



Okul Öncesi ve İlköğretim 1. Sınıf Öğrencilerinde Atatürk Kavramının Gelişiminin İncelenmesi: Disiplinler Arası Çalışma

Emine ÖZDEMİR¹

Burcu SEZGİNSOY ŞEKER^{**}

ÖZ. Okul öncesi eğitim, çocuğun eğitim hayatında ilk adımdır. Atatürk hakkında ilk resmi eğitim ve öğretim bilgileri okul öncesi eğitimde elde edilir. Bu bilgi, 1. sınıf öğretmenlerinin özellikleri ve bilgisi ile şekillenmektedir. Bu bağlamda, okul öncesi ve ilköğretim arasındaki eşgüdümlü çalışma önemlidir. Bu çalışma Okul Öncesi aday öğretmenlerinin 1. sınıflarda, Sınıf Öğretmenliği aday öğretmenlerinin 6 yaş grubunda geliştirdikleri özgün tasarımlarla Atatürk kavramının öğretimini gerçekleştirdikleri süreci incelemeyi amaçlamıştır. 6-7 yaş grubunun yaş ve gelişim özelliklerinin yakınlığından dolayı yapılan etkinliklerin benzerlik gösterdiği sonucuna varılmıştır. Sınıf Öğretmenliği aday öğretmenleri 6 yaş grubunu, okul öncesi öğretmen adayları 1. sınıf öğrencilerinin gelişim durumlarını izlemişlerdir. Atatürk kavramının doğru ve etkili bir şekilde öğretimi disiplinler arası çalışmaya uygun şekilde düzenlenecek eğitim-öğretim durumlarıyla sağlanabilir.

Anahtar kelimeler: Öğretmen adayları, Atatürk kavramı, ilköğretim, okul öncesi eğitim.

* Dr., Balıkesir Üniversitesi, Necatibey Eğitim Fakültesi, İlköğretim Matematik Eğitimi A.B.D., Balıkesir, Türkiye. E mail: eozdemir@balikesir.edu.tr

** Yard. Doç. Dr., Balıkesir Üniversitesi, Necatibey Eğitim Fakültesi, Sınıf Öğretmenliği A.B.D., Balıkesir, Türkiye. E mail: sezginsoy@balikesir.edu.tr

ÖZET

Amaç ve Önem: Türk toplumunu günümüzdeki çağdaş seviyeye yükselten, akıl ve bilimi daima ön planda tutan, sürekli gelişimi savunan Atatürk'ün Türk ulusu için erken yaşta tanınması, benimsenmesi ve model alınması önem taşımaktadır. Atatürk kavramının öğretime ve öğrenime ilişkin durumun ortaya konması çalışmanın çerçevesini oluşturmaktadır. Bu çalışmada okul öncesi (OÖ) ve sınıf öğretmenliği (SNÖ) 1. sınıf hayat bilgisi programında yer alan Atatürk'e yönelik kazanımlar "*Atatürk'ü tanıyabilme*" amacı altında toplanmıştır. Bu amaca uygun olarak Okul öncesi 6 yaş ve ilköğretim 1. sınıf öğrencilerinin gelişim seviyeleri göz önünde bulundurularak gerekli kazanımlar araştırmacılar tarafından düzenlenmiştir. Çalışmada "*OÖ ve SNÖ aday öğretmenlerinin 6-7 yaş grubunda Atatürk kavramını geliştirmeye yönelik gerçekleştirdikleri öğretim süreci nasıldır?*" sorusuna yanıt aranmıştır.

Yöntem: Çalışmada betimsel araştırma modeli kullanılmıştır. Ölçüt örnekleme kullanılarak oluşturulan çalışma grubuna 36 OÖ ve 47 SNÖ öğretmen adayları katılmıştır. Öğretmen adayları kendi içinde grup çalışması yapmıştır. Gruplar arası eşleştirmeler random yolla belirlenmiştir. Araştırmacılar tarafından hazırlanan "öğretim sürecini değerlendirme formu" adı verilen dereceli puanlama anahtarı ve 12 maddelik "grupların birbirlerini değerlendirme ölçeği" kullanılmıştır.

