



Effectiveness of Play and Activity-Based Preschool Values Education Practices: An Experimental Study

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ABSTRACT

The current study aims to investigate a values education program consisting of game and activity-based activities prepared using age-appropriate methods and techniques such as educational games, presentations, stories, question-answer sessions, drama, and discussions from various fields such as music, science, nature, and mathematics to support the child's cognitive, social, physical, emotional, and moral development. This research aims to examine the effects of the program on children's attitudes and behaviors regarding values. The study was carried out as a quasi-experimental design with a pretest and a posttest control group. The study group consisted of 33 experimental groups including a total of 71 children, 38 of whom are in the control group. A six-session values education program was applied to the children in the experimental group. There was a difference between the children's awareness levels of values education after the play-based values education practices of the competencies of the experimental group and the control group for values education. To examine the difference between the pre-test and post-test mean scores in the sub-dimension, the t-test was conducted for independent samples, and the examination of the mean scores with the post-test was analyzed with the t-test for dependent samples. The play-based practices carried out to improve the awareness of values education improved the awareness level of preschool children towards values education, and the level of consciousness towards values increased.

Keywords: Values education, activity-based education, play-based education, preschool education, experimental study

Oyun ve Etkinlik Temelli Okul Öncesi Değerler Eğitimi Uygulamalarının Etkiliği: Deneysel Bir Çalışma

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ÖZ

Bu çalışma, çocuğun bilişsel, sosyal, fiziksel, duygusal ve ahlaki gelişimini desteklemek amacıyla müzik, bilim, doğa, matematik gibi çeşitli alanlardan gelen eğitici oyunlar, sunumlar, hikayeler, soru-cevap oturumları, drama ve tartışmalar gibi yaşa uygun yöntem ve tekniklerle hazırlanan oyun ve etkinlik tabanlı bir değerler eğitimi programını incelemeyi amaçlamaktadır. Bu araştırma ayrıca, programın öğrencilerin değerlere ilişkin tutum ve davranışları üzerindeki etkilerini araştırmayı hedeflemektedir. Çalışma, ön test ve son test kontrol gruplu yarı deneysel desende gerçekleştirilmiştir. Çalışma grubu, 38'i kontrol grubu olmak üzere toplam 71 öğrenci olmak üzere 33 deney grubundan oluşmuştur. Deney grubundaki öğrencilere altı oturumluk değerler eğitimi programı uygulanmıştır. Deney grubu ve kontrol grubunun değerler eğitimine yönelik yeterliklerinin oyun temelli değerler eğitimi uygulamalarından sonra öğrencilerin değerler eğitimine yönelik farkındalık düzeyleri arasında farklılık bulunmuştur. Alt boyutta ön test son test puan ortalamaları arasındaki farkı incelemek amacıyla bağımsız örneklem için t-Testi yapılmıştır. Son test ile puan ortalamalarının incelenmesi bağımlı örnekler için t-Testi ile analiz edilmiştir. Araştırma sonucuna göre değerler eğitimi farkındalığını geliştirmek amacıyla gerçekleştirilen etkinlik temelli uygulamaların, okul öncesi öğrencilerin değerler eğitimine yönelik farkındalık düzeylerini geliştirdiği ve değerlere yönelik bilinç düzeyinin arttığı belirlenmiştir.

Anahtar Kelimeler: Değerler eğitimi, etkinlik tabanlı eğitim, oyun tabanlı eğitim, okul öncesi eğitimi, deneysel araştırma

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Introduction

The concept of value serves as an abstract measure for assessing the importance and utility of something (Santrock, 2017; Ulusoy & Dilmaç, 2016). Values hold significant sway over our daily interactions, shaping our perceptions and behaviors, thereby establishing the normative framework of social engagement (Aksan and Topçuoğlu, 2019). Guiding our actions, emotions, and societal meaning, values provide a basis to judge the desirability of behaviors (Halstead and Taylor, 2000; Cevizci, 2013). Communities united by shared values can more effectively pursue their common objectives, as these values are built upon culturally and socially accepted attitudes and behaviors forged over many years. The rise of instant information access and transfer, a hallmark of post-modern societies, has impacted interpersonal communication, diminishing the role of values in regulating social structures (Nucci & Turiel, 2009). At the heart of disruptions and behavioral issues within society lies the erosion of values and norms that underpin its structure. A harmonious social order arises when individuals with values-aligned attitudes and behaviors form the human resource pool, promoting the greater good of humanity and the nation (Schwartz, 2007). Individuals who are well-acquainted with the cultural and social fabric of their society recognize social values and use them as criteria in their preferences, primarily absorbing these values from family and close circles (van Krieken Robson, 2019). While family imparts a portion of societal values, formal education in schools carries on the process, offering systematic and structured learning environments (Fichter, 2006).

