Recent Researches in Education

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PREFACE

This book, *"Recent Researches in Education"* has 49 chapters including special education, values of education, effective learning, effect of games on learning, scientific creativity and academic achievement, understanding of childhood, art education, environment education, behavioural and emotional strengths, prospective teachers, perceived organisational supports in schools, bullying levels of high school students, social skills, digital education portals, reliability of scientific process skills, speaking and writing skills, forest school, psychological stability in education, approaches in preschool education, open and distance learning, Stem approach, technology and children, transformation leadership and organizational cynicism, Montessori Approach and Gardner's theory, role of play in education, metaphors related to the elements of education and other aspects of education.

Contributions in each chapter are prepared by experts in the respective fields and mirror the advancement in the approach. This book contains important future tasks of the particular fields and supplies extensive bibliographies at the end of each chapter, as well as tables and figures that illustrate the research findings. All these make this book highly useful and a must read for students, researchers and professionals in educational sciences.

We would like to express our gratitude to all contributors for bearing with us as the volume has taken time to come to fruition.

We particularly wish to express our thanks to the team at Cambridge Scholars Publishing for preparing the book for publication.

The Editors

CHAPTER 1

AN INVESTIGATION OF LEARNING CENTRES FOR EFFECTIVE LEARNING

AYŞE ÖZTÜRK SAMUR
AND GÖZDE INAL KIZILTEPE

Introduction

A learning environment is very important for preschool education institutions to enhance the quality of education. Learning environments which are often referred to as the 'third teacher' (Hebert 1998, Moore and Sugiyama 2007), after a family and a teacher (Gandini 1998), and sometimes after a teacher and a curriculum, must be well-designed and organized for the children because children need environments which allow them to experience and explore things around them. Moreover, a learning environment which is well-organized and equipped with rich stimulators promotes children's effective learning and develops their creative problem-solving skills (Kandır 2003, MEB 2013).

Many educational theorists and practitioners mention the effect of environmental factors (Bronfenbrenner 1979, Piaget 1952), culture, and social environment (Vygotsky 1986), on children's development and learning, and stress that the environment must be designed in such a way that it should provide opportunities for children to move freely and to explore (Montessori 1964). The learning environment in a child-centred classroom must be well-designed for children to interact with their peers, to allow easy access to promote their interests and effective learning, to be well-equipped, and to raise their curiosity (Biddle, Garcia-Nevarez, Henderson and Valero-Kerrick 2013). In many preschool education curricula, there are learning centres including similar materials and equipment, and tools to encourage unstructured and open-ended activities (Biddle et al. 2013, Beaty 2014). The learning centres, also called learning areas, interest centres, or activity centres, are systems used to organize a

classroom or materials in the classroom (Brewer 2006, Jackman et al. 2014, Metin 2017). In other words, learning centres are places which include a variety of materials and opportunities to enable children for hands-on learning at individually appropriate levels (Copple and Bredekamp 2006, Epstein 2007). It is emphasized in the Ministry of National Education (MEB) (2013) Preschool Education Curriculum, which began to be implemented in 2013 after being updated in Turkey, that learning environments designed as interest corners before, must be re-organized to include learning centres in which children engage in more effective and active learning so that curricula can be planned and implemented considering its purpose. Learning centres are defined as play grounds which involve a wide range of materials chosen in line with the learning outcomes and indicators studied in the daily learning pacing in the curriculum, and which are separated from each other with a variety of materials (cupboards/shelves at the right height for kids, board, carpets in different colours, floor coverings or sticky tapes, etc.) (MEB 2013).

The design and organization of learning centres play an important role for a successful curriculum (Butin and Woolums 2009). Learning centres and the materials included in these centres must be designed and developed considering the childrens' interests, skills, and holistic developmental domains (Biddle et al. 2013). Different coloured cards including the names and symbols of the learning centres must be put up, or stuck on, somewhere where the children can see them in the learning centres, so that the children can use these centres more effectively (MEB 2013, Beaty 2014).

