

## DETERMINATION OF PRESCHOOL TEACHERS' OPINIONS TOWARDS SCIENCE EDUCATION

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### Abstract

Pre-school science education is natural curiosity of children, using the environment to understand and to see the unknowns and children help you foresee the psychomotor, emotional, social and cognitive development provides a significant contribution to the education. This study aimed to determine the proficiency of pre-school teachers of the science activities. The study is a descriptive research and it is carried out by the survey model. In this study, the proficiency of the pre-school teachers of science activities are thought as a phenomenon and these phenomena are related with each other by making descriptions in this study period. For this reason, research group is in the center of the province of Denizli Merkezefendi and a total of 184 pre-school teachers who are working in 9 independent kindergartens. "Teacher Proficiency Scale for Preschool Activities in Science" developed by Özbey (2009) is used for data collecting tool. Scale consists of four sub-dimensions which names are "*materials and methods used by teachers, teachers' practical knowledge level, the level of knowledge of science activities and science activities for the general behaviour of the application process*" As a result of this study, it was determined that pre-school teachers see proficient by themselves. In addition to there was no significant difference between teachers' proficiency scores for activities and age, years of service, the schools which graduated. This research can be supported by qualitative studies, with preschool teachers' interviews.

**Key Words:** Pre-school education, pre-school science education, science activities, teacher proficiency.