Fostering social acceptance and cultivating appropriate behavioral patterns in social interactions are vital aspects of societal growth. Values and rules play a crucial role in facilitating smooth social interactions and regulating interpersonal communication. The progression and order of society, driven by change and development, thrive when individuals uphold the material and spiritual values of their culture and experience a sense of social belonging (Hasanah & Deiniatur, 2020). Commencing from early childhood, children internalize values, heightening awareness and integrating them into their conduct through educational efforts (Yeşil & Aydın, 2007). Values education studies focus on adopting, recognizing, and understanding values' roles in societal structures and their influence on behaviors (Aydın & Akyol-Gürler, 2012). Preschool institutions place children in significant social settings, introducing them to interpersonal norms, societal values, and behavioral guidelines (Kaya & Taşkın, 2016). The goals of early childhood education encompass equipping children with diverse developmental skills while instilling qualities like respect, love, responsibility, and cooperation. Planned values education studies play a pivotal role in enabling children to effectively incorporate values into their preferences and behaviors within the social order (Turan & Aktan, 2008). While not having a standardized program in preschool education, values

education contributes to fostering awareness and imparting social and universal values from a young age (Halstead & Taylor, 2000). A key aspect of values education is the impactful learning derived from real-life experiences, shaping behaviors, decisions, and preferences (Aydın & Akyol-Gürler, 2012). To enable children to differentiate between right and wrong and develop into well-rounded individuals, presenting lessons on human, national, spiritual, cultural, and universal values is crucial (Yavuzer, 2019). In this regard, the current study explores suitable teaching methods and activities for emphasizing values and gauging the impact of education programs on values awareness, and sheds light on practical applications, highlighting the significance of different methods in values education programs (Yavuzer, 2019).

Preschool Education

Preschool is a planned education stage to prepare children in the early childhood age group as individuals who are developing creativity, and are aware of their talents and characteristics, with appropriate stimulants to support and gain skills in all developmental areas (Makhmalbaf & Yi-Luen Do, 2007; Oktay, 2000). In this period, basic values should be acquired, and the early childhood period coincides with the fastest period of development in different areas (Witt & Kimple, 2008). Moreover, children should adopt basic values and develop an attitude according to values such as love, respect, responsibility, and sharing in their behaviors and preferences. For this, it is necessary to meet with consistent and correct models and to present values education studies that will develop attitudes and awareness toward values.

Values

Values are elements that have meaning in many disciplines, determine the criteria for good or bad in a situation or event, are used as a criterion for behaviors, and offer accepted behavior patterns for the social order (Demircioğlu, Demircioğlu 2014; Lovat & Clement, 2008; Ulusoy & Arslan, 2014). Values can also be expressed as elements that are socially accepted, that can be transferred to different areas, that are aimed to be achieved, and that are the source of the social order (Schwartz, 1994).

Values Education

Values education is the training offered to raise awareness of values and to use them as criteria in attitudes and behaviors (Yavuz et al., 2015). Attitudes and behaviors developed on the axis of values in early childhood turn into permanent attitudes in personality development (Oktay, 2000). The acquisition of social skills takes place most effectively in early childhood.

While the social identity is being formed, the behavioral patterns that children gain through values education form the basis of the exemplary citizen qualities that are desired to be raised through education. Social order and social harmony can be achieved by adopting values and revealing

their reflections on behavior. The foundations on which the values accepted as criteria in daily life are based, their effects on the behaviors, and the place of these values in the social order should be presented to the children appropriately depending on their age groups and learning characteristics.

Methodology

Research Model

Age-appropriate methods and techniques from various fields like music, science, nature, and mathematics, including educational games, presentations, stories, Q&A sessions, drama, and discussions, have been employed to support the child's cognitive, social, physical, emotional, and moral development. Strategies and tactics tailored to each subject have been utilized and occasionally enriched with models, strategies, and tactics suitable for the developmental characteristics of children. In this study, a quasi-experimental research design with a pre-test and a post-test control group was used. The use of the quasi-experimental model is essential in terms of randomly selecting children with similar developmental characteristics among all children in the study group and revealing the effect of the studies carried out with these children. Conducting the experimental design used in the research with a pre-test and post-test control group causes the research to be described as a quasi-experimental design. While sampling, manipulation, and control groups are expected to be present in the experimental design, it is sufficient to have two of these elements in the quasi-experimental design (Shadish et al., 2002). The application in the study lasted for 6 weeks. Before the application, pre-test and post-test were applied after the application. Preschool Values Scale-Teacher Form developed by Neslitürk and Çeliköz (2015), was used for the pre-test and post-test analyses of the study. These groups are called the experimental and control groups. Play and activity-based applications are carried out with the group determined as the experimental group. Analyses are carried out by applying the statistical tests before and after the applications to the groups (Gitmez, 2020). The study to determine the effectiveness of values education activities was carried out with a quasi-experimental

design. In the quasi-experimental model, the groups are chosen randomly and two groups with similar characteristics are determined (Cook, 2015).