A teacher is responsible for the choice of the appropriate materials considering the purpose of the curriculum, organizing these materials for the children to access, and having children use and learn these centres via careful planning (Cohen, Manion and Morrison 2010, Gullo 2006, Wortham 2010). A teacher can organize the learning centres in line with the curriculum; however, she/he must allow the children to decide how to interact with these materials in the centre (Biddle et al. 2013). Thus, children are free to choose a learning centre considering their interests, to move from one learning centre to another, to produce unique and new products, and to exhibit creative behaviours. The teacher must consider determining whether or not all of the learning centres can be used in a day, and the limitations of the learning centres. The learning centres which children are not interested in must either be changed or transformed (Gullo 2006). The teacher can hold the children's interest in the materials and centres by adding new materials in line with the curriculum goals and objectives, and updating materials either by removing or replacing some of

them (MEB 2013). At the same time, the teacher's role is to observe what children do, and respond to the new opportunities to have children continue their research, to guide children when they need it, and to join the game as a player to enrich the game and learning (Gullo 2006, Ehly 2009, MEB 2013).

The learning centres which are very well-organized both support children's effective learning by allowing them to interact directly with the environment and the other children (Mayesky 2012), and also enable children to explore the environment and gain experience at their own developmental speed (Jackman et al. 2014). These centres offer opportunities to children like freedom, taking risks, patience, creativity, reasoning, problem-solving, learning how to learn, understanding the concepts, expressing themselves, helping each other, sharing, cooperation, finishing what they started, taking responsibility and fulfilling the responsibility, making a choice, making a decision, acquiring a social gender role, and developing motor skills (Diffily, Donaldson and Saaman 2001, Gullo 2006, Aral, Kandır and Can Yaşar 2011, Mayesky 2012). The borders between the learning centres allow students to focus on the task and benefit from the classroom much better (Trancik and Evans 1995). Using the borders helps to reduce the destructive behaviours that are caused by the intensive activities or lack of physical separation (Olds 1989, Ratcliff 2001). However, the borders of the centre must be flexible in order to transfer the suitable interactions from one place to another and to respond to the children's changeable interests (MEB 2013). Moreover, while designing the centres, how children use these areas must be considered (Moore 1996). For example, while the book centre where they can spend time individually is determined as a small space, the areas where children can play group games, like the block, and dramatic play centres, must be designed much bigger. Depending on the number of the children, in addition to determining space where children can move freely, quiet and noisy places, and tidy and messy spaces, must be separated from each other (Olds 1989, Trancik and Evans 1995, MEB 2013, Beaty 2014). Thus, the centres in the classrooms must be designed considering their features so that children can both play group games, and also work individually. It is important that children's views should be taken for the organization of learning centres to support children to adopt the classroom, and fulfil their responsibilities (MEB 2013).

The most common learning centres that could be set up temporarily in line with children's interests in preschool education institutions, are: block, art, book (reading, writing, and listening), dramatic games (puppet show), science (mathematics and science), music (music/movement),

computer (technology), and sand and water centres (Kandır et al. 2010, Aral et al. 2011, Demiriz et al. 2011, Mayesky 2012, Biddle et al. 2013, Beaty 2014, Jackman et al. 2014). The specific number and variety of learning centres in preschool education settings offer different stimulators and learning opportunities for children (Conn-Powers 2010). According to the MEB (2013) Preschool Education Curriculum, the suggested learning centres in preschool education institutions are: block centre, book centre, music centre, art centre, science centre, and dramatic play centres. It is clearly emphasized in the fundamental principles of the curriculum that learning centres are important. In addition, detailed information about the foundation and organization of learning centres, materials, and the importance of the teacher is given (MEB 2013). Thus, the examination of the quality of the learning centres that the MEB (2013) Preschool Education Curriculum particularly focuses on is very important, as it presents the reflections of implementations for the updated curriculum, and offers suggestions that can make contributions to the teachers' professional development. From this point of view, this research study was carried out to examine the quality of learning centres in preschool education institutions.

