Benevolence	3	3.0
Self-control	2	2.0
Empathy	2	2.0
Self-esteem	2	2.0
Teamwork	1	1.0
Respect for the environment	1	1.0
Socialisation	1	1.0
Self-confidence	1	1.0
Generosity	1	1.0
Being merciful	1	1.0
Courtesy	1	1.0
Total	100	100.0

What are the top three values that can be hardest to gain in preschool period?

Preschool teachers were asked to list the first three values that the most difficult to be acquired in preschool period. The data obtained are shown in Table 5. According to the table, preschool teachers think that the first three values that are the hardest for children to grasp are "empathy, justice and teamwork". On the other hand, "self-confidence, generosity and self-care" values appear to be the last in the table. Some of the responses they gave in the interview with teachers are as follows: Among the teachers participating in the research, T10 said "Empathy, tolerance, patriotism", T48 "Justice, sharing, empathy", and T72 "Determination, sharing, teamwork". On the other hand, T66 said "Self-control, loyalty, abstract concepts".

Table 5. *The top three values hard to be acquired*

Values	N	%
Empathy	14	14.0
Justice	10	10.0
Teamwork	8	8.0
Sharing	7	7.0
Determination	6	6.0
Respect for different opinions	5	5.0
Rules	4	4.0
Social responsibility	4	4.0
Respect	4	4.0
Responsibility	4	4.0
Abstract concepts	4	4.0
Fidelity	4	4.0
Patience	3	3.0
Patriotism	3	3.0
Discipline	3	3.0
Tolerance	2	2.0
Modesty	2	2.0
Frugality	2	2.0
Honesty	2	2.0
Self-control	1	1.0
Being merciful	1	1.0
Courage	1	1.0
Love	1	1.0
Benevolence	1	1.0
Self-care	1	1.0
Self-confidence	1	1.0
Generosity	1	1.0
Self-care	1	1.0
Total	100	100.0

What are the difficulties you encounter in preschool values education?

Preschool teachers were asked to list problems related to values that might be encountered in values education in preschool period. The data obtained are shown in Table 6. The results show that values being "abstract concepts" is considered the hardest aspect. Some of the answers they gave in the interview with the teachers are as follows: T31, one of the teachers who participated in the research, said "My colleagues and I think that we are insufficient in this regard, we have difficulties in explaining some abstract issues in a concrete manner to teach values. Values education is not currently given according to students' levels. For example, it is difficult to bring honesty to children because it takes a long time". T50 said "I think that as with many colleagues, I am inadequate in the classroom about values education in preschool period. I struggle in pouring values into events and especially art events. We have a lack of resources. Material and resource support should be provided." T93 said "Students have difficulties in understanding abstract concepts, and we have difficulties in explaining and giving some abstract topics. I think topics should be more concrete. Teachers should be trained in the field of teaching and transferring these values for the values education in preschool period". On the other hand, T100 said "I think values education contribute a lot to students. Values education is much easier to understand if it takes the name of moral education instead."

Table 6. *Challenges in values education*

Challenges	N	%
Abstract concepts	55	55.0
Parent-teacher cooperation	20	20.0
Lack of material	15	15.0
Age-developmental feature incompatibility	10	10.0
Total	100	100.0

Discussion and Conclusion

According to the findings of this research, it has been determined that teachers need a values education program "to prevent moral corruption". Values education starts with the family at home, but having a working mother, the increase of divorced families and communication problems between the family and child make it difficult to transfer values (Alpöge, 2011). The cause of degeneration may be for such reasons. In this case, the importance of the values education to be given in preschool education institutions becomes clear once again. On the other hand, values are also defined as definitive and systematic judgments in establishing a good and bad perception against a situation and determining the relationship of the individual with his environment (Veugelers & Vedder, 2003). Therefore, since the existence of man, the concept of values has been evolving and a different thing becomes a value and gains importance in each period. Accordingly, it is natural for individuals to set new ethical rules and follow them in solving the problems they face in life (Kale, 2007). In other words, the so-called degeneration is in fact a system of advanced new values, perhaps adapted to the new needs of the society. Thus, preschool values education should be developed and updated in accordance with the values of the society.