Bulgular: 6-7 yaş grubunun yaş ve gelişim özelliklerinin yakınlığından dolayı yapılan etkinlikler benzerlik göstermiştir. Aday SNÖ öğretmenlerinin, 1. sınıf öğrencilerinin ilköğretime gelmeden önceki hallerini, OÖ aday öğretmenleri ise 6 yaş grubu öğrencilerinin kendilerinden sonraki gelişimlerini izleme fırsatını bulmuşlardır. Öğretmen adaylarının 6-7 yaş grubunun gelişim seviyelerine uygun öğretim gerçekleştirmede bazı sıkıntılar yaşadıkları tespit edilmiştir. Çalışmanın diğer sonuçları öğretmen adaylarının farklı sınıf düzeylerini ilk kez tecrübe etmeleri, disiplinler arası çalışmaları ve ortak ürün ortaya koymalarıdır. Bu çalışma ile öğretmen adayları bu zamana dek gelişim, öğrenme ve öğretim hakkında öğrendikleri kuramsal bilgileri uygulama fırsatı bulmuşlardır.

Sonuç ve öneriler: Çocuğun eğitiminde ilkökul ile okul öncesi eğitim kurumu arasındaki devamlılık önemli bir etkidir, çünkü okul öncesi kurumdan ilkökula geçiş önemli bir süreçtir. Bu geçiş ne kadar uyumlu ve sağlıklı olursa, çocuğun ilkökuldaki yılları da o kadar başarılı olacaktır; bu da ancak iki kurum arasındaki devamlılıkla sağlanır. Okula başarılı geçişin gerçekleşebilmesi için farklı ülkelerde bazı programlar geliştirilmiştir. Yurdumuzda da eğitimin her aşamasında benzer projelerin incelenerek programların geçişi kolaylaştıracak şekilde hazırlanması önerilebilir.



The Investigation of Development of “Atatürk Concept” in Pre-School and Primary School 1st Grade Students: An Interdisciplinary Study

Emine ÖZDEMİR *

Burcu SEZGİNSOY ŞEKER **

ABSTRACT. Pre-school education is the first step in the life of the child’s education. The first formal training and education about information of Atatürk is obtained in pre-school education. This knowledge is shaped by properties and knowledge of 1st grade teachers. In this regard it is important to work in co-ordination between pre-school and primary school education. This study aimed to investigate the teaching process of concept of Atatürk by prospective teachers who developed original instructional designs and performed instruction at aged group of 6 and 1st grade students. It was concluded that the performed activities showed similarity as the age and growth characteristics of age group of 6 and primary school 1st grade. Prospective primary school teachers observed the situations of aged group of 6 and prospective preschool teachers observed the developments 1st grade students. Teaching the concept of Atatürk accurately and effectively may be ensured with educational situations that shall be arranged in compliance with the inter-disciplinary studies.

Keywords: prospective teachers, concept of Atatürk, primary school education, pre-school education.

* Dr., Balıkesir University, Educational Faculty of Necatibey, Elementary Mathematics Education Department, Balıkesir, Turkey. E mail: eozdemir@balikesir.edu.tr

** Assist. Prof. Dr., Balıkesir University, Educational Faculty of Necatibey, Primary School Education Department, Balıkesir, Turkey. E mail: sezginsoy@balikesir.edu.tr.

INTRODUCTION

Based on performed studies it may be said that the concept learning and teaching have an impact on the education of children at an early period. It is important for Turkish nation to know, adopt, and to take Atatürk as a model, who raised the Turkish community to today's current contemporary level and always emphasized the mind and science, and argued for permanent development. For the purpose of having our new generation like Mustafa Kemal Atatürk, the founder of the Republic of Turkey and who has set an example for the entire world with his leadership characteristics, ensuring that they empathize with him and thoroughly learn his world view, subjects related to Atatürk have been placed in the curriculum of various courses in primary education. It is important that behaviors regarding Atatürk's childhood and family, school life, military life, political life, final days, and death is taught in all grades of primary education so that students can comprehend all events and facts regarding Atatürk's life and in terms of their readiness (Talay, 2008).

