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**THE EVALUATION OF PRESCHOOL AND PRIMARY
EDUCATIONAL MUSIC ACTIVITIES IN TURKEY BASED
ON TEACHERS OPINIONS (ANKARA SAMPLE)**

**TÜRKİYE'DE ANA SINIFLARI VE İLKÖĞRETİM OKULLARINDA
YER VERİLEN MÜZİK ETKİNLİKLERİNİN ÖĞRETMENLER
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Öz

This descriptive study's primary purpose is to find out the overall condition and sufficiency of music activities that take place in public preschool and primary schools in Ankara, Turkey. The Study aims to collect the data based on preschool and primary school teacher's opinions about planning phase of music activities, educational material preferences, music activities of choice, the evaluation process for children and self-evaluation of the teacher's educational skills in music. The universe of the study consists of 24.738 public preschool and primary school teachers in Ankara. Stratified sampling method has been used in order to collect reliable findings. The sample of this research is 130 teachers from above mentioned schools. Based on the findings, most of the teachers take into account the preschool curriculum, the children's developmental abilities; consider children's interests and readiness in learning. The childrens' and the teachers' music education instrument preferences have been stated. While the teachers see themselves capable of carrying out music activities including movement through music, imitating sounds, games, rhymes, dance, stories, drama and choir studies, they seem to have some trouble in activities of matching rhythmic patterns with vocabularies, teaching to create proper rhythmic patterns and melodies, imitating rhythmic patterns. They are also having problem in music activities outside the classroom, choosing proper music records for watching, introducing and teaching musical instruments and carrying out rhythm activities with percussion instruments. While the teachers see themselves

capable of evaluating children in rhythmic activities; distinguishing sounds; tempo orientation, breathing and vocal technique in singing, they seem to have some problem in evaluating the children in instrument playing. In addition, the teachers are suspicious if the music courses in their undergraduate education are sufficient. They are also uncertain about their capability in using of their own voice properly and instrumental accompaniment. Besides, the specific music education approaches seem to be unfamiliar for the teachers. Within the framework of this outcomes, suggestions are listed.

Keywords: Music Education, Early Childhood, Preschool Music Education, Primary School Music Education

Öz

Bu araştırma, Türkiye’de Ankara ilindeki ana sınıfları ve ilköğretim okullarında yer verilen müzik etkinliklerinin öğretmenler açısından değerlendirilmesini amaçlamaktadır. Bu genel amaç kapsamında okul öncesi ve ilköğretim sınıf öğretmenlerinin müzik etkinliklerini planlama süreci, etkinliklerde kullandıkları müzik eğitimi araç-gereçleri, öğrenme süreci, ölçme-değerlendirme durumları, öğretmenin müzik öğretimi becerilerini değerlendirme durumları alt amaçları belirlenmiştir. Betimsel bir çalışma olan bu araştırmanın evreni Ankara ilindeki devlet okullarında çalışan toplam 24738 ana sınıfı ve ilköğretim okulu öğretmenidir. Bu evren 18340 ilköğretim sınıf öğretmeni ve 5798 ana sınıfı öğretmeninden oluşmaktadır. Ankara ilinin 25 ilçesinde Milli Eğitim Bakanlığına bağlı Ana Okulları ve İlkokullar içerisinde her ilçede 2 ya da 3 okul tabakalandırılmış örnekleme metoduyla seçilmiş, toplam 50 okuldan yaklaşık 150 öğretmene ulaşılması planlanmıştır. Veri toplama aracı araştırmacılar tarafından geliştirilmiştir ve okul öncesi ve ilköğretim sınıf öğretmenlerinin müzik etkinliklerini planlama süreci, etkinliklerde kullandıkları müzik eğitimi araç-gereçleri, öğrenme süreci, ölçme-değerlendirme durumları, öğretmenin müzik öğretimi becerilerini değerlendirme durumları alt bölümlerinden oluşan 43 soru içermektedir. Elde edilen verilerin frekans yüzde ve standart sapma analizleri yapılmıştır ve öneriler getirilmiştir. Araştırma sonucunda örnekleme oluşturan öğretmenlerin ağırlıklı olarak tüm sınıfın dahil olduğu müzik etkinlikleri uyguladığı görülmüştür. Çocuklar etkinliklerde eğitim müziği çalgılarını kullanmamaktadır, ayrıca öğretmenlerin de şarkı öğretiminde piyano, bağlama ve gitar gibi enstrümanları pek kullanamadıkları ortaya çıkmıştır. Öğretmenler müzik etkinliklerinde yansılama, müzikli oyunlar, hikayeler, drama ve koro çalışmalarını tercih etmektedir. Öğretmenler müzik etkinliklerinde ritim çalgıları kullanmasında, sınıf dışı müzik etkinlikleri planlamada, müziksel doğaçlama etkinliklerinde, çocukların ilgi ve seviyelerine uygun müzik videoları seçerek izletmekte sorun yaşamaktadır. Öğretmenler ayrıca mesleki eğitim süreçlerinde müzik bilgisi ve müzik öğretim yaklaşımları hakkında yeterli donanıma sahip olamadıkları fikrindedir. Bu sonuçlar kapsamında okul öncesi ve ilköğretim lisans programlarında müzik ve müzik eğitimi derslerinin içeriği ve kredisinin artırılması, müzik öğretmenliği lisans programlarında erken çocukluk döneminde müzik eğitimine yönelik derslerin bulunması ve bu alan için özel bir program açılması önerilmiştir. Hizmet içi eğitim programlarında erken çocukluk dönemi müzik eğitimi alanında sertifika programları açılarak Türkiye’de erken müzik eğitiminin kalitesinin artırılması üzerine önerilerde bulunulmuştur.