In this research, the top 10 values that teachers want to be included in the MoNE Preschool Education Program are as follows: 1-Respect, 2-Love, 3-Honesty, 4-Patriotism, 5-Responsibility, 6-Justice, 7-Sharing, 8-Empathy, 9-Self-esteem and 10-Cooperation (teamwork). As can be seen, the values that teachers consider important mostly consist of values that regulate inter-human relations. However, understanding and protecting animals and nature are essential for both the child's own needs and learning, as well as our ever-deteriorating nature and extinct animal species. (Alisinanoğlu, Özbey & Kahveci, 2007; Başal, 2005; Dere & Ömeroğlu, 2001; İnan, Trundle & Kantor, 2010). Therefore, it is necessary to conduct studies in order to keep the scope of value education broad and to raise the necessary awareness among teachers. Gülay & Ekici (2010) stated in their study that environmental awareness is highly emphasized in the field of self-care skills, but not in language and psycho-motor fields. In updating MoNE Preschool Education Program, it will be useful to review the items related to values education.

In this study, it was found that preschool teachers especially prefer drama, Turkish language and art activities for values education. It was also determined that preschool teachers hardly use group activities such as story reading, trips, cartoons, projects, and parent participation practices. However, many strategies can be applied to bring abstract subjects such as values to children. For example, in order to give responsibility value to children, in-class tasks that students would like to do and complete while not being watched can be produced, and children can learn to complete what they have to do and to bear the consequences by experiencing (Uyanık-Balat & Balaban-Dağal, 2006). On the other hand, in a study, teachers and cartoon/animation producers stated that quality cartoons emphasize human values, love, respect, social values, respect for differences, respect for the environment and animals, and

family values (İnan, 2016). As a result, preschool teachers should make guidance on the cartoons children watch at home by identifying quality cartoons and informing families.

In this study, preschool teachers stated that the top 3 values that can be easily brought to children are "love, sharing, responsibility" values, while the top 3 values hardest to give students are "empathy, justice and teamwork (cooperation)". Doğanay (2007) stated that empathic thinking must be included in the values education process in order to encourage reflective thinking and tolerant behaviour. On the other hand, schools where Reggio Emilia's early childhood education philosophy is applied, teamwork is frequently emphasized and children are encouraged to express themselves in different ways other than verbal communication and to communicate with others, are very successful in terms of teamwork. (Malaguzzi, 1998). As a matter of fact, Bersani & Jarjoura (2002) determined that the values of individual identity, getting to know each other, establishing relationships, listening, sharing, curiosity, interpretation, cooperation and participation are at the forefront in these schools. Since the teachers stated that they had difficulty in explaining young children justice, justice education can be prepared by analysing the applications of very successful approach, Reggio Emilia, and the justice practices of other democratic school types. In addition, in this research, it was determined that one of the challenges faced by preschool teachers in the field of values education is that there is no default education program.

In this study, another challenge faced by preschool teachers in the field of values education is that they have difficulty in explaining values to children because they are abstract concepts and they do not have sufficient resources and materials. Balat & Dağal (2011) state that values should be included in a quality preschool education program. However, unlike character education, where certain values are imposed, values of the society in which children live are determined and values education is done accordingly. (Santrock, 2001). According to New (1999), while preparing the values education program, it is necessary to think not only "What will we teach?" and "How will we teach?" but also "Why will we teach that?" and "Why will we it that way?" While preparing the program, socio-cultural factors, children's plans for the future and the time they live in should be taken into account in integrated education as well as planning developmentally appropriate practices, and a value education program should be developed in line with the subject, person to learn and educational environment (New, 1999).

Finally, in this research, another difficulty faced by preschool teachers in the field of values education was found to be "inadequate or lack of parent-teacher cooperation". On the other hand, it was found that some teachers, even a few, believe that the preschool child is not yet mature enough to grasp values.

Recommedations

The teachers stated that they need values education to prevent moral corruption. More research is needed to find out what they mean by degeneration.

Awareness levels of teachers about the values other than the top 10 values "Respect, love, honesty, patriotism, responsibility, justice, sharing, empathy, self-esteem and cooperation (teamwork)" they want to have in the MoNE Preschool Education Program should be investigated, in-service training should be given in order to increase their awareness and sample studies they can apply should be provided.