Material and Method

The survey model which aimed at investigating the learning centres existing in pre-school education institutions was used in the study.

The Study Group: Criterion sampling, one of the purposeful sampling techniques, was used in the study. The principle that underlies this sampling method is that the cases that meet some predetermined criterion of importance are studied. The researcher predetermines a set of criteria (Yıldırım and Şimşek 2011). The research study was carried out in the classes for different age groups of six privately-owned preschools and nursery classes, within elementary schools which have at least two classes, and are located in different neighbourhoods in the centre of Aydın. Out of the privately-operated and government-run preschools which met these criteria, observations were carried out in a total of 54 classes; 34 privately-owned preschool classes and 20 nursery classes, within elementary schools.

Data Collection Tool: The 'Learning Centre Evaluation Form', developed by the researchers to determine the qualitative characteristics of learning centres, was used as a data collection tool. While the evaluation form was designed, the centres (block centre, book centre, music centre, art centre, science centre, and dramatic play centre) suggested by the MEB

(2013) Preschool Education Curriculum for preschool education classes were considered. As a result of literature review, an evaluation form consisting of questions, including the characteristics of predetermined learning centres [separating the learning centre from the other centres, centre tag (a picture symbol of the centre and a printed name tag), location (separating the centres that require quiet/noisy study environment), wideness, cupboards at the right height for children, the availability of the materials to find-use-return cycle, receiving natural light, sitting area, easy to clean flooring, and possibility of using water], was developed. Three experts' opinions in the field of preschool education were taken. Considering the suggestions and criticism made about the evaluation form by the experts, necessary changes and corrections were made, and the 'Learning Centre Evaluation Form' was finalized.

Data Collection procedure: After taking the necessary permissions from Aydın Provincial Directorate of National Education, the observations were carried out during the spring term of 2016-2017 education years between 10 and 29 April 2017. Before the study, the teachers and the directors were informed about the purpose of the study, and the days and the time of the observations were decided. Two researchers observed the learning centres in the classrooms on the determined dates and time, and filled in the Learning Centre Evaluation Form.

Findings

The findings about the qualitative characteristics of the learning centres located in the pre-school education classrooms were presented below.

Table 1. Learning centres in the classrooms

Learning Centres	Available		Non-available		Total	
	f	%	f	%	f	%
Block centre	49	90.7	5	9.3	54	100
Dramatic play centre	47	87	7	13	54	100
Music centre	34	63	20	37	54	100
Book centre	46	85.1	8	14.9	54	100
Science centre	32	59.2	22	40.8	54	100
Art centre	11	20.4	43	79.6	54	100
Other centres (Math centre)	3	5.5	51	94.5	54	100

When Table 1 is examined, it is seen that there are mostly block centres (n=49) in the classrooms. The block centre is followed by the

dramatic play (n=47), book (n=46), music (n=34), science (n=32) and art centres (n=11), consecutively. Moreover, it was determined that there was a math centre in three classes.

In addition to this, among the classrooms observed, 5 of them do not have block centres, 7 of them lack dramatic play centres, 20 of them do not have music centres, 8 of them lack book centres, 22 of them do not have science and there are not art centres in 43 of them.

Table 2. Evaluation of Block Centres

Block Centre	Available		Non-available		Total	
	f	%	f	%	f	%
The centre's separation from the other centres	15	30,6	34	69,4	49	100
The centre's tag	17	34,7	32	64,3	49	100
The centre's width	26	46,9	23	53,1	49	100
The centre's location	22	44,9	27	55,1	49	100
Cupboards at the right height for children	41	83,7	8	16,3	49	100
The availability of the materials to find-use-return cycle	18	36,7	31	63,3	49	100

When the block centres existing in the classrooms were examined, it was revealed that out of 49 centres, 15 of them were different from the other centres with regard to cupboards and carpets, 17 of them had a printed name tag with a symbol of the centre on it and 26 of them were large enough. Only 22 block centres were located away from the centres that require quiet learning environment due to their location. Moreover, it was observed that the shelves of the cupboards in 8 centres were not at the right height for the children, and the materials which were present in only 18 centres were appropriate for the find-use-return cycle. It was observed in these block centres that the plastic and wooden blocks were grouped separately and put on the shelves. In addition, the small materials like toy blocks were put in transparent plastic containers and put on the shelves.