When the literature is examined, it can be observed that studies regarding Atatürk have not been conducted at a preschool (Pre-S) and primary school (PS) 1st grade level, however, there are studies concerning other levels of primary education. For instance, introducing Atatürk's principles to new generations and having new generations adopt Atatürk's principles is among the objectives of the revolution history course in the university level study conducted by the Social Sciences and Humanities Committee for the UNESCO National Committee in 1971 (Gülnahar, 2012). In the study of Şimşek (2006) students have stated that they wanted to see topics such as the Turkish War of Independence and Atatürk in the curriculum. Actually, some knowledge on the subject leads to interest. In the study of Er (2005) the subject of Atatürk's Life is redesigned according to the various age levels, interests, and needs of PS students. In the study of Okur (2000: 110-112), it was concluded that in the achievement test students could only answer 18 of the 30 questions correctly and teachers experienced the problem of inadequacy of teaching tools and materials. According to another finding, nearly all of the students wanted to visit Anıtkabir and wanted to see Atatürk as the president of Turkey today. In another conclusion of the study it was observed that the "subjects related to Atatürk's Principles" in the social studies curriculum of PS could not convert its objectives in the behavior of students at a desired level. In the paper of Yılmaz (2005), the historic background, plan, programming, and relation with other curriculums of subjects related to Atatürk's principles and problem cases occurring in practice in curriculum development processes have been discussed.

Accordingly, revealing the situation in relation with teaching and learning the concept of Atatürk constitutes the frame of the study. How Atatürk was told in educational institutions and what subjects regarding Atatürk were emphasized in educational programs shaped the research. In the study, the concept of Atatürk has been taken as a basis and the teaching and internalization of this subject and its transfer to daily life has been targeted. Based on this, the Pre-S curriculum (2005, 2006) and 1st grade social studies curriculum have been examined and attainments with regards to Atatürk have been determined. The gains related to Atatürk within the Pre-S and 1st year social studies curriculum are gathered under the objective of "getting to know Atatürk". The activities prepared for teaching the concept of Atatürk are developed by prospective teachers. Based on these activities, PS prospective teachers have performed teaching sessions in the group aged 6, and the Pre-S prospective teachers have performed teaching on 1st year students.

Objective: Getting to know Atatürk

Gains:

- 1. to say Atatürk's place of birth, date of birth, date and place of death;*
- 2. to share Atatürk's childhood memories verbally;*
- 3. to draw Atatürk's family tree showing his mother, father and sibling;*
- 4. to have information on Atatürk's primary and secondary education life;*
- 5. to have information on how a student Atatürk is (his assiduousness); and*
- 6. to have information on Atatürk's military carrier.*

With this study based on the mutual information exchange of prospective Pre-S and 1st grade teachers on the attainment of the subject of Atatürk, prospective teachers studying in various departments found the opportunity to work together. In terms of their structures, the departments of preschool teaching and PS teaching have the characteristic of supporting and complementing each other. The point, in which the complementation of the two departments can be observed the most, is children newly starting school. In order to ensure the adaptation of the student, in the process of starting PS, which is a revolutionary event in the life of the child, it is important that teachers that are graduates of both departments work in coordination with each other.

In this context, research question and Sub-questions of the research are below:

Research Question:

How is the teaching process developed by Prospective Pre-S and PS Teachers for developing the concept of Atatürk in the 6-7 year old age group?

Sub-questions of the research:

1. How the instructional skills are performed by prospective Pre-S and PS teachers for development of the concept of Atatürk?
2. How do groups of prospective Pre-S and PS teachers evaluate each other for teaching process for development of the concept of Atatürk?

METHOD**Research model**

The present study used a mixed research design, a method which enables qualitative and quantitative approaches to be used in a collective or integrated manner (Creswell, 2008). Quantitative research patterns were used together in this study. Field study structured from qualitative research patterns was used to observe development of the concept of Atatürk in age group of 6 years and PS 1st grade pupils.

Study group

Study group consists of prospective teachers and 6-7 year old age group students. Prospective teachers were studying at the 4th grades of Departments of Pre-S Education (36 prospective teachers) and PS Education (47 prospective teachers) of Balıkesir University, Necatibey Faculty of Education. Criterion sampling method was used in determination of the study group. Basic approach for this sampling method is to study all conditions meeting a series of predetermined criteria (Yıldırım & Şimşek, 2005: 112). The criteria considered in this study are; 1. to have taken or to be taking the courses of School Experience and Teaching Application, 2. To be taking the course of “Preparation for Pre-S and PS Curriculum” provided in undergraduate education curriculum in Pre-S education, 3. To have successfully completed the course of “Pre-S education” provided in PS undergraduate education curriculum.