It was found that preschool teachers mostly prefer drama, Turkish language and art activities for values education. A program or in-service training should be designed on how to give values with different educational methods and techniques, such as games, multiple-representations, discussions, bibliotherapy, stories, and project work, suitable for preschool children.

Preschool teachers stated that the top 3 values that can be easily given to children are "love, sharing, responsibility" values, and the top three values that can be hardest to teach are "empathy, justice and teamwork (cooperation)" values. Sample training programs should be designed for these values that teachers have difficulty in teaching.

In the need analysis in the field of values education, the difficulties faced by preschool teachers were determined as "the absence of a values education program, difficulties in explaining to children due to the fact that values are an abstract concept, lack of related resources and inadequate parent-teacher cooperation in this regard". A comprehensive early childhood values education program needs to be developed, concrete work techniques should be taught on abstract topics, and other topics specifically needed by teachers should be included in the program and examples of home support should be provided.

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BIOGRAPHICAL NOTES

Contribution Rate of Researchers

Author 1: 100%

Conflict Statement

It should be clearly emphasized that there is no conflict of interest in the research.

Genişletilmiş Türkçe Özet

Okulöncesine Yönelik Değerler Eğitimi Programı İçin Bir İhtiyaç Analizi Çalışması: Okulöncesi Öğretmenlerinin Değerler Eğitimi Hakkındaki Görüşleri

Giriş

Son yıllarda ülkemizde sıkça konuşulan konulardan biri olan değerler eğitimi, okulöncesi eğitim programında da vurgulanmıştır. Milli Eğitim Bakanlığı (MEB) 2017'de gerçekleştirdiği müfredat değişikliği ile birlikte değerler eğitiminin önemine dikkat çekmektedir. MEB bu müfredat değişikliğiyle ilgili yayınladığı dokümanda; gelişen teknoloji çağında, bireylerin kişisel, sosyal ve bilişsel yönden desteklenmesi gerektiğine vurgu yapmaktadır. MEB bu amaçla yeni eğitim programında on kök değer belirlemiştir. Bunlar: Adalet, dostluk, dürüstlük, özdenetim, sabır, saygı, sevgi, sorumluluk, vatanseverlik, yardımseverlik değerleridir. Eğitim kurumları, değerlerin kazandırılmasında ve ailede edinilmiş değerlerin pekiştirilmesinde önemli bir role sahiptirler ve bu sebepten, değerler okul yaşantısının bir parçası haline getirilerek çocuklara kazandırılmaya çalışılmalıdır (Hökelekli & Gündüz, 2007). Aynı zamanda, eğitim kurumları, toplumun çoğunluğu tarafından benimsenmiş değerlerin çocuk ve gençlere aktarımı ve bu değerlerin öğrenciler tarafından kazanılıp kazanılmadığının takibinde kullanılan toplumsal kontrol araçları olarak da düşünülmektedirler (Erden, 1998).

Dolayısıyla, öğretmenler, değerlerin yeni nesillere aktarılmasında hayati bir öneme sahiptirler (Özden, 2002). Özellikle evlerinden ilk defa ayrılıp okulöncesi eğitim kurumlarına başlayan çocuklar, öğretmenlerini örnek almaktadır ve değerleri öğretmenlerinden öğrenmektedirler (Oktay, 1999). Alanyazın tarandığında, değerler eğitimine ilişkin birçok araştırma yapıldığı görülmektedir. Ancak, sahada çalışan okulöncesi öğretmenlerin değerler eğitimine ilişkingörüşleri, yaşadıkları problemler ve güncel ihtiyaçları konusunda çok fazla araştırma bulunmamaktadır. Bu araştırmanın amacı, okulöncesi öğretmenlerinin değerler eğitimi hakkındaki görüşlerini ortaya koymak ve okulöncesine yönelik bir değerler eğitimi programı oluşturulabilmesi için ihtiyaç analizi yapmaktır.