Study Group

The sample of the study was chosen by the probability sampling method. This method can be expressed as the sampling method in which every child in the universe has an equal chance of being included in the sample (Blaikie, 2003). Children aged 4-5 attending preschool education were determined as simply random.

33 children in the experimental group and 38 children in the control group were included in the study. The study group consists of children attending the five-year-old class of independent kindergartens in Çanakkale and operating under the Çanakkale Provincial Directorate of National Education. A total of 71 children with normal development were included in the study groups. There were 15 4-year-olds and 18 5-year-olds in the experimental group (16 girls and 17 boys). In control group 1, there were 38 children (19 girls and 19 boys) with normal development. Table 1 contains information about the participants.

As evidenced by Table 1, the characteristics of the preschool children who participated in the research were examined within the scope of the experimental and control groups. While 15 children from the 5-year-old group and 18 children from the 6-year-old group participated in the experimental group, 20 children in the 5-year-old group and 18 children in the 6-year-old group participated in the study. While there were 21 children whose mothers were working in the experimental group, 12 children whose mothers were not working were found. While there were 22 working mothers in the control group, 16 mothers were not working. While 14 children in the experimental group had siblings, 16 children did not. In the control group, while 17 children had siblings, 21 children did not.

Data Collection Tools

In the research, a measurement tool called "Preschool Values Scale-Teacher Form" developed by Neslitürk and Çeliköz (2015) was used to determine the effectiveness of play and activity-based values education practices. The measurement tool for values consists of six sub-dimensions. In the measurement tool, which consists of the sub-dimensions of responsibility, respect, cooperation, honesty, friendship/fellowship, sharing, each sub-dimension is measured with 5 related items.

Table 1. Children's Demographic Information

Experimental Group			Control Group		
Age	f	%	Age	f	%
4 years old	15	45.45	4 years old	20	60.60
5 years old	18	54.54	5 years old	18	54.54
Working status of the mother	f	%	Working status of the mother	f	%
Working	21	63.63	Working	22	66.66
Not working	12	36.36	Not working	16	48.48
Sibling status	f	%	Sibling status	f	%
Brother/sister	14	42.42	Brother/sister	17	51.51

No siblings	16	48.48	No siblings	21	63.63
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Sub-dimensions are specified in the findings section. There are five items in each dimension and 30 items in total. The scale, which will determine the value levels of 5-6-year-old children, is in the form of a 3-point Likert type with 30 items collected in six dimensions. Preschool Values Scale consists of respect, responsibility, honesty, cooperation, sharing, and friendship/fellowship sub-dimensions. Reliability analyses of the scale were carried out. While the reliability coefficient of the experimental group was calculated as .910, the reliability coefficient of the control group was calculated as .941. The Cronbach Alpha coefficient should take a value of $0 < \alpha < 1$, and the reliability of the value approaching 1 is high (Karagöz, 2021).

Procedure

Ethics Committee approval (dated 19.01.2023 and numbered 01/18) was obtained before the application. For the application, permission was obtained from the school administration and the parents of the children were informed. After the approval from the school, the necessary information was provided by informing the child's parents in written form through the school administration and teachers. Children who were not approved by their family to participate in the study were not included in the study. Applications were made with the children under the supervision of the teacher. After the application, the scale application was made.

Weekly activities were conducted using the identified values, aligning with planned strategies. These activities aimed to reinforce lasting comprehension of value concepts and to tailor them to children's developmental stages. Techniques such as case studies, problem-solving methods, dramatic enactments, educational games, Q&A sessions, interactive discussions, and role-playing were employed to illustrate these values effectively. Preschool 5- and 6-years old children were presented with games and activities related to values, and to determine the effectiveness of the applications were aimed. The research was conducted on children in these two experimental and control groups. Experimental and control groups were re-measured before and after the application and it was determined how much the applications reached their goal.

Considering the impact of social-emotional development, which is an important developmental area during childhood, on personality development and the formation of lasting behaviors, teaching values during the preschool period is deemed significant (Brownlee et al., 2016). In accordance with the decisions regarding the values to be imparted to children in preschool education during the 19th Education Council of the Ministry of National Education, six weeks were established for the implementation process, aligned with children's course contents and including the values of responsibility, respect, cooperation, honesty, friendship, and sharing.

Play and activity-based values education practices

were presented to preschool children aged 5 and 6 years. Play and activity-based practices were carried out to last for six weeks and to include at least two types of activities each week. Six different values, namely responsibility, respect, cooperation, honesty, friendship, and sharing, were emphasized within the scope of the implementations. As a result of the examination of the values in the "2013 Preschool Education Program", these values can be expressed that support the development areas of children and are considered important (Aral ve Kadan, 2018; Körükçü et al., 2016; Özbay ve Taysu Karakuş, 2011; Dereli İman, 2014; Pedük, 2011)

More comprehensive explanations regarding the implementation process are presented week by week.