Anahtar Kelimeler: Müzik Eğitimi, Erken Çocukluk, Okul Öncesi Müzik Eğitimi, İlköğretim Müzik Eğitimi

1. BACKGROUND

In Turkey, music teachers get an undergraduate degree and a pedagogy test to be qualified for teaching in public schools.

Teacher candidates study a variety of courses such as musical skills, music teaching skills for different groups of age and pedagogic formation classes (Undergraduate curricu-

lums of Music Education Departments in (Gazi University, 2016; Marmara University, 2016; Dokuz Eylül University, 2016). However, music classes in public preschools and primary schools are taught by preschool teachers and primary classroom teachers instead of music teachers. Music teachers only carry out music classes from fifth grades to twelfth grades in Turkey (Ministry of Education Primary and Preschool Education Regulation, 2014).

In undergraduate programs, primary classroom and preschool teacher candidates study 2-hour music education course for two semesters. The topics of the first semester course for pre-school and primary school teacher candidates are music and child development, basic musical concepts, vocal music, ear-training and solfege, school music literature, Orff instruments, instruments such as keyboard or harmonica for accompaniment.

The second semester course topics are the importance of music in early childhood education, music education approaches for preschoolers, musical development for ages birth to 6-year old, musical instrument design, development of musical taste in children, musical drama and creative movement (Undergraduate Curriculums of Preschool and primary school education departments in Anadolu University, 2016; Ankara University, 2016; Gazi University, 2016; Hacettepe University, 2016; Marmara University, 2016).

After graduation, teachers take the Turkish government's pedagogy test in order to teach in the public schools. Only pre-school teachers plan and teach music activities in

public pre-school classes, Music classes in 1-4 grades in the primary schools are attended by primary school teachers.

2. METHOD

The design of the research, participants, the data collection scale and measurements are listed in this section.

2.1. Design

This study's primary purpose is to find out the overall condition and sufficiency of music activities that take place in the public preschools and primary schools in Ankara, Turkey. Within the framework of this general purpose, this study aims to collect the data based on the preschool and primary school teacher's opinions about planning phase of music activities, educational material preferences, music activities of choice, the evaluation process for children and self-evaluation of the teacher's educational skills in music.

2.2. Participants

This descriptive study's universe consists of 24.738 public preschool and primary school teachers in Ankara. 18.340 teachers of this universe are primary school teachers and the remaining 5.798 are preschool teachers. Stratified sampling method has been used in order to collect reliable findings. Preschools and primary schools from the 15 districts of Ankara have been selected randomly. The sample of this research was planned to be 130 teachers from these schools. Eighty nine teachers from the sample participated in the study. The distribution of the sample based on the schools is listed in Table 1.

Table 1: The distribution of the sample

District	The School Name	Participating Teachers
Akyurt	Saracalar Primary School	5
Ayaş	Büyüamin Primary School	3
Bala	Tınaztepe Primary School	4
Beypazarı	Halide Edip Adivar Preschool	6
Çamlidere	Atatürk Primary School	8
Çankaya	Dedeman Primary School	9
Çubuk	Nezahat Onbaşı Preschool	9
Evren	Evren Primary School	8
Haymana	Cimcime Primary School	3
Kalecik	Cumhuriyet Primary School	7
Kızılcahamam	Kazım Karabekir Primary School	7
Mamak	Lalahan Serdar Tosun Primary School	9
Nallıhan	Çayırhan Preschool	5
Şereflikoçhisar	Toki Gül Bahçesi Primary School	6
		Total: 89

2.3. Scale and Measurement

A Likert scale with 43 entries has been prepared for the data collection. This survey form contains five sections that are classified as the planning phase of music activities, educational material preferences, music activities of choice, the evaluation process for children and self-evaluation of the teacher's educational skills in music. The survey forms have been sent to the sample schools via mail. The survey forms were filled by teachers and sent back to the researchers. The data collected from the scale has been analyzed statistically. Probable causes of the findings have been discussed and the suggestions have been listed. The frequencies, percentages, median

and standart deviation of the data have been collected.