Yöntem

Bu çalışmada, okulöncesi öğretmenlerinin değerler eğitimi programına ihtiyaç duyup duymadığı, duyuyorsa neye ihtiyacının olduğunun tespit edilmesi amacıyla bir ihtiyaç analizi çalışması gerçekleştirilmiştir. Değerler eğitimi ülkemizde önemi giderek artan bir konu olmasına rağmen, okulöncesi eğitim alanında bir değerler eğitimi programı bulunmamaktadır (Kayıran ve Bağçeci, 2018). Etkili bir eğitim programı oluşturmak ancak gerekli olan alanlarda ihtiyaçların saptanması ile mümkün olabilir. Durum tespiti yapılarak, öğretmenlerin görüşleri vasıtasıyla çocukların ihtiyaçlarının saptanması kapsayıcı bir eğitim programına olanak sağlayabilir. Taba-Tyler'ın program geliştirme modeline göre etkin bir program oluşturmak için ilk ana basamak ihtiyaçların saptanmasıdır (Demirel, 2014).

Bu araştırma çerçevesinde, okulöncesi öğretmenlerinin değerler eğitimi alanındaki görüşlerine ulaşılmaya çalışılmıştır. Bu amaçla araştırmacılar tarafından, nitel veri toplama tekniklerinden biri olan yarı-yapılandırılmış görüşme formu hazırlanmıştır. Uzman görüşleri alınarak, yarı-yapılandırılmış görüşme formuna son hal verilmiştir. Hazırlanan bu form aracılığıyla öğretmenlerin görüşleri elde edilmiştir. Görüşmeler birebir gerçekleştirilmiş olup, görüşme formları ile kayıt altına alınmıştır. Öğretmenlerin değerler eğitimi ile ilgili görüşlerinin belirlendiği bu araştırmada, amaçlı örnekleme yöntemlerinden ölçüt örneklem kullanılmıştır. Bu çalışmadaki yarı-yapılandırılmış görüşmede ölçüt, belirlenen ilçelerdeki ilkokullara bağlı okulöncesi sınıflarında ya da bağımsız anaokullarında görev yapan ve gönüllü olarak bu araştırmaya katılan okulöncesi öğretmenleridir. Bu araştırmanın örneklemini; 2021-2022 eğitim-öğretim yılında Kahramanmaraş ili Onikişubat ve Dulkadiroğlu ilçelerinde görev yapan okulöncesi öğretmenlerinden amaçlı örnekleme yoluyla seçilen öğretmenler oluşturmuştur. Katılımcıların demografik özelliklerine bakıldığında; araştırmaya katılan öğretmenlerden %68'i 30-40 yaşları arasındadır, %61'i 6-10 yıl arası deneyime sahiptir, %90'ı okulöncesi öğretmenliği lisans mezunu olup, %10'u yüksek lisans yapmakta, %90'ı değerler eğitimi ile ilgili hizmet içi eğitim hiç almamıştır, % 90'ı kadın, %10'u erkektir.

Araştırmada, veriler SPSS (versiyon 25) kullanılarak analiz edilmiş ve ortalama, standart sapma, frekans ve yüzde olarak sunulmuştur. Elde edilen kategoriler yüzdelerle tablolaştırılmış ve araştırmaya katılan 100 okul öncesi öğretmenine isim ve okul ayrımı yapılmaksızın farklı sayılar verilerek kategoriler örneklendirilmiştir. Tablolar aşağıdaki sorular altında oluşturulmuştur: 1- Değerler neden öğretilmelidir? 2- Değerler eğitiminde en çok kullandığınız etkinlik türleri nelerdir? 3- Okul öncesi eğitimde çocuklara kazandırmak istediğiniz ilk üç değer nedir? 4- Okul öncesi dönemde en kolay kazanılabilen ilk üç değer nedir? 5- Okul öncesi dönemde edinilmesi en zor olabilecek ilk üç değer nelerdir? 6- Okul öncesi değerler eğitiminde karşılaştığınız zorluklar nelerdir?