The schools where the application was performed are schools affiliated to the Ministry of National Education, where the prospective teachers underwent their practical training. Simple random sampling was employed in the selection of the application classes. In this context, the selection of students in the 6-7 age group participating in the application was also performed randomly.

Data Collection Tools

Two data collection instruments were used in this study. These are evaluation form for the teaching process and evaluation scale for intergroup evaluations. Instruments were prepared by the researchers.

Evaluation Form for Teaching Process

A ranked scoring key named as "An evaluation form for teaching process" prepared by the researchers was used in order to measure prospective Pre-S and PS teachers' skills of realizing education in relation with teaching the concept of Atatürk. Prospective teachers were evaluated through their skills in the phases of preparation, education process, and presentation. Three achievement levels were specified in the evaluation as poor (1 score), acceptable (2 scores) and exemplary (3 scores). For the scope validity of the scale opinions were received from education programs and education experts and assessment and evaluation expert. Items were arranged in line with the expert's opinions and in compliance with the aim of the study. The reliability of the ranked scoring key was examined by calculating the consistency percentage of researchers' scoring system. The statistics of Kappa is used to specify the consistency among the evaluations performed by two or more observers. The coefficient of Kappa varies between -1 and +1. The value of zero represents a random consistency; negative values represent a worse consistency rather than being random, and +1 represents a perfect consistency. If the coefficient of Kappa is between .40 and .75, then it means a reasonable consistency, and if it is greater than .75, then it means a perfect consistency (Şencan, 2005: 265-267). Thus, in this study the Cohen Kappa coefficient was calculated and its value was found as .74 and this value indicated that the ranked scoring key was reliable. The following consistency percentages were obtained for the reliability of the scale's sub dimensions (preparation, education process, and presentation). The Cohen Kappa coefficient was calculated for the consistency among the researchers' evaluation results and the results such as $K_{\text{preparation}} = .79$, $K_{\text{Educationprocess}} = .67$, and $K_{\text{presentation}} = .74$ were found. These values indicated respectively that there was perfect consistency, reasonable consistency, and reasonable consistency among the observers (Şencan, 2005: 265).

Groups' evaluation scale for one another

A 12-item "groups' evaluation scale for one another" prepared by the researchers was used in order to seek an answer for the question of "how are the prospective Pre-S and primary school teachers' intergroup evaluations regarding teaching the concept of Atatürk?" While preparing the scale, the literature was reviewed and an item pool was formed and it was given its 12-

item final form in line with the experts' opinions. The Cohen Kappa coefficient was calculated for the consistency among the results of groups' evaluation for one another and the result of $K = .11$ was found. This value indicated that inter-group consistency was not at a proper level in terms of scoring (Şencan, 2005: 265).

Data Analysis

The data obtained from the study were analyzed with descriptive analysis method. Teaching process as a constructed field was evaluated by researchers with using "evaluation form for teaching process". The evaluations were scored independently by researchers and presented descriptively. Prospective Pre-S teachers and prospective PS teachers evaluated one another's teaching processes through "groups' evaluation scale for one another." The evaluations were scored independently by groups and presented descriptively.

FINDINGS

The findings were presented in two parts:

Findings Regarding The First Sub Problem

Photos with Ataturk and his family together were brought to the classroom. The students were told that the person in the photo was Ataturk and the materials with photos of Ataturk were presented to the children and Ataturk's physical and general characteristics were discussed. Right after the correct identification and reference of Ataturk's physical characteristics, informative feedback was provided. For instance, after the child found and pointed out Ataturk, the prospective teacher reinforced the correct behavior by saying "Good for you! You recognize Ataturk". Different photos (photos taken in crowded settings) were shown again afterwards in order to determine whether or not the child recognized Ataturk and permanence of the behavior was ensured. Before coming to the 1st year of PS, children will have learnt many concepts around them with concrete samples at a classification level. By means of showing children photos of Ataturk's family, through various exemplifications, Ataturk, his mother, father, and sister have been introduced. Thus, having the child associate the concept of family and Ataturk is achieved. In addition to this being necessary for the teaching of the concept at a concrete and recognition level, concepts enable the recalling of concerned preliminary learning. Despite Ataturk's

resemblance of his father, they were able to differentiate Atatürk. However, there have been children, who said that his mother was his grandmother. When presenting Atatürk’s family photo in textbooks, his father, Ali Rıza Efendi should also be in this photo. As a matter of fact, in the 2004 the 1st primary year Turkish textbook, Atatürk’s father’s photo was not used and in the 3rd Social Sciences textbook it was presented in a separate small photo. It is considered that this shall cause the student to acquire a deficient behavior in recognizing Atatürk’s family (Acar, 2006).