When Table 3 was studied, out of 47 dramatic play centres, it was determined that 17 of them were separated from the other centres in terms of cupboards, carpets, and cushions. The width of 26 of them was suitable and due to their position, 21 of them were located far away from the other centres that required quiet atmosphere. It was also revealed that only 16 of

the dramatic centres had a printed name tag with a picture symbolizing the centre on it. There were shelves of cupboards which were not at the right height for the children in 11 dramatic centres, and the materials were put on the shelves in an unorganized fashion without considering the find-use-return cycle in 31 centres.

Table 3. Evaluation of Dramatic Play Centres

Dramatic Play Centre	Available		Non-available		Total	
	f	%	f	%	f	%
The centre's separation from the other centres	17	36,2	30	63,8	47	100
The centre's tag	16	34,0	31	66,0	47	100
The centre's width	26	55,3	21	44,7	47	100
The centre's location	21	44,7	26	55,3	47	100
Cupboards at the right height for children	36	76,6	11	23,4	47	100
The availability of the materials to find-use-return cycle	16	34,0	31	66,0	47	100

Table 4. Evaluation of Music Centres

Music Centre	Available		Non-available		Total	
	f	%	f	%	f	%
The centre's separation from the other centres	8	23,5	26	76,5	34	100
The centre's tag	7	20,6	27	79,4	34	100
The centre's width	6	17,6	28	82,4	34	100
The centre's location	16	23,5	26	76,5	34	100
Cupboards at the right height for children	15	44,1	19	55,9	34	100
The availability of the materials to find-use-return cycle	13	38,2	21	61,8	34	100

When the music centres were analysed, it was observed that the area where the musical instruments were hung on a colourful wooden panel on the wall by the teachers, was called a music centre. Only eight of them were organized as an area except for the wooden panel. Thus, it was determined that eight music centres organized apart from the wooden panel, differed from the other centres with regard to a cupboard. When the

wooden panels and centres were explored, only seven of them had printed name tags with pictures on them, six of them had suitable width, 16 of them had a suitable location, and 13 of them had materials which were suitable to the find-use-return cycle. Moreover, it was observed that 15 of them were suited to the children's height (the cupboard in eight centres were at the right height for the children, and the wooden panel was hung on the wall considering the right height for the children).

Table 5. Evaluation of Book Centres

Book Centre	Available		Non-available		Total	
	f	%	f	%	f	%
The centre's separation from the other centres	41	89,1	5	10,9	46	100
The centre's tag	15	32,6	31	67,4	46	100
The centre's width	24	52,2	22	47,8	46	100
The centre's location	31	67,4	15	32,6	46	100
Cupboards at the right height for children	42	91,3	4	8,7	46	100
The availability of the materials to find-use-return cycle	31	67,4	15	32,6	46	100
Having a sitting area (cushion, small armchairs, carpet, etc.)	38	82,6	8	17,4	46	100
Receiving natural light	39	84,8	7	15,2	46	100

When Table 5 was examined, it was determined that out of 46 book centres, 41 of them were different from the others, in that that they had cushions, small armchairs, carpets, and cupboards, 24 of them were large enough, and 31 of them were far away from the centres which needed a noisy study atmosphere. It was found that only 15 book centres had printed name tags with a picture of the centre. Moreover, it was determined that most of the book centres included a sitting area with cushions, small armchairs, and carpets, received natural light, and the cupboards suited to the children's height. It was observed that because the books in the book centres were shelved side by side, their covers were not seen, so the materials in the centres did not suit the find-use-return cycle.