3. FINDINGS

In this section, findings about the planning phase of music activities, educational material preferences, music activities of choice, the evaluation process for children and self-evaluation of the teacher's educational skills in music are listed.

3.1. Planning Phase of Music Activities

The findings based on the teachers opinions about their capability in planning phase of music activities are listed in Table 2.

Table 2: Planning Phase Of Music Activities

	Strongly Agree		Agree		Neither Agree Nor Disagree		Disagree		Strongly Disagree		✱	ss
	f	%	f	%	f	%	f	%	f	%		
1. I can take into account the aims and outcomes of the preschool curriculum while planning the music activities.	28	31,5	29	32,6	16	18	11	12,4	5	5,6	2,3	1,2
2. I can consider children’s developmental capabilities in planning music activities.	39	43,8	38	42,7	4	4,5	4	4,5	4	4,5	1,8	1,0
3. I can consider children’s interests in planning musical activities.	36	40,4	41	46,1	8	9,0	2	2,2	2	2,2	1,8	0,9
4. I can take in to account children’s readiness in learning while planning music activities.	48	53,9	37	41,6	1	1,1	1	1,1	2	2,2	1,6	0,8
5. I can plan individual music activities.	11	12,4	18	20,2	34	38,2	19	21,3	7	7,9	2,9	1,1
6. I can plan music activities for a small group of children.	12	13,5	23	25,8	33	37,1	15	16,9	6	6,7	2,8	1,1
7. I can plan music activities for the whole class.	31	34,8	31	34,8	16	18,0	6	6,7	5	5,6	2,1	1,1

Based on the statistical analysis, most of the teachers use the preschool curriculum, the children’s developmental abilities; consider children’s interests and readiness in learning in the planning phase of music activities. The reason of this outcome might be that the music curriculum may provide guidance for childhood development, their capabilities and interests. While the teachers mostly prefer music activities for the whole class, some of the teachers plan individual music activities or small group activities. The public preschool

classes are open for half of the day for 5 week days (Ministry of Education Primary and Preschool Education Regulation, 2014). Therefore, the limited time for classes might lead teachers to group activities instead of individual activities.

3.2 Music Education Material Preferences

The findings based on the teachers’ preference about the music education materials in the classroom are listed in Table 3.

Table 3: Educational Material Preferences

	Strongly Agree		Agree		Neither Agree Nor Disagree		Disagree		Strongly Disagree		*	ss
	f	%	f	%	f	%	f	%	f	%		
1. In music activities, children play xylophone and/or metallophone.	3	3,4	2	2,2	20	22,5	16	18,0	48	53,9	4,2	1,1
2. Children play percussion instruments like wooden rhythm sticks and triangle bells.	3	3,4	9	10,1	24	27,0	21	23,6	32	36,0	3,8	1,1
3. I can play piano accompaniment in childrens songs.	0	0	0	0	4	4,5	6	6,7	79	88,8	4,8	0,5
4. I can play Turkish folk songs in bağlama while teaching.	0	0	0	0	0	0	4	4,5	85	95,5	4,9	0,2
5. I can play guitar accompaniment in childrens songs.	0	0	0	0	0	0	5	5,6	84	94,4	4,9	0,2
6. I can play childrens songs in harmonica while teaching.	4	4,5	2	2,2	8	9,0	11	12,4	64	71,9	4,4	1,0
7. I can play childrens songs in block flute while teaching.	7	7,9	8	9,0	19	21,3	13	14,6	42	47,2	3,8	1,3

Based on the findings, the children rarely play Orff instruments such as xylophone, metallophone and percussion instruments in music activities. The teachers also stated that they almost never use the piano, bağlama, harmonica or guitar accompaniment for the songs. From time to time, the teachers use the recorder in music classes. The reason for this outcome might come from the fact

that they take recorder training in the undergraduate programs. On the other hand, the piano, bağlama or guitar are not taught in the music classes of the undergraduate programs.