Bulgular

Bu araştırmanın bulgularına göre, öğretmenlerin bir değerler eğitimi programına, "ahlaki yozlaşmanın önlenmesi için ihtiyaç duyduğu" tespit edilmiştir. Değerler eğitimi aile ile evde başlar, ama annenin çalışması, boşanmış ailelerin artması ve aile çocuk arasındaki iletişim sorunları değerlerin aktarımını zorlaştırmaktadır (Alpöge, 2011). Bu durumda, okulöncesi eğitim kurumlarında verilecek değerlerinin eğitiminin önemi bir kez daha ortaya çıkmaktadır. Bu araştırmada, öğretmenlerin, MEB Okulöncesi Eğitim Programında bulunmasını istedikleri ilk 10 değer sırasıyla şunlar çıkmıştır: 1-Saygı, 2-Sevgi, 3-Dürüstlük, 4-Vatanseverlik, 5-Sorumluluk, 6-Adil olma, 7-Paylaşma, 8-Empati, 9-Özsaygı ve

10-İşbirliği (ekip çalışması). Görüldüğü üzere, öğretmenlerin değer verdiği değerler çoğunlukla insanlararası ilişkileri düzenleyen değerlerden oluşmaktadır. Halbuki, hayvanları ve doğayı koruma bilincine sahip olmak, bunları anlamak, hem çocuğun kendi ihtiyaçları ve öğrenmesi açısından, hem de giderek bozulmakta olan doğamız ve yok olan hayvan türleri açısından çok gereklidir (Alisinanoğlu, Özbey, Kahveci, 2007; Başal, 2005; Dere, Ömeroğlu, 2001; İnan, Trundle, Kantor, 2010). Dolayısıyla, değer eğitiminin kapsamını geniş tutmak ve öğretmenlerde gerekli farkındalıkların oluşması için çalışmalar yapmak gerekmektedir. MEB Okulöncesi Eğitim Programının güncellenmesinde, değerler eğitimine ilişkin maddelerin tekrar gözden geçirilmesi yararlı olacaktır. Bu araştırmada, okulöncesi öğretmenlerinin değerler eğitimi için en fazla drama, Türkçe dil etkinliği ve sanat etkinliklerini tercih ettikleri bulunmuştur. Okulöncesi öğretmenlerinin, değerler eğitimi kapsamında, hikaye okuma, gezi, çizgi film, proje gibi grup etkinlikleri ve veli katılımı çalışmalarını ise çok az veya nerdeyse hiç kullanmadıkları tespit edilmiştir. Bu araştırmada okulöncesi öğretmenleri, çocuklara en kolay kazandırılabilecek ilk 3 değerin "sevgi, paylaşma, sorumluluk" değerleri olduğunu, en zor kazandırılabilecek ilk üç değerin ise "empati, adil olma ve ekip çalışması (işbirliği)" değerleri olduğunu belirtmişlerdir. Bu araştırmada elde edilen verilere göre, değerler eğitimi alanında yapılan ihtiyaç analizi türünde bu araştırmada, okulöncesi öğretmenlerinin karşılaştıkları güçlükler "Değerler eğitimi programının var olmaması, değerlerin soyut bir kavram olmasından dolayı çocuklara anlatmakta zorluk çekmeleri, ilgili kaynakların azlığı ve bu konuda veli-öğretmen işbirliğinin yetersizliği" olarak tespit edilmiştir. Öte yandan, az da olsa, bazı öğretmenlerin, değerler eğitimi vermek için, okulöncesi dönem çocuğunun henüz yeterli olgunluğa ulaşmadığına inandıkları tespit edilmiştir.

İhtiyaç analizi türündeki bu araştırmanın verileri doğrultusunda sonuç olarak denilebilir ki; kapsamlı bir erken çocukluk değerler eğitimi programının geliştirilmesi, soyut konuları somut çalışma tekniklerinin öğretilmesi, ve öğretmenlerin özellikle ihtiyaç duydukları diğer konuların programa dahil edilmesi ve evde destekleme örneklerinin sunulması gerekmektedir. Geliştirilecek değerler eğitimi programına okulöncesi seviyesine uygun değerlerin dahil edilmesi ve değerlerin kazandırılma sürecinde, kolaylık ve güçlük derecesine göre etkinlik türlerini belirlemenin ve çeşitlendirmenin faydalı olacağına inanılmaktadır.