For the purpose of preventing incorrect comprehension of students, the following activities have been conducted by prospective teachers: Children have been talked about the family photos in Atatürk corners. Recognition and naming of his mother, father, and sister was ensured. In order to ensure the permanence of learning, photos used in the presentations were utilized. First, the children were directed the question of “Do you know the person or persons in this photo?” and then these photos were randomly handed out to the children. The names of Atatürk’s mother, father, and sister were asked separately and they were requested to match the handed out photos and the names. The photos of students providing the correct answer were hung up on the panel on the wall.

As a result of the findings of constructed field study an “evaluation form for teaching process” was prepared and during the data analysis the teaching process was evaluated by using this form. Results are given in Table 1.

Table 1. Findings for evaluation of teaching process

	1. group		2. group		3. group		4. group		5. group		6. group		7. group		8. group	
	B	E	B	E	B	E	B	E	B	E	B	E	B	E	B	E
Preparation	PRE-S	PS	PRE-S	PS	PRE-S	PS	PRE-S	PS	PRE-S	PS	PRE-S	PS	PRE-S	PS	PRE-S	PS
The interview took place with schools in a seamless manner.	3	3	3	3	3	3	3	3	1	1	1	2	3	3	3	3
Classroom environment was prepared for teaching.	3	3	3	2	1	2	2	3	3	1	1	2	3	3	1	2
A detailed course plan was made in accordance with the objectives and achievements.	1	2	1	2	2	2	2	1	1	2	2	1	1	2	2	2
The necessary information was collected by using a variety of resources.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Working as planned was prepared and completed.	3	3	3	2	3	3	2	3	1	3	1	2	2	2	3	3
Implementation	PRE-S	PS	PRE-S	PS	PRE-S	PS	PRE-S	PS	PRE-S	PS	PRE-S	PS	PRE-S	PS	PRE-S	PS
Attention was drawn to the issue and continuity was ensured.	3	3	3	2	3	3	3	2	2	3	2	3	3	3	3	3
Content is organized.	3	3	3	3	3	2	2	2	1	1	3	2	3	2	2	1
Equipment and materials were prepared and used in accordance with the principles of teaching.	2	2	2	2	2	3	2	2	3	1	2	2	2	3	3	3
Concept learning steps were performed correctly.	3	3	3	2	3	2	2	2	2	1	2	3	2	2	2	1
Consistent Statements were made on the subject.	3	3	3	2	2	3	3	2	3	2	2	3	3	3	2	2

	1. group	2. group	3. group	4. group	5. group	6. group	7. group	8. group
Presentation	B E P R E S	B E P R E S	B E P R E S	B E P R E S	B E P R E S	B E P R E S	B E P R E S	B E P R E S
Groups used his voice and body language effectively.	2	2	2	2	2	3	2	2
All members of the group participated in the presentation and helped to the group members.	2	2	3	2	3	3	2	3
The presentation was supported by appropriate materials.	2	2	3	2	2	3	3	2
Adequate and correct answers were given to questions asked by students during the presentation.	2	3	2	3	3	3	2	2
Groups have observed each other with full participation.	1	1	2	3	2	2	2	3

*B and E represents researchers' first names.

In the process of preparation, some problems were experienced in the Groups 4 and 5 in interviewing with schools, which resulted from ill communication between the groups. In general, groups prepared the classroom environment for teaching process when the bell rang. Particularly, in Group 4, it took long time to arrange the halls in the school where the project was conducted and to make the pupils to take their seats. Group 1 was the only group which completed its preparation when the lecturers came to the classroom. When the lesson plans were examined, it was seen that groups could not help each other in preparation of the plans and that they could not prepare lesson plans suitable for the objectives and the outcomes. None of the lesson plan included references and information on the evaluation process; and preschool lesson plans (prepared by the prospective classroom teachers) did not involve any activities for the development fields of the pupils. In the PS lessons plans (prepared by the prospective preschool teachers), introduction and development stages were not organized at a sufficient level. Groups 1, 6 and 8 could finalize their projects as they had planned. Rest of the groups experienced difficulties in teaching materials to be used in the classroom; presentations prepared by them could not be used as the appropriate program was not available.