1st week:

Responsibility value was discussed, and the questions related to this value were discussed with the children. "What is responsibility, what are our responsibilities and duties?" questions were asked. After the questions, the classroom was given the task of giving food to the fish and water to the flowers. Instructed children feed the fish and water the flowers regularly. At the same time, a box was distributed to each child, and they were asked to decorate the box as they wished. The prepared box was named the "responsibility box" and they were asked to collect all the responsibility behaviors they fulfilled by writing to an adult. At the end of each month, instructions are given that the responsibility boxes will be brought to the classroom and the fulfilled responsibilities will be analyzed.

2nd week:

The value of respect was discussed and a short conversation about the place of respect in our daily life, with examples of children's respectful behavior from their own lives, was held. The stories and studies in the activity book related to the subjects in the preschool program of the Ministry of National Education were determined by asking the expert opinions of the faculty members of Çanakkale Onsekiz Mart University and Ege University Pre-School Department.

The finger game "We Must Be Respectful" was taught and the story "Little Tiger-Respect" written by Doherty & Dybik (2020) was told. At the end of the story, questions were asked, and the concept of respect was emphasized. After obtaining the necessary permissions from the parents, a visit to the nursing home was carried out in the company of teachers and children. After the field trip, the children talked about the events they observed and the situations that interested them.

3rd week:

During the third week, the emphasis was on the value of cooperation. For the activity, the children engaged in a large group task where a piece of paper, as large as the classroom door, was introduced into the classroom. It was explained to the children that they would draw a tree on this paper and color the tree. Children stated that this paper is too big. A tree figure will be made as a whole class

activity on the educator paper and our class will be a "cooperation tree". A big tree was drawn and colored with the participation of all children. The completed tree was hung behind the classroom door and the teacher informed me about the work to be done. Expressing that he wondered how many trees our class will have in total at the end of the term, the children were interested in collaborating and working together.

4th week:

"Honesty" value was chosen as the subject of the week. The question "Why is it important to speak the truth and be honest?" was asked. In line with the answers received, the educator directed the children and chatted about the subject. Then, the story named "I Want to Be Honest" compiled by Yiğci (2017) was told to the children. The story was understood by asking questions about the story. Applications were carried out with stories about the values used in preschool classroom activities and determined by taking the opinion of two faculty members working in the preschool field within children's stories. The protagonists in the story were distributed to children to take a role. Drama work was carried out using the animation technique.

5th week:

The educator selected "friendship/fellowship" as the theme for the values study. The children were instructed to sit in a circle, each placed on cushions. The educator introduced the activity by informing the children that they would collaboratively develop a story titled "Sad Squirrel." To initiate the story, the educator invited each child to contribute a part to the narrative. As a result, a story emerged in which the Sad Squirrel was assisted by its friends, who helped it down from the tree. Once the story had been collectively crafted with the class's participation, the educator introduced a children's song titled "My Friend," which was subsequently taught to the children.

6th week:

The focus of this week's activities revolved around the value of sharing. During the sharing value study, every child was requested to bring a storybook and a toy to the class. Engaging discussions were initiated by asking the children about sharing, trust, and the process of establishing trust. Based on the responses provided by the children, appropriate explanations were provided, and a comprehensive conversation ensued. It was decided that a specific day of the week would be designated as the "Sharing Day." On these designated days, the toys and

books brought in by the children would be shared among the class members. This approach aims to facilitate the learning of sharing principles through practical experience, as each child will have the opportunity to exchange items with their peers on these designated days.

Findings

In this section, the findings are presented according to the sub-research questions of the study. For the study carried out to reveal whether there is a significant difference between the scale scores of children's values education before and after the applications performed to the determined groups, t-test (independent sample t-test) analysis was performed for independent samples to compare the average scores for values education between the groups before the application was carried out. After the application to the determined groups, analyses were carried out by applying the t-test (paired sample t-test) for the related samples to reveal the effectiveness of the application.

Within the scope of the study's first sub-research question, the average scale scores of the children belonging to the 1st experimental group were analyzed. The outcomes of this analysis have been detailed in Table 2. Before developing play and activity-based applications centered around values for the preschool period, the average scale scores about the discussed values were computed.

Table 2 shows that the children had the highest scale score average in the "responsibility" dimension and the lowest scale score average in the "sharing" dimension. After the play and activity-based values applications were prepared for the preschool period, the scale score averages related to the values discussed were calculated. According to Table 3, 2nd experimental group of children had the highest scale score average in the "responsibility" dimension and the lowest scale score average in the "respect" dimension.

