The Analysis of the Ministry of National Education Pre-School Education Programme in the sense of Environmental Education

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SYNOPSIS

INTRODUCTION

Nowadays, environmental issues and environmental education are one of the most important subjects. The factors such as life conditions changing, technologic developments, rapid population growth, industrialisation, urbanisation cause to increase in environmental issues. In this context, raising of environmental awareness has great importance in national and international arenas. The experts evaluating the raising of environmental awareness think that the best solution for the environmental issues can be education. The practises in this direction have made “environmental education” concept a current issue. The variation of environmental education programmes according to every age and every academic level is very necessary in the aspect of raising environmental awareness. In this context, examining substantial education applications and programmes will provide eforming studies of environmental education realistically and in a satisfying way. In the pre-school period, rapid growth catches the attention in the aspects of short-term and long-term effects. The fact that the behaviours and skills obtained in the pre-school period affect the next years have been put forward through various researches. Other developments increasing the importance of environmental education are childrens’ growth far away from the natural environment in the phenomenon of urbanisation, increasing of environmental issues day by day and gaining the skills such as observation and classification thanks to the studies to be made in the environmental issues. However, researchers express that environmental knowledge and attitudes towards environment start to form in the pre-school period, environmental awareness gained in the pre-school period has an important place in improving an affirmative attitude. There are two origins in environmental education in the pre-school period: The first of these is providing the child’s interaction with the external world and the other one of them is supporting the child’s

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growth healthfully. In this way, children knowing their environment and improving awareness towards environment will be at peace with themselves and respect themselves. In Turkey, pre-school education is carried out by The Ministry of National Education (MNE) Pre-School Education Programme that is developed for 36-72 months old children. Aims and gains formed for every development field are basic in the child-centred programme. Subjects are instruments to reach the aims and gains. The observation of children systematically and properly is one of the other important elements in programme. The programme has a flexible approach that can be formed according to children’ concerns, desires, needs and environmental conditions. The main elements of the programme are growth qualities of 36-72 months old children, aim, gains, specific days and weeks and concepts. Annual and daily plans, studies of family attendance that are formed in the direction these elements are the elements to practise in the programme. That the studies are realized at the point of evaluation for pre-school education programmes has been determined in the literature review. However, a study in which MNE pre-school education programme is analysed in the aspect of environmental education has not been found.

In this context, the aim of this research is to analyse the aims, gains, concepts, specific days and weeks taking place in The Ministry of National Education Pre-School Education Programme in the sense of the environmental education. When the subject is considered in terms of school levels, the necessity of regarding the environmental education and pre-school education in the direction of importance of short-term and long-term effects comes forward.

METHODOLOGY

In the research, the method of scanning has been used to make analysis of the Pre-School Education Programme in terms of environmental education.

a) Sample: The method of random sample has been used in the research. 23 experts in the total studying in the field of environmental education and pre-school education have been included in the research.

b) Research Instrument and Procedure: The data of the research have been collected by taking views of 23 academicians studying in the environmental education and pre-school education fields thanks to “Expert View Form” that is formed in the direction of aim, gains, concepts and specific days and weeks in the programme. The experts’ views have been applied in the stages of the scope validity procedures of the data gathering tool. The views of 2 experts of pre-school field, 2 experts of the environmental education field and 2 experts of the assessment and evaluation field have been taken in this context.

c) Data Collecting: 421 items take place totally in Expert View Form that is formed by reifying every aim, gain, concept, specific day-week in the type of triple likert.

d) Data Analyses: Frequence and percentage distribution have been benefited in the data analysis.

RESULTS

In the end of the research, these results have been obtained generally: No aim and gain related to the environmental education has been found in 2 development field (psychomotor and language) of 5 development field taking place in the pre-school
education programme. The fact that aims and gains related to environment are found mostly in the field of self care skills among the other development fields has been defined. That most of the aims and gains in the self care skills are related to environmental education has been determined. Social-emotional field and cognitive field follow the self care skill field respectively in the aspect of aims and gains’ relations with environmental education. Considering the distributions of the aims for environmental education according to development fields, social-emotional and cognitive fields are the ones in which there are many aims. Considering the distribution of gains, that there are many gains mostly in self care skill field and respectively, social-emotional and cognitive fields follow it have been stated. There are the ones related to the environmental education among concepts and specific day and weeks; however, that their proportions are not enough is seen in the research.

DISCUSSION AND CONCLUSIONS

When examining the programme generally, the fact that aim, gain, concept, specific days and weeks towards environmental education are at low levels is seen because aims towards environment have a place of % 25.9 among the other aims in the programme. The gains towards environmental education form % 15.5 of all the gains and % 29.0 of the concepts and % 26.3 of the specific days and weeks taking place in the programme are related to the environmental education have been determined.

According to the results of the research, the necessity of a rearrangement of aims, gains, concepts, specific days and weeks in the pre-school education programme in sense of environmental education’s improvement can be suggested. Analyses of context towards “environmental education” in the pre-school education can be enriched by examining the publications of pre-school period. A national environmental education programme in which the subjects having priority are emphasized can be formed in the direction of environmental issues. One important point that should not be forgotten is the activities being formed in the direct of aim, gains, concepts, specific days and weeks. The choice of activities are formed together with the interest, request, age, needs, environmental and cultural conditions and teachers have not been restricted with a criteria such as the unit or subject. In the same way, teachers can diversify their aims, gains and concepts with the needs occurring in the process of the education. The increasing of teacher and teacher candidates’ environmental consciousness can cause the efficient usage of the elements for environmental education and can support making the elements being enriched with new aims, gains and concepts.