When teaching process is examined, it is seen that groups managed to draw attention to the topic and ensured the continuity in attention. It was observed that Group 4 including prospective classroom teachers and Group 5 including prospective preschool teachers did not organize the content. Their failure in preparation of a lesson plan suitable for the objectives and the outcomes may be a reason for this. No cross-curricular links were observed in presentations of Group 6 of prospective classroom teachers and Groups 3, 4 and 7 of prospective preschool teachers. It was seen in the groups that the materials and instruments prepared were not suitable for the teaching principles in general. It was also seen that the materials were not suitable for the principles and rules of visual design and that they were also not functional. The fact that only some of the phases in conceptual instruction could be carried out accurately is a common observation for the groups. Although it is seen that the groups made consistent explanations for the issue; Group 2 of prospective preschool teachers used a wrong statement of “the Germans were also our enemies” in delivering their presentation on Atatürk’s military carrier.

Prospective teachers had also deficiencies in using their voices and body language effectively. It may be resulted from the fact that they had such an experience in different educational institutions for the first time. Consequently, prospective classroom teachers observed classroom environment, operation of the rules, in-class arrangements of the preschool

children also approaches of the teachers at each level; it was also the case for the prospective preschool teachers in 1st grade pupils. Prospective PS had difficulty in concentrating preschool children’s attention on the subject and to manage the classroom. In the majority of groups, all the group members took part in the presentations. In Group 5 of prospective PS and Group 7 of prospective preschool teachers, only one of the group members made the presentations. During presentations, questions posed by the pupils were generally replied sufficiently and correctly. In Groups 1, 5 and 7 of prospective preschool teachers, it could not be possible for the groups to observe each other in full participation.

Findings Regarding the Second Sub Problem

Prospective Pre-S teachers and prospective PS teachers evaluated one another’s teaching processes through “groups’ evaluation scale for one another.” The items below pertaining to “groups’ evaluation scale for one another” were formed by considering making and realizing the plan, preparing and using the lesson tools, time, ensuring active participation, asking questions, receiving answers, self-expression, dominance over the field, and correlation skills.

Table 2. Findings for groups' evaluation for one another

	1. Group	2. Group	3. Group	4. Group	5. Group	6. Group	7. Group	8. Group
	PRE-S	PRE-S	PRE-S	PRE-S	PRE-S	PRE-S	PRE-S	PRE-S
	PS	PS	PS	PS	PS	PS	PS	PS
1. Making plans in compliance with the level of pupils	5	4	4	4	4	4	4	5
2. Realizing the prepared plan	4	3	5	3	2	4	5	5
3. Preparing lesson tools in compliance with the applied strategy, methods, and techniques	5	3	5	3	2	3	2	5
4. Using this lesson tool effectively	4	3	5	4	3	3	3	5
5. Covering the subject within the specified time	5	5	3	5	2	4	3	5
6. Ensuring the pupil's active participation in the lesson	5	5	4	3	5	2	4	5
7. Asking proper questions to pupils	5	5	3	4	4	2	3	5
8. Giving proper answers to pupils' questions	4	5	3	3	5	1	3	4
9. Speaking fluently, accurately, and inventively	3	5	4	4	5	3	2	5
10. Using body language effectively	4	5	5	4	5	3	1	5
11. Having basic knowledge required by the acquisitions	4	5	5	5	4	2	5	5
12. Correlating this knowledge to other fields	4	5	3	5	4	3	1	3

It is seen that prospective preschool teachers and the prospective classroom teachers, gave each other higher points unlike the researchers. This indicates that the groups are not objective in evaluating each other. Cohen's Kappa coefficient was calculated for the agreement between intergroup evaluation results and it was found as $K = .11$. This value revealed that intergroup agreement for the scoring is not at an appropriate level (Şencan, 2005).