It was determined that 21 science centres were not different from the other centres with regard to various materials, 18 science centres did not have a printed name tag with a picture symbolizing the centre, the width of the 27 science centres and the location of the 18 science centres were not

suitable. In addition to this, it was determined that most of the science centres received natural light, the cupboards were suited to the height of the children, and the materials suited the find-use-return cycle. Furthermore, it was observed that the number of materials used in the science centres was not adequate.

Table 6. Evaluation of Science Centres

Science Centre	Available		Non-available		Total	
	f	%	f	%	f	%
The centre's separation from the other centres	11	34,4	21	65,6	32	100
The centre's tag	14	43,7	18	56,3	32	100
The centre's width	5	15,6	27	84,4	32	100
The centre's location	14	43,8	18	56,3	32	100
Cupboards at the right height for children	23	71,9	9	28,1	32	100
The availability of the materials to find-use-return cycle	25	78,1	7	21,9	32	100
Receiving natural light	27	84,4	5	15,6	32	100

Table 7. Evaluation of Art Centres

Art Centre	Available		Non-available		Total	
	f	%	f	%	f	%
The centre's separation from the other centres	5	45,5	6	54,5	11	100
The centre's tag	7	63,6	4	36,4	11	100
The centre's width	7	63,6	4	45,5	11	100
Cupboards at the right height for children	9	81,8	2	18,2	11	100
The availability of the materials to find-use-return cycle	7	63,6	4	36,4	11	100
Flooring that is easy to clean	11	100,0	-	-	11	100
Possibility of using water	3	27,3	8	72,7	11	100

Out of the 54 classrooms, only 11 of them had an art centre. It was determined that the other classrooms did not have an art centre and they had only cupboards which contained the materials the children used with art activities. It was observed that the art centres had easy-to-clean flooring, and the cupboards in most of them were at the right height for children. In addition to this, seven art centres had a printed name tag with a symbol of the centre on it, the width of them was suitable and the materials suited to the find-use-return cycle. It was observed in these centres that the materials were grouped in terms of types of paints (pastel crayon, dry pastel crayon), scissors, glue, different drawing papers, and waste materials, and put on the shelves or in different containers. Only three art centres had an opportunity to use water. Out of these three centres, two learning centres were located next to the washbasin in the classroom and a small bottled water dispenser was put near the science centre so that the children could get water.

Results and Discussion

It was concluded in the study which was carried out to determine the qualitative characteristics of learning centres involved in the pre-school education institutions, that the block, dramatic play, book, music, science, and art centres mostly existed in the classrooms. In addition to this, there are not block centres in five of them, dramatic play centres in seven of them, music centres in 20 of them, book centres in eight of them, science centres in 22 of them, and art centres in 43 of them. This result is similar to the other research study results in the literature (Özyürek and Kılınç 2015, Metin 2017).

In the study carried out with 20 pre-school teachers by Özyürek and Kılınç (2015), which aimed at determining the learning centres on children's free play behaviours in preschool education institutions, all of the teachers stated that there were block, science, music, and art centres in their classrooms, and out of 20 teachers, 19 of them stated that there was a book centre and 17 of them said that there was an art centre. Metin (2017) carried out a study which aimed at investigation of the practices in learning centres of pre-school education institutes with 15 pre-school teachers, and the teachers stated that there was dramatic play, block, music, science, book, and puppet centres but one teacher said that there was an art centre in the classroom.

While setting up the learning centres, it is important that the borders of the learning centres must be defined very well (Hohmann and Weikart, 2000, Hirsh 2004). It was determined in the Preschool Education

Curriculum that learning centres could be separated from one another with cupboards and panels at the right height for the children, colourful carpets, floor coverings, or sticky tapes (MEB 2013). However, it was concluded that in most of the block, dramatic play, music, science, and art centres, the centre did not separate from the other centres with different materials; in other words, their borders were not clearly defined. It was observed that most of the borders of the book centres were defined with cushions, small armchairs, carpets, and cupboards and in that way, they were different from the other centres. In the study carried out by Aysu and Aral (2016), it was determined that the learning centres in preschool education institutions were separated from the other centres with different materials.