3.3. Music activities of choice

The findings based on the teachers opinions about the music activities are listed in Table 4.

Table 4: Music Activities of Choice

	Strongly Agree		Agree		Neither Agree Nor Disagree		Disagree		Strongly Disagree		*	ss
	f	%	f	%	f	%	f	%	f	%		
1. I'm capable of using movement through music in activities.	35	39,3	32	36,0	18	20,2	3	3,4	1	1,1	1,9	0,9
2. I can take in to account musical characteristics in movement activities like walking, running and bouncing.	39	43,8	34	38,2	13	14,6	2	2,2	1	1,1	1,8	0,8
3. I can carry out mimicking activities like animal and vehicle sounds.	35	39,3	35	39,3	13	14,6	3	3,4	3	3,4	1,9	1,0
4. I can carry out music activities like matching rhythmic patterns and vocabularies.	15	16,9	22	24,7	27	30,3	12	13,5	12	13,5	3,4	5,8
5. I'm capable of carrying out musical games.	24	38,2	38	31,5	15	16,9	8	9,0	4	4,5	2,1	1,1
6. I can use rhymes in music activities.	38	42,7	37	41,6	11	12,4	3	3,4	0	0	1,8	0,8
7. I can use dance in music activities.	38	42,7	25	28,1	20	22,5	2	2,2	4	4,5	2,0	1,0
8. I can combine stories with music in musical activities.	27	30,3	26	29,2	26	29,2	8	9,0	2	2,2	2,2	1,0
9. I can carry out musical drama activities.	27	30,3	30	33,7	19	21,3	11	12,4	2	2,2	2,2	1,1
10. I can take children to musical activities outside the classroom like concerts.	5	5,6	6	6,7	25	28,1	32	36,0	21	23,3	3,6	1,1
11. I can select appropriate concert records to watch in the classroom.	10	11,2	11	12,4	23	25,8	30	33,7	15	16,9	3,5	1,2
12. I can introduce musical instruments.	7	7,9	16	18,0	36	40,4	19	21,3	11	12,4	3,1	1,1
13. I am capable of choir activities.	35	39,3	36	40,4	12	13,5	5	5,6	1	1,1	1,9	0,9
14. I can teach music education instruments like block flute and xylophone.	11	12,4	8	9,0	18	20,2	23	25,8	29	32,6	3,6	1,3
15. I can carry out rhythm activities with percussion intruments.	12	13,5	11	12,4	30	33,7	18	20,2	18	20,2	3,2	1,3
16. I can carry out rhythm activities using childrens own body as instruments.	19	21,3	37	41,6	19	21,3	9	10,1	5	5,6	2,4	1,1
17. I can carry out rhythm activities using furniture of the classroom.	21	23,6	37	41,6	18	20,2	11	12,4	2	2,2	2,2	1,0
18.I can teach children to create proper rhythmic patterns.	9	10,1	16	18,0	30	33,7	17	19,1	17	19,1	3,2	1,2
19. I can carry out activities like mimicking rhythmic patterns.	8	9,0	17	19,1	22	24,7	19	21,3	23	25,8	3,3	1,3
20. I can teach children to accompany music with proper rhythm.	24	27,0	34	38,2	21	23,6	8	9,0	2	2,2	2,2	1,0
21. I can teach children to create a melody.	7	7,9	14	15,7	23	25,8	23	25,8	22	24,7	3,4	1,2

Based on the teachers' opinions, the teachers are capable of carrying out music activities including movement through music, imitating sounds, games, rhymes, dance, stories, drama and choir studies. The teachers seem to have some trouble in the activities of matching rhythmic patterns with vocabularies, teaching to create proper rhythmic patterns and melodies, imitating rhythmic patterns. They are also having problems in music activities outside the classroom, choosing

concert records for watching, introducing and teaching musical instruments and carrying out rhythm activities with percussion instruments. The reason for these outcomes might come from the fact that they get inadequate music training in the undergraduate programs.

3.4. The evaluation process

The findings based on the teachers' opinions about the evaluation process are listed in Table 5.