Based on the information in Table 3, following the development of play and activity-based value interventions for the preschool phase, the average scale scores concerning the discussed values were computed. Notably, the "responsibility" dimension exhibited the highest average scale score while the "respect" dimension displayed the lowest average scale score.

Table 2. 1st experimental group scale score averages

Dimensions	Score averages
Responsibility	2.21
Respect	1.98
Cooperation	2.00
Honesty	1.98
Friendship/Fellowship	2.08
Sharing	1.96
Overall Scale	2.04

Table 3. 2nd experimental group scale score averages

Dimensions	Score averages
Responsibility	2.83
Respect	2.52
Cooperation	2.60
Honesty	2.70
Friendship/Fellowship	2.64
Sharing	2.66
Overall Scale	2.66

Table 4. Independent sample t-test of pre-test between groups

Measurement	N	\bar{X}	S	sd	t	p
Experiment 1	33	2.04	.394	69	1.67	.099
Control	38	1.92	.193		1.60	

Table 5. Dependent sample t-test results between experimental groups

Measurement	N	\bar{X}	S	sd	t	p
Experiment 1	33	2.04	.394	32	-7.785	.000
Experiment 2	33	2.66	.096			

Table 6. Dependent sample t-test results on responsibility

Measurement	N	\bar{X}	S	sd	t	p
Experiment 1	33	2.21	.587	32	-6.877	.000
Experiment 2	33	2.83	.161			

Table 7. Dependent sample t-test results on respect

Measurement	N	\bar{X}	S	sd	t	p
Experiment 1	33	1.98	.370	32	-4.212	.000
Experiment 2	33	2.52	.425			

Table 8. Dependent sample t-test results on cooperation

Measurement	N	\bar{X}	S	sd	t	p
Experiment 1	33	2.00	.358	32	-6.760	.000
Experiment 2	33	2.60	.489			

Table 9. Dependent sample t-test results on honesty

Measurement	N	\bar{X}	S	sd	t	p
Experiment 1	33	1.98	.489	32	-8.341	.000
Experiment 2	33	2.70	.224			

Table 10. Dependent sample t-test results on friendship/fellowship dimensions

Measurement	N	\bar{X}	S	sd	t	p
Experiment 1	33	2.08	.533	32	-5.518	.000
Experiment 2	33	2.64	.198			

Table 11. Dependent sample t-test results on sharing

Measurement	N	\bar{X}	S	sd	t	p
Experiment 1	33	1.96	.461	32	-7.856	.000
Experiment 2	33	2.66	.190			

An independent sample t-test analysis was applied to determine the statistical difference in the scale scores of the 1st experimental and control groups' orientations. When the results of the analysis were evaluated, Table 4 highlights a difference between (there was no difference between the values education scale scores of the experimental and control groups with the t-test for independent samples applied before the application) the scores of the children before ($\bar{X}=2.04$) and after ($\bar{X}=1.92$) the play and activity-based values education practices ($p>.05$).

Dependent sample t-test analysis was conducted to explore the statistical difference between the experimental groups. The results of the analysis can be seen in Table 5, and it is clear that there was a difference between the scores of the children before ($\bar{X} = 2.04$) and after ($\bar{X} = 2.66$) the implementation of play and activity-based values education ($p<.05$). To determine the statistical difference between the groups in the "responsibility" dimension, a dependent sample t-test analysis was conducted.

As for the details provided in Table 6, a notable distinction is evident in the mean scores of the children before ($\bar{X} = 2.21$) and after ($\bar{X} = 2.83$) the execution of play and activity-based values education. This observed difference is statistically significant ($p < .05$).

Dependent sample t-test analysis results are shown in Table 7 which was applied to determine the statistical difference between the groups in the "respect" dimension. According to the results of the analysis evaluated, there was a difference between the scores of the children before ($\bar{X}=1.98$) and after ($\bar{X}=2.52$) the play and activity-based values education practices ($p<.05$).

According to Table 8, dependent sample t-test analysis was used to determine the statistical difference between the groups in the dimension of "cooperation". The results in Table 8 explain that there was a difference between the scores of the children before ($\bar{X}=2.00$) and after ($\bar{X}=2.60$) the play and activity-based values education practices ($p<.05$).

Table 9 demonstrates dependent sample t-test analysis results which were applied to explore the statistical difference between the groups in the "honesty" dimension. Thus, according to Table 9, there was a difference between the scores of the children before ($\bar{X}=1.98$) and after ($\bar{X}=2.70$) the play and activity-based values education practices ($p<.05$).

Then, dependent sample t-test analysis was used to indicate the statistical difference between the groups in the "friendship/fellowship" dimension. When the results of the analysis were evaluated in Table 10, there was a difference

between the scores of the children before ($\bar{X} = 2.08$) and after ($\bar{X} = 2.64$) the play and activity-based values education practices ($p<.05$).