When the learning centres were examined, it was found that only the name of the centre was written on the name tags of the block, dramatic play, music, book, and science centres. It was observed that most of the art centres had printed name tags with pictures symbolizing the centres. In fact, it is required that the cards with the names and symbols of the learning centres must be hung or stuck somewhere where children can see them (MEB 2013, Beaty 2014). It is suggested that tags, both with a picture and a statement, should be used together to organize the classroom, to present the learning centres to the children, and to promote literacy awareness (Vogel 2012). It is emphasized in the High Scope curriculum that learning centres must have tags with a picture and a verbal statement (Hohmann and Weikart 2000).

When the learning centres were examined in terms of width and location, all of the centres except for the science centre were suitable in terms of width and, considering the position, only the book centre was available. Similar to this finding obtained from the research study, in a study conducted by Metin (2017), it was determined that most of the teachers did not pay attention to the characteristics of location while setting up the learning centres. The number and the width of the learning centres are affected by the number of children in the class and the physical qualities of the classroom. It is suggested that learning centres having similar qualities to one another should be combined, or these centres should be alternately included for small classrooms in the curriculum (MEB 2013). Because the classrooms with suitable width were high in number in the classrooms examined, it can be interpreted that these recommendations were taken into consideration. In addition to this, the number of learning centres which were not big enough was considerably high. The reason for this situation might be that because teachers want to include more learning centres in their classrooms, the width of the learning centres designed is reduced. The position of the learning centres changes

depending on the qualities of the centres. Accordingly, the learning centres which require relatively much noisier environments for activities (block, dramatic play, etc.) must be away from the centres that need a much quieter learning environment (book, science centres, etc.), as far as possible (Hohmann and Weikart 2000, MEB 2013, Beaty 2014). Moreover, due to their characteristics, science and book centres should receive natural light, the book centre should have seating arrangements so that the children can review the books easily, and the art centre should have easy-to-clean flooring covers and easy access to water (Stephens 1996, as cited in Kocamanoğlu 2014, Hohmann and Weikart 2000, Kandır et al. 2010, Demiriz et al. 2011, Izadpanah and Günçe 2014). It was revealed in the study that all of the qualities required for learning centres were considered, except for the opportunity for water use.

When the cupboards at the right height for children in the learning centres were examined, it was determined that except for the music centre, the cupboards in most of the other learning centres were suited to the height of the children. However, it was found that the musical instruments were hung on a panel which children could not reach, in the area called music centre by the teachers. Yet children develop much better in the environments where they experience freely and move easily (MEB 2013). Thus, children must reach the materials in the learning centres easily (Hohmann and Weikart 2000, Moyer 2001, Demiriz et al. 2011, MEB 2013, Beaty 2014). Similar materials in the learning centres must be grouped together, and small objects must be put in transparent containers, so children can easily see these materials which are put on the shelves in an organized manner (Hohman, and Weikart 2000). Organizing the materials neatly in the learning centres can facilitate children to reach them easily, return them carefully, and keep items organized. However, the findings obtained from the research study reveal that the materials were organized without considering the find-use-return cycle in most of the learning centres. In a study conducted by Aysu and Aral (2016), it was found that it was not very easy for the children to reach the materials. Particularly, while shelving the books, the book covers must be facing out in the book centres; however, fifteen book centres did not pay attention to storing books by displaying their covers (Stephens 1996, as cited in Kocamanoğlu 2014, Hohmann and Weikart 2000, Aral and Bulut 2001, Kandır et al. 2010, Demiriz et al. 2011).

Conclusions

The findings of this study reveal that learning centres, which are the important components of pre-school education settings, and emphasized in pre-school curricula, are not well-designed and organized effectively. Considering this, it can be stated that the borders of the learning centres should be determined well by separating them with variety of materials so that they can be perceived as an area, and the centres should be tagged by using both their names and pictures. With regard to the characteristics of the learning centres, their width and location should be considered, and the materials should be organized considering the find-use-return cycle.

