

INVESTIGATING PROFICIENCY LEVELS OF PRESCHOOL TEACHERS REGARDING CONSTRUCTIVIST APPROACH

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Abstract

Recent preschool program conducted in our country has been formed by Constructivist Approach. According to Constructivist Theory, teaching is based on the belief that learning occurs as learners are actively involved in a process of meaning and knowledge construction as opposed to passively receiving information. Learners are the makers of meaning and knowledge. Constructivist teaching fosters critical thinking, and creates motivated and independent learners. The teachers guiding the learners to learn have important role in this Approach. This study was conducted to reveal preschool teachers' proficiency levels of Constructivist Theory from their self-reports. The sample of this study comprised of 96 preschool teachers currently teaching in the center of Kahramanmaraş Province. A quantitative method was used to analyze the data handled. Teacher Proficiency Scale of Constructivist Learning was used to collect the study data. The scale with 5-point likert type contains 58 items regarding students, teaching process, learning, teacher, evaluation, thinking, activism. The data collected was analyzed by using descriptive techniques as frequency, percentage and mean scoring. As a result of the study, the proficiency levels of the preschool teachers mentioned above were seen that they were proficient at "very highest" level.

Key Words: Preschool teachers, Constructivist Approach, Proficiency, self-report, quantitative.