CONCLUSIONS AND RECOMMENDATIONS

In literature review regarding starting school or the transition from pre-school education to the primary school education no researches were encountered in our country and all over the world like this study but the researches where the factors regarding the transition were mentioned were encountered (Yalman, 2007). When the studies regarding the transition process to the primary school within the last five years in the country were examined, the studies of Sezginsoy-Şeker & Özdemir (2012a, b) were encountered. In the study of Sezginsoy-Şeker & Özdemir (2012a) prospective teachers performed activities about the transition from pre-school period to primary school period and the transition from the primary school period to pre-school period and prospective teachers' views were received after the study. A large majority of prospective teachers stated that the study contributed positively to them. Prospective teachers emphasized that they experienced different class environments through this study and that it would contribute to their professional lives. In another study of Sezginsoy-Şeker & Özdemir (2012b) two of acquisitions related to Atatürk in the course of life sciences in primary school curriculum and renewed pre-school curriculum were determined by researchers for the purpose of the study. Acquisitions were related to the disciplines of mathematics and life sciences. Scheduled teaching for 6 age group and 1st grade pupils were administered by a total of four groups including prospective teachers from classroom teachers and pre-school education. With this study, prospective teachers have had the opportunity to practice the theoretical knowledge on development, learning and teaching they learnt till present.

This study is a more extensive project that also includes the studies of Sezginsoy-Şeker & Özdemir (2012a, b). When the findings obtained from this project was evaluated, it was determined that the performed activities showed similarity as the age and growth characteristics of age group of 6-7 were in proximity. Prospective PS teachers had a chance to follow the situations of first grade pupils before they attend the primary education and

that the prospective preschool teachers had a chance to follow the developments of age group of 6 after arriving at PS in 1st grade. Education is a whole and the Pre-S education and PS education must be dealt with a holistic approach as they have the characteristics to follow each other. Akarsu(1983) stated that Pre-S and PS programs must be supplementary and cooperation and common efforts must be included in activities and applications. It may be said that an effort should be made to realize this situation.

Regarding a PS pupil as a “child playing games” whether s/he attends a Pre-S educational institution or not may be useful in understanding his/her world and forming a common language. In this context, with the arrangements made in 2012-2013 education years after a 12-week orientation and preparation program for the pre-school child it was approved that s/he must be involved in the first grade education program. With the changing system the children completing their 66 months of age started their primary education. When the Pre-S education is considered to be a transition, it can be said that the primary education is the time for starting school. The continuity between PS education institution and Pre-S education institution is an important factor in a child’s education because the transition from Pre-S education institution to Pre-S education is a significant process. The healthier and more consistent this transition becomes, the more successful the child will be in his/her PS years. This is only ensured with the continuity between these two institutions. Both institutions must be similar with each other in respect of conditions (Bekman, 1990). The researches indicating that Pre-S education programs increase success in primary education emphasize the importance of integration for the programs (Akarsu, 1993). Some programs were developed in the world to realize a successful transition to primary schools. Three of these are Follow-up and Support Project, Developmental Continuity Project, and Head Start Transition Project (Cited by Yalman, 2007). In our country in every phase of education it is recommended that these kinds of projects are examined and that the programs are prepared to facilitate the transition.

REFERENCES

- Acar, D. (2006). “1962 ve 2005 yılları arası Hayat bilgisi, Türkçe ve Sosyal bilgiler Ders kitaplarında yer alan Atatürk kavramının içerik analizi” (Content based analysis of Atatürk in the text books of Turkish scientifics, understanding and social studies courses between 1962-2005 in Turkish primary) (Unpublished Master Thesis). Gazi üniversitesi, Eğitim bilimleri enstitüsü. Ankara.