Tartışma ve Sonuç

Bu araştırmanın bulgularına göre öğretmenlerin "ahlaki yozlaşmayı önlemek için" bir değerler eğitimi programına ihtiyaç duydukları tespit edilmiştir. Değerler eğitimi evde aile ile başlamaktadır ancak annenin çalışan olması, boşanmış ailelerin artması ve aile ile çocuk arasındaki iletişim sorunları değerlerin aktarılmasını zorlaştırmaktadır (Alpöge, 2011). Yozlaşmanın nedeni bu gibi nedenlerle olabilir. Bu durumda okul öncesi eğitim kurumlarında verilecek değerler eğitiminin önemi bir kez daha ortaya çıkmaktadır. Değerler ise bir duruma karşı iyi ve kötü algı oluşturmada ve bireyin çevresiyle ilişkisini belirlemede kesin ve sistematik yargılar olarak da tanımlanmaktadır (Veugelers ve Vedder, 2003). Dolayısıyla insanın varoluşundan bu yana değerler kavramı evrilmiş ve her dönemde farklı bir şey değere dönüşerek önem kazanmaktadır. Buna göre bireylerin yaşamda karşılaştıkları sorunların çözümünde yeni etik kurallar belirlemeleri ve bunlara uymaları doğaldır (Kale, 2007). Başka bir deyişle, sözde yozlaşma, aslında belki de toplumun yeni ihtiyaçlarına uyarlanmış, gelişmiş yeni değerler sistemidir. Bu nedenle okul öncesi değerler eğitimi toplumun değerlerine uygun olarak geliştirilmeli ve güncellenmelidir.

Bu araştırmada okul öncesi öğretmenlerinin değerler eğitimi için özellikle drama, Türkçe ve sanat etkinliklerini tercih ettikleri tespit edilmiştir. Ayrıca okul öncesi öğretmenlerinin hikaye okuma, gezi, çizgi film, proje, veli katılımı uygulamaları gibi grup etkinliklerini çok az kullandıkları belirlenmiştir. Ancak değerler gibi soyut konuları çocuklara kazandırmak için birçok strateji uygulanabilir. Örneğin çocuklara sorumluluk değeri kazandırmak için, öğrencilerin izlenmediği halde yapmak istedikleri ve tamamlamak istedikleri sınıf içi görevler üretilebilir ve çocuklar yapması gerekenleri tamamlamayı ve sonuçlarına katlanmayı yaşayarak öğrenebilirler. (Uyanık-Balat ve Balaban-Dağal, 2006). Öte yandan bir çalışmada öğretmenler ve çizgi film/animasyon yapımcıları kaliteli çizgi filmlerin insani değerlere, sevgiye, saygıya, toplumsal değerlere, farklılıklara saygıya, çevreye ve hayvanlara saygı ve aile değerlerine vurgu yaptığını belirtmişlerdir. (İnan, 2016). Sonuç olarak okul öncesi öğretmenleri kaliteli çizgi filmleri belirleyerek ve aileleri bilgilendirerek çocukların evde izledikleri çizgi filmler konusunda rehberlik etmelidirler.

Öneriler

Okul öncesi öğretmenleri ahlaki yozlaşmayı önlemek için değerler eğitimine ihtiyaç duyduklarını belirtmişlerdir. Yozlaşmanın neden meydana geldiğini bulmak için daha fazla araştırmaya ihtiyaç var.

Öğretmenlerin MEB Okul Öncesi Eğitim Programında yer almasını istedikleri ilk 10 değer olan "Saygı, sevgi, dürüstlük, vatanseverlik, sorumluluk, adalet, paylaşım, empati, özgüven ve işbirliği (takım çalışması)" dışındaki değerlere ilişkin farkındalık düzeyleri; araştırılması, farkındalıklarının artırılması için hizmet içi eğitimler verilmeli ve uygulayabilecekleri örnek çalışmalar sağlanmalıdır.

Okul öncesi öğretmenlerinin değerler eğitimi için en çok drama, Türkçe ve sanat etkinliklerini tercih ettikleri tespit edilmiştir. Okul öncesi dönem çocuklarına uygun, oyunlar, çoklu temsiller, tartışmalar, bibliyoterapi, öyküler, proje çalışmaları gibi farklı eğitim yöntem ve teknikleri ile değerlerin nasıl kazandırılacağına yönelik bir program veya hizmet içi eğitim tasarlanmalıdır.