Table 11 highlights the dependent sample t-test analysis results to explore the statistical difference between the groups in the "sharing" dimension. According to the results, there was a difference between the scores of the children before ($\bar{X}=1.96$) and after ($\bar{X}=2.66$) the play and activity-based values education practices ($p<.05$).

Discussion, Conclusion, and Recommendations

Experimental and control groups consisting of 4-5-year-old preschool children were determined in the study. Within the scope of the activities in the preschool program, play, and activity-based values education practices were carried out for the experimental group. In the control group, no application was made in this context. Various activities using different methods and techniques were presented within the scope of the practices carried out. At the end of the application, the attitudes and skills of the experimental group towards values were examined, and there were significant differences between the measurements made before and after the applied activities. Within the scope of the practices, the values of responsibility, respect, cooperation, honesty, friendship/friendship, and sharing were discussed. The children had the highest scores in the values of responsibility and honesty after the play and activity-based values education practices.

At the end of the applications, it contributes to the acquisition of values and the implementation of values. Starting from early childhood, it is important to bring values to children following their age groups. To gain intangible values, children need to encounter different ways of learning. It will be useful to determine the values that should be emphasized in a planned way within the applications and to reveal different types of activities for the teaching of these values. It is considered necessary to present more application examples for values education through the training to be given to teachers. Courses that include content for values education studies at the undergraduate level should be included in the program. Program contents, in which activities prepared with different approaches can be presented with various methods and techniques, should be prepared and applied to children at different age levels. The effectiveness of values education studies should be examined, and efforts should be made to carry out more qualified studies. Values education and value studies should be increased in children's books prepared by the Ministry of National

Education.

When the results of the study and the effect of values education on children were examined, a significant difference was found between the measurement results before and after the applications. In the play and activity-based values education practices, the activity samples were selected with different qualities, and the activities were prepared based on the view that the children have different learning types according to their interests and abilities. As for examining the values education studies, Aral and Kadan (2018) investigated the gains in the preschool program in terms of values, and the responsibility value was included the most in the acquisition processes. İpekçi (2018) explored the effect of values education studies applied to secondary school children within the scope of mathematics courses, and values education contributed the most to the values of justice, honesty, and responsibility. Herdem and Çinici (2021) indicated that the content of values education in science courses was effective and examined the effectiveness of children's perceptions of values. In the study, the values of solidarity, self-confidence, perseverance, tolerance, and democratic culture were emphasized. Berkowitz (2011) stated that the education program applied to different age groups is effective in terms of values education supported at different grade levels and ages while providing the opportunity for permanence and realization of values as well. Komalasari and Saripudin (2017) carried out a study using in-class image processing, gamification, learning by experience, and physics engine, and the practice in which values such as personal responsibility and self-confidence were carried out. The results of the study indicate that it contributed positively to the acquisition of the values. Studies with different characteristics related to values attract children's attention and they are willing to show exemplary behaviors. In particular, the preparation of the studies in a way that will ensure the active participation of the children according to the class level of the children and the course area in which the values education is included is of importance in this process. Presenting the children with the methods and techniques suitable for the children's characteristics makes all learning about values more permanent. With this approach, children whose permanent consciousness is developed can transfer the teachings of values to behaviors related to daily life.

Starting from early childhood, it is important to bring values to children following their age groups. To gain intangible values, children need to encounter different ways of learning. It will be useful to determine the values that should be emphasized in a planned way within the applications and to reveal different types of activities for the teaching of these values. It is considered necessary to present more application examples for values education through the training to be given to teachers. Courses that include content for values education studies at the undergraduate level should be included in the program. Program contents, in which activities prepared with different approaches can be presented with various

methods and techniques, should be prepared and applied to children at different age levels. The effectiveness of values education studies should be examined, and efforts should be made to carry out more qualified studies. Values education and value studies should be increased in children's books prepared by the Ministry of National Education.

Akitsu and Ishihara (2018) carried out a program implementation study by combining the energy literacy and saving issues of the children with values. The program in this study was effective in terms of helping children gain responsibility for value and transforming them into behavior. Topaç (2022) studied the effect of the values education program, which includes musical studies applied to 5-6-year-old children, on the development of children's social skills. Songs related to the values discussed by the researcher were composed and a program in which the songs were taught to the children was applied. After the training, the children's social skill acquisition processes were examined, and it was found that they contributed to the acquisition of social skills. Thornberg and Oğuz (2013) explored the views of primary school teachers on values education in Turkey and Sweden. As a result of the research, teachers stated that they made definitions of values, but they did not consider themselves sufficient in presenting values as practices. Lickone et al. (2007), on the other hand, highlighted the effects of character education practices on classroom work. Character education contributes positively to the moral development process of children, but it is necessary to increase teachers' work on character education and values in their educational processes to ensure permanence by integrating them with different activities. Segers and Dochy (2010) carried out studies on values in the values education program applied to children with a project-based learning approach. This approach has contributed more to the teaching of values compared to the traditional learning model. The values education program applied with different methods is effective in more permanent learning.

