



İLKÖĞRETİM MÜFREDATINDAKİ HAYAT BİLGİSİ DERSLERİNİN, ÖĞRENCİLERİ FEN ÖĞRENMEYE HAZIRLAMADAKİ ETKİLERİ*

EFFECT OF LIFE AND SOCIAL SCIENCE COURSES PRESENTED IN PRIMARY SCHOOL CURRICULUM ON PREPARATION OF STUDENTS FOR SCIENCE LEARNING

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EXTENDED ABSTRACT

The whole of knowledge, that has been organized by certain rules as a result of several observations and experiments, is named as science. As well, natural and applied science is a branch of science which not only guides the development of creative ideas, but also investigates the natural happenings. If, scientific conception is necessarily and qualitatively attributed to elementary school students, the persons, who are capable of observation, scientific and objective consideration, creative development, use technology, can be schooled.

From this point of view, life and social science courses, corresponding to subjective topics of Natural Science, are examined focusing on the importance of the courses in association with life and social sciences. The Natural Science topics are appreciated considering both available textbooks and recent educational programs. Meaningful learning of science related with other sciences will bring more chance to use our knowledge in daily life. Science education is pioneer for obtain some idea about the important subjects like Medicine, mechanic, astronomy, night-day periods, health, agriculture and environment. For this reason, different teaching strategy must be used for easy and meaningful teaching of basic science subjects. Recent studies suggested that many teaching method can be used for this purpose. Science education, which is important for life is made with traditional methods, no practice, more theoretical lessons, depend on textbooks and table-chalk. In Turkey, basic science education is began in first three years with life and social science courses and continue more five years as science and technology courses. In this work, two main categories are designed as student opinion, qualifications of elementary school students at 3rd, 4th, 5th and 8.grade, in natural science, are investigated. For teacher opinion, the ideas of teachers from both science and class room teachers are collected.

The purpose of this study is to determine the effects of life and social science course on the understanding of basic science subjects. The effect of life and social science courses presented in primary school curriculum on preparation of students for science courses has been investigated. For this purpose, six different questionnaires have been applied to teachers (166 classroom and 68 science teachers) and students (430 3.grade, 488 4.grade, 489 5.grade and 443 8.grade) selected randomly from central schools of Samsun in sampling. The validity and reliability of each questionnaire are considered and then, the other statistical results are evaluated. The data were evaluated using by SPSS 11.5 statistical program. The data have been evaluated using by Arithmetical mean and the relations between samplings were comparatively investigated. Significantly relation has been shown between some questions and no apparent correlation was found between the others.

According to data, it has been observed that life and social science courses are very effective but insufficient for preparation of students to science teaching. Knowledge belonged to science that were learned in life and social science is important for science learning in subsequent years and misconceptions occurred during first three years continue for years and raise difficulties for science teaching.

As a result, the science concepts learned in first three years are very important for science teaching, meaningful learning and using of knowledge must be realized before science course.

Correct teaching strategies can solve misconception and anxiety for science subjects during teaching of first concepts taken in curriculum.

Two solutions should be suggested into two step as follows;

1)To provide improvements for the present teachers' instructional level owing to conference, seminars and courses. To provide improvements of present teacher as mental, economical and technology knowledge and technology using skills with a new courses. For the realization of this, the programs of education faculty and contents of courses must be organized again and qualified academicians must be brought. Some courses can be given for improvement for science view in present curriculum of primary schools while science candidate teachers training going on as well.

2) The second step of the solutions consists the quality of course curriculum. The first one it can be reorganized and developed for life and social science and technology courses updated for being more quality. So, both social life science and science and technology courses contents can be prepared more effective and more useful with each other. To provide using of scientific knowledge's in daily life with science and technology course practices. Or, on the other hand we can express that science course can be given as a different course at the beginning of primary school in Turkey like the other countries that examined the curriculum at this study.

While doing that life and social science courses can be rearranged as being supported science courses and life and science courses must be basic course.

Key words: Science teaching, Life and social science course, Science teaching methods, Science intelligent