- Akarsu, F. (1983). *Okul öncesi eğitimi ile temel eğitim arasındaki ilişki*. Okul Öncesi Eğitimi ve Sorunları (The relationship between basic education and pre-school education. Pre-School Education and Problems), Ankara: T. E. D. Yayınları.
- Bekman, S. (1990). Okul öncesi eğitimde süreklilik (Continuity of pre-school education). *Yaşadıkça Eğitim Dergisi*, 11.
- Creswell, J. W. (2008). Educational research planning, conducting and evaluating quantitative and qualitative research. International Pearson Merrill Prentice Hall
- Er, H. (2005). "Sosyal Bilgiler Dersinde Biyografi Öğretimi: "Atatürk'ün Hayatı" Metninin Analizi ve Yeni Bir Tasarım" (Biography teaching in social studies lesson; The analysis of (Atatürk's life) articles and a new design) (Unpublished Master Thesis). G. Ü. Eğitim Bilimleri Enstitüsü, Ankara.
- Gülnehar, F. (2012). "Sosyal Bilgiler Öğretmen Adaylarının Lisans Eğitimlerinde Gördükleri Atatürk İlkeleri Ve İnkılâp Tarihi Dersine Yönelik Tutumlarının Değerlendirilmesi (Erzincan Üniversitesi Örneği)" (The evaluation of the attitudes of social studies teacher candidates towards the course of Atatürk's Principles and Reforms History (Sample of Erzincan University) (Unpublished Master Thesis). Erzincan Üniversitesi, Sosyal Bilimler Enstitüsü, Erzincan.
- Okur, O. (2000). "İlköğretim Okulları I. Kademe Sosyal Bilgiler Ders Programında Atatürkçülük Konularının Ünitelere Göre Dağılımı ve Hedeflere Ulaşma Derecelerinin İncelenmesi" (A Study on the distribution of the Kemalism subjects to the units and degree to reach the goals for the subjects of the social discipline lesson in first step primary school) (Unpublished Master Thesis). Niğde Üniversitesi Sosyal Bilimler Enstitüsü.
- Preschool Curriculum (2005, 2006.), [Online]: Retrieved on 20-May-2010 at URL: <http://oogm.meb.gov.tr/program/program%20kitabi.pdf>.
- Sezginsoy-Şeker, B. & Özdemir, E. (2012a). Prospective Teachers' Opinions on Concept of Atatürk in the Age Group of 6-7 Years. *Procedia - Social and Behavioral Sciences*, 46, 2895-2899.
- Sezginsoy-Şeker, B. & Özdemir, E. (2012b). Teaching Applications of Prospective Teachers in Transition: Primary School and Pre-School. *Procedia - Social and Behavioral Sciences*, 55, 218-225.
- Şencan, H. (2005). *Sosyal ve davranışsal ölçümlerde Güvenilirlik ve Geçerlilik* (Reliability and validity in the social and behavioral measures) (1st ed.), Ankara: Seçkin yayıncılık.
- Şimşek, A. (13-15 September 2006). "İlköğretim Öğrencilerine Göre Sosyal Bilgiler Dersinde Neler Olmalıdır?" (What should be in Social Science course according to primary school students?) *Paper presented at Congress of XV. National Educational Sciences*, Muğla, Turkey.
- Talay, H. (2008). "İlköğretim 8. Sınıf Öğrencilerinin Türkiye Cumhuriyeti İnkılâp Tarihi Ve Atatürkçülük Dersindeki Atatürkçülükle İlgili Konulara Hazır Bulunuşluk Düzeyleri" (Being Ready of Students in 8th Classes Primary Schools for the History of Turkey Republic Revolution and The Lessons of The System of Reforms and Development Introduced by Atatürk)

- (Unpublished Master Thesis). Gazi Üniversitesi Eğitim Bilimleri Enstitüsü, Sosyal Bilimler Eğitimi Anabilim Dalı, Ankara.
- Yalman, D. (2007). “İlköğretim okulu yöneticilerinin, birinci sınıf öğretmenlerinin, anasınıfı öğretmenlerinin ve okul öncesi eğitim almış birinci sınıf öğrencilerinin okul öncesi eğitimden ilköğretime geçişte yaşanan uyum sorunlarıyla ilgili görüşleri” (Views of primary school principals', first grade teachers', kindergarten teachers' and first grade students who went to kindergarten about transition from kindergarten to primary school's adaptation problems). (Unpublished Master Thesis). Marmara Üniversitesi, Eğitim Bilimleri Enstitüsü.
- Yıldırım, A. & Şimşek, H. (2005). *Sosyal Bilimlerde Nitel Araştırma Yöntemleri* (Qualitative Research Methods in Social Sciences) (5th ed.). Ankara: Seçkin Yayıncılık.
- Yılmaz, Y. (2003). “Okulöncesi Eğitim Kurumlarına Devam Eden Altı Yaş Grubu Çocukları İçin Okul Olgunluğu Kontrol Listesi Geliştirilmesi (Developing control list of school maturity for six years old children who attend preschool education institutions) (Unpublished Master Thesis). Hacettepe Üniversitesi, Sağlık Bilimleri Enstitüsü, Ankara.