Çengelci et al. (2013) sought the opinions of teachers and children about the studies on the values applied in the school environment, and the data were obtained through the qualitative research method. Within the framework of the obtained opinions, the values emphasized in the schools were determined. The studies on values education, painting, music, and drama studies contributed positively to the process of children's adoption of values and behavior development. In particular, the opinions on the importance of activities based on children's practice were expressed. Balcı and Yanpar-Yelken (2013) summarized the values of the social studies curriculum in the study. In light of the data obtained, teachers expressed more opinions on the importance of democratic values. The most effective methods of value acquisition are case studies, modeling, rule development, and cooperative learning activities. Uzunkol (2014) applied a values education program based on respect and responsibility to primary school children. The

effectiveness of the program was investigated and there was an increase in children's self-esteem skills, their ability to find solutions to problems, and their empathy skills. Öztürk-Samur (2011) concluded that the values education activities offered to children in early childhood contribute to their development areas, especially their social development and primary school preparation processes. The programs developed for the learning and adoption of values are effective in fostering the children's awareness of values. The criteria are determined according to values in attitudes and preferences, and decisions are taken. To develop value-oriented behavior, it will support learning to include studies on teaching with concrete examples, especially for the younger age group, following values.

Declarations

Conflict of Interest

No potential conflicts of interest were disclosed by the author(s) with respect to the research, authorship, or publication of this article.

Ethics Approval

The formal ethics approval was granted by the Social and Human Sciences Research and Publication Ethics Committee of Çanakkale Onsekiz Mart University. We conducted the study in accordance with the Helsinki Declaration in 1975.

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Research and Publication Ethics Statement

The study was approved by the research team's university ethics committee of the Çanakkale Onsekiz Mart University (Approval Number/ID: 01/18). Hereby, we as the authors consciously assure that for the manuscript "the following is fulfilled:

- This material is the authors' own original work, which has not been previously published elsewhere.
- The paper reflects the authors' own research and analysis in a truthful and complete manner.
- The results are appropriately placed in the context of prior and existing research.
- All sources used are properly disclosed.

Contribution Rates of Authors to the Article

The authors provided equal contributions to this work.

Genişletilmiş Özet

Giriş

Sosyal olarak kabul gören, toplumsal ihtiyaçları karşılayan, bireylerin kişisel ve sosyal hayata dair tercih ve yönelimleri belirleyen, toplumsal yapının temellerinin şekillenmesinde önemli etkisi bulunan, toplumsal

kültürün oluşmasında önemli rol sahibi sosyal, kültürel ve bilişsel yargı ve ölçütler; değerlerin özelliklerini oluşturmaktadır. Tercih, davranış ve tutumlara atfedilen kıymet olarak da ifade edilmektedir. Toplumsal düzenin sağlanması ve beklenen ideal davranış şekillerinin dayandığı temelleri değerler oluşturmaktadır. Ortak değerlere sahip topluluklar belirlenen hedeflere yönelik daha etkili biçimde hareket edebilirler. Ortak değerlerin oluşması çok uzun yıllar boyunca kültürel ve sosyal özellikler ile birlikte oluşan genel geçer tutum ve davranış şekillerini içerir. İnsanlar arası ilişkilerden başlamak üzere toplumsal birçok alanda ortaya koyulan tutum ve davranışları şekillendiren ve doğru olarak kabul edilen kabullerin ortak noktası toplumsal değerler tarafından temellendiriliyor olmasıdır. Üzerinde toplumsal kabul sağlanan davranış örüntüleri ve kabuller o toplumun kimlik özelliklerinden olan değerleri oluşturur. Toplumsal ölçütler ve doğru kabul edilen davranış örüntülerinin oluşmasında, değerlerin ölçüt olarak sosyal yaşam içerisine dâhil olması etkili olmaktadır. Sosyal, kültürel, psikolojik ve ekonomik olarak bir toplumun sahip olduğu soyut ve somut unsurlar değerler ile anlam kazanmaktadır (Nucci & Turiel, 2009) Toplumsal norm ve kuralların ortaya çıkmasında değerler kapsamlı role sahiptir.

