ANALYSIS OF THE CONCEPTS AND SKILLS GIVEN IN STORY BOOKS PREFERRED BY PRESCHOOL TEACHERS

Yrd. Doç. Dr. D. Esra Angın
Adnan Menderes Üniversitesi, Aydın
esra.angin@adu.edu.tr

Doç. Dr. Sema Soydan
Karatay Üniversitesi, Konya
sema.soydan@karatay.edu.tr

Abstract
In the study, it was aimed to reveal the existing situation by analyzing the concepts and skills included in the story books that preschool teachers preferred. The method of document analysis was used in obtaining the data of the research conducted with qualitative research method. The research was conducted on 402 story books. The data collected through the document analysis was analyzed with the help of content analysis. In the analysis process, categorizations were made, verbal units in the books were analyzed and coding was done, frequency and percentage values of the categories were calculated. Findings show that, most frequently cited concepts and skills are gathered under the social emotional domain category in story books preferred by preschool teachers. It has been determined that the concepts the least included are related to the environment. In preferred story books it has been observed that; love and emotion in the category of social emotional domain; numbers, size and time from mathematical concepts; animals from science concepts, place from geographical concepts, protection of living things from environment concepts are included in cognitive domain category. In the self-care skills category, nutrition is among the concepts included in story books.

Keywords: Preschool teacher, story books, concept, skill.