In addition to this, there are also some limitations of the study. The research study was limited to 54 pre-school education classes in a city, and the learning centres stated in the MEB (2013) Pre-school Education Curriculum. In line with this, more classes and different learning centres in different cities can be examined, and the findings obtained can be compared. Moreover, setting up sample practice classes, the teachers can be given training, and the quality of the learning centres can improve. In-service training can be developed, working cooperatively with universities to set up learning centres and applied on teachers and school directors.

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CHAPTER 2

EXAMINING THE VALUE PERCEPTIONS OF THE PRESCHOOL CHILDREN STUDYING THE VALUES EDUCATION CURRICULUM[1]

BANU AKBAŞ AND YUNUS GÜNINDI

Introduction

The concept of value was first used by Znaniecki in the 20th century (Bilgin 1995:83). Halstead (1996) defines values as "principles, fundamental convictions, ideals, standards or vital attitudes that are closely related to personal integrity and identity, which are guided by behaviour, which are referenced without considering judgments or beliefs" (Şener, 2013). Meanwhile, Schwartz (1992) defines values as "the criteria people use to judge their actions and justify them, to assess people, events and situations" (cited in Şener 2013). Values change from society to society and from age to age. Liberal values, such as individual freedoms, social justice, human rights, and respect for diversity in societies, exist where a democratic political tradition is in place, whereas, in less democratically stable societies, values relating to character, such as honesty, courage, respect and tolerance, are emphasized (Print 2009, cited in Arıkan 2011).

Values explored in the context of values education in Turkey are listed as "cooperation, solidarity, tolerance, hospitality, patriotism, integrity, goodness, cleanliness, diligence, honesty, affectation, respect, sensitivity, fairness and sharing" (MEB 2010). In addition to all these different values, core values, such as honesty, respect, responsibility, fairness, sensitivity and citizenship, are emphasized in many countries.

The preschool period is the first and most important period during which the foundations of values are introduced to children. After this

[1] This study was delivered as an oral presentation at the First National Higher Education Research and Practices Congress on Field Education Research and Applications.

period, changes in values are possible, although the main values are already formed (Uyanık Balat and Balaban Dağal 2009). Values education is carried out in different ways at different ages. In children's early years, values education, which is a natural consequence of increasing interactions with adults and other stimuli in the environment, involves an implicit program of systematic studies at school. In the preschool period, socio-emotional learning elements, such as self-perception, managing and sharing feelings and behaviours, and the development of supportive values, play an important role, while religious, social and political values start to appear in children's lives during their secondary school phase (Halstead 2007, cited in Arıkan 2011).

When helping children acquire values, the different development levels among them, due to the development and internalization of values, as well as their cognitive and socio-emotional development, should be taken into consideration. In other words, preschool values should include ethical, social and individual values in the educational content of education as a whole, in accordance with children's development, with no particular field considered on its own. In this way, a child will be able to accept universal values and develop an ability to understand him/herself and the society in which he or she lives (Sözkesen 2015). Sometimes, conflicts can be seen between values, but the individual seeks to strike a balance over time. In the main, the acquisition of values results from the influence of a child's mother, father, family environment, culture and social class (Silah 2000).

In early childhood, children need to be accepted as individuals, respected, happy, learning and exploring, while enjoying freedom and stable relationships. Values can be functional and humanistic if education is based on these basic requirements. In the preschool period, the encounter between children and values takes place through various experiences. Values education can facilitate personality and identity creation, when it is delivered in a free environment (Çağlar 2005, Neslitür et al. 2015). The values that children try to acquire in the early stages of development cannot be considered, apart from in the context of their cognitive and social development (Uyanık Balat 2005). Therefore, if values explored during early years of education are intended to support all the development areas of a child, the child will in turn be able to participate in the integration process.

Researchers have proposed different definitions of friendship, responsibility, respect and sensitivity. Friendship values include affection, respect, trust and cooperation. Children develop trust within an environment of love, respect, and cohesive relationships, as well as when experiencing trouble-free interaction with their peers and other people