Post modern toplumların önemli özelliklerinden olan çeşitli ve çok sayıda bilgiye ulaşma ve bilgiyi aktarmanın kolay ve hızlı olması insanlar arası iletişim özelliklerini etkilemiş, sosyal yapıyı düzenleyen değerlerin toplumsal sistem içerisindeki rolünü azaltmıştır. Sosyal yapı içerisinde meydana gelen düzensizlik ve davranış problemlerinin temelinde değerler ve normlar üzerine kurulu sosyal yapının bozulması gelmektedir. Toplumsal düzene uyumlu, tüm insanlığa ve kendi milletine faydalı olma anlayışına sahip insan kaynağı ancak kendi değerleri ile uyumlu tutum ve davranışlarda bulunan insan grupları arasından ortaya çıkar. Üyesi bulunduğu toplumun sosyal ve kültürel özelliklerine yabancı olmayan, toplumsal değerleri tanıyan ve tercih ve yönelimlerinde ölçüt olarak değerleri göz önünde bulunduran kişiler değerlere ilişkin öğrenmelerini öncelikle aile ve yakın çevreden edinmektedir. Aileden kazanılan değerler sosyal yapının kısıtlı bir bölümünü içerdiği için değerlere ilişkin öğrenmeler sistemli ve planlı öğrenmelerin yer aldığı okullarda devam eder (Fichter, 2006).

Yöntem

Değerler eğitiminin etkililiğini belirlemek için yapılan çalışma yarı deneysel tasarım modeli ile gerçekleştirilmiştir. Yarı deneysel tasarım modeli, rastgele seçilerek benzer nitelikte iki grup belirlenir. Bu gruplar deney ve kontrol grubu olarak isimlendirilmektedir. Deney grubu olarak belirlenen grup ile oyun ve etkinlik temelli uygulamalar gerçekleştirilir. Belirlenen gruplara gerçekleştirilen uygulamaların öncesi ve sonrasında belirlenen istatistik testler uygulanarak analizler gerçekleştirilir (Gitmez, 2020).

Sonuç

Araştırmada 4-5 yaş grubu okul öncesi öğrencilerinden oluşan deney ve kontrol grupları belirlenmiştir. Deney grubuna okul öncesi programda yer alan etkinlikler kapsamında oyun ve etkinlik temelli değerler eğitimi uygulamaları gerçekleştirilmiştir. Kontrol grubuna ise bu kapsamda bir uygulama gerçekleştirilmemiştir. Gerçekleştirilen uygulamalar kapsamında farklı yöntem ve tekniklerin kullanıldığı çeşitli etkinlikler sunulmuştur. Deney grubunun değerlere ilişkin tutum ve becerileri gerçekleştirilen uygulama sonunda incelenmiş; uygulanan etkinlikler öncesinde ve sonrasında yapılan ölçümler arasında anlamlı farklılıklar olduğu belirlenmiştir. Uygulamalar kapsamında sorumluluk, saygı, işbirliği, dürüstlük, arkadaşlık/ dostluk ve paylaşma değerleri ele alınmıştır. Öğrencilerin oyun ve etkinlik temelli değerler eğitimi uygulamaları sonrasında sorumluluk ve dürüstlük değerlerinde en yüksek puana sahip oldukları belirlenmiştir. Uygulamaların sonunda değerlerin kazanımı ve değerlerin davranışa geçirilmesinde katkı sunduğu tespit edilmiştir.

Tartışma

Değerlere ilişkin farklı özelliklerdeki çalışmaların öğrencilerin dikkatlerini çektiği ve örnek davranışlar gösterme bakımından istekli oldukları savunulmaktadır. Özellikle öğrencilerin öğrenim gördükleri sınıf düzeyi ve değerler eğitiminin dahil olduğu ders ve konu alanına göre çalışmaların öğrencilerin aktif katılımlarını sağlayacak nitelikte hazırlanması, öğrenci özelliklerine uygun yöntem ve teknikler ile öğrencilere sunulması değerlere ilişkin tüm öğrenmeleri daha kalıcı hale getirmektedir. Bu yaklaşım ile kalıcı nitelikte bilinç geliştirilen öğrenciler, değerlere ait öğretileri gündelik yaşama ilişkin davranışlara aktarabilirler. Elde edilen görüşler çerçevesinde okullarda önemi üzerinde durulan değerler belirlenmiştir. Değerler eğitime yönelik çalışmalarda resim, müzik ve drama çalışmalarının çocukların değerleri benimseme ve davranış geliştirme sürecine olumlu katkı sunduğunu belirtmişler; özellikle öğrencilerin uygulama yapmasına dayanan etkinliklerin önemi üzerinde görüş bildirmişlerdir.

Öneri

Değerlerin öğrenilerek benimsenmesi amacıyla geliştirilen programların öğrencilerin değerlere yönelik bilinç kazanma süreci üzerinde etkili olduğu; davranışa dönüştürülerek tavır ve tercihlerde değerlere göre ölçüt belirlendiği ve karar alındığı belirlenmiştir. Değer yönelimli davranış geliştirmek için değerlere uygun şekilde özellikle küçük yaş grubu için somut örnekler ile öğretimine yönelik çalışmalara yer verilmesi öğrenmeyi destekleyecektir.

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