Table 5: The Evaluation Process

	Strongly Agree		Agree		Neither Agree Nor Disagree		Disagree		Strongly Disagree		*	ss
	f	%	f	%	f	%	f	%	f	%		
1. I am capable of evaluating children's rhythmic abilities.	16	18,0	37	41,6	18	20,2	14	15,7	4	4,5	2,5	1,1
2. I can evaluate children's abilities in distinguishing sounds.	29	23,6	37	41,6	9	10,1	8	9,0	6	6,7	2,1	1,2
3. I can evaluate children's breathing technique in singing.	21	23,6	38	42,7	14	15,7	11	12,4	5	5,6	2,3	1,1
4. I can evaluate children's pronunciation in singing.	31	34,8	41	46,1	9	10,1	4	4,5	4	4,5	2,0	1,0
5. I can evaluate children's vocal technique in singing.	29	32,6	38	42,7	13	14,6	4	4,5	5	5,6	2,1	1,1
6. I am capable of evaluating children's orientation of tempo while singing.	29	32,6	37	41,6	13	14,6	5	5,6	5	5,6	2,1	1,1
7. I can evaluate children's abilities in playing music education instruments.	9	10,1	33	37,1	17	19,1	13	14,6	17	19,1	2,9	1,3

Based on the outcomes listed in Table 5, the teachers see themselves capable of evaluating children in rhythmic activities; distinguishing sounds; tempo orientation, breathing and vocal technique in singing. They might have some problem in evaluation of the children in instrument playing.

3.5. Self-Evaluation of the Teacher's Educational Skills in Music

The findings based on the teachers' opinions about the self-evaluation of the teachers' Educational skills are listed in Table 6.

Table 6: Self-Evaluation Of The Teacher’s Educational Skills In Music

	Strongly Agree		Agree		Neither Agree Nor Disagree		Disagree		Strongly Disagree		*	ss
	f	%	F	%	F	%	f	%	f	%		
1. The music courses in my undergraduate education are sufficient for planning and carrying out music activities.	14	15,7	13	14,6	25	28,1	16	18,0	21	23,6	3,2	1,4
2. I can use my own voice properly and aesthetically in music activities.	24	27,0	20	22,5	23	25,8	17	19,1	5	5,6	2,9	3,6
3. In music activities I can make proper instrumental accompaniment.	15	16,9	11	12,4	23	25,8	23	25,8	17	19,1	3,2	1,3
4. I have information in music education approaches like Orff, Dalcrose, Kodály.	4	4,5	8	9,0	10	11,2	16	18,0	51	57,3	4,1	1,2

Based on the outcomes of the research, the teachers believe that the music courses in their undergraduate programs are insufficient. They are also uncertain about their capability in using of their own voice properly and instrumental accompaniment. In addition, the music education approaches such as Orff, Kodály and Dalcrose seem to be unfamiliar for those teachers.

4. CONCLUSION

Based on the 89 public preschool and primary school teachers’ opinions, most of the teachers take into account the preschool curriculum, the children’s developmental abilities; consider children’s interests and readiness in learning in the planning phase of music activities. While the teachers mostly prefer music activities for the whole class, some of the teachers plan individual music activities or small group activities.

In terms of the music education material preferences, the children rarely play instruments like xylophone, metallophone and percussion instruments in the music activities. The teachers almost never use the piano, bağlama, harmonica or guitar accompaniment for the songs. From time to time,

they use the recorder.

The teachers are capable of carrying out music activities including movement through music, imitating sounds, games, rhymes, dance, stories, drama and choir studies. The teachers seem to have some troubles in activities of matching rhythmic patterns with vocabularies, teaching to create proper rhythmic patterns and melodies and imitating rhythmic patterns. They are also having problems in music activities outside the classroom, choosing proper concert videos for watching, introducing and teaching musical instruments and carrying out rhythm activities with percussion instruments.

When it comes to the evaluation process, the teachers see themselves capable of evaluating children in rhythmic activities, distinguishing sounds, tempo orientation, breathing and vocal technique in singing. On the other hand, they seem to have some problems in evaluation of the children in instrument playing.

The teachers believe that the music courses in their undergraduate programs are insufficient. They are also uncertain about their capabilities in using of their own voice properly and instrumental accompaniment. In

addition, the teachers are not familiar with Orff, Kodály and Dalcrose approaches.

Based on these outcomes it would be appropriate to make these suggestions given below;

- The credits of the music courses in under-graduate programs for pre-school and primary school teaching should be increased. The contents of the courses should include instrumental and vocal education, accompaniment with percussion and school instruments such as guitar, bağlama, recorder and piano; and early childhood music education approaches such as Orff, Dalcrose and Kodály.

- The undergraduate programmes for general music teaching should have music courses specifically for early childhood music education. It might be suggested that the music teacher candidates planning to work in early childhood education field should participate in a specific undergraduate or a certificate programme for early childhood music education.

- Ministry of National Education should plan to appoint general music teachers to the preschools and primary schools for the music classes. This is going to be the best choice because music teachers have a more efficient approach in planning music activities and the usage of musical instruments with the guidance of preschool and primary school teachers.

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