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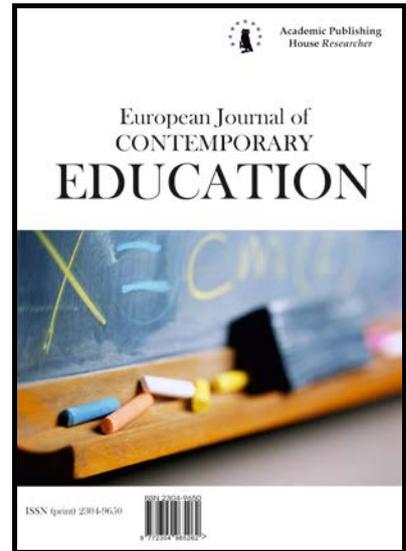
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Analysis of Teachers' Views on The Configuration of First Reading and Writing Process with Games

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Abstract

Problem Statement: Moving schooling age to an earlier time as a result of the transition to the practice of 12-year non-continuous compulsory education in 2012-2013 academic year has brought the discussions on whether students' readiness is sufficient or not. However, the teachers' readiness is also an issue as important as a student's readiness and has to be questioned. Considering the children's developmental characteristics, personal differences, their interests and needs, the first 12 weeks of the first grade in primary school are spared for adaptation and preparation practices. These game-based practices are supportive in all areas for the students who start to school at an earlier age and they ease the adaptation process for them. Nevertheless, it has not been considered in detail what primary school teachers, who are responsible for designing, implementing and carrying out these game-based practices, think about game-based education, and how they feel about it.

Purpose of Study: The purpose of this study is to identify the teachers' opinions on configuring primary school first grade practices with games as proposed in the new program after reorganization of Turkish Education System as "4+4+4".

Methods: This is a descriptive survey model study aiming to find out the attitudes of 157 (106 female, 51 male) primary school teachers towards the construction of primary school first grade practices with games in terms of various variables. These teachers are working at schools connected to Isparta Provincial Directorate of National Education. According to the reliability analysis on the data obtained by personal information form and teacher questionnaire, Cronbach's Alpha coefficient is found out as .81.

Findings and Results: The data obtained from this research were analyzed with SPSS 15.0 Windows package program. In the analysis of data, independent t test, One Way ANOVA,

frequency analysis and descriptive statistics were used. The predetermined level of ($p < 0,05$) was taken as basis for significance. Research findings show that there is a significant difference between the participants' level of attitudes towards teaching first reading and writing with games according to their gender. Moreover, no significant difference found between teachers' attitude levels towards game-based education according to their professional seniority, the schools' socio-economic levels, their students' pre-schooling backgrounds and the number of students in the classroom.

Conclusions and Recommendations: The results show that the attitudes of primary school teachers towards game-based education in teaching first reading and writing are lower than the average. The reason for this can be interpreted as the teachers' lack of experience on game-based education, since the research findings show that teachers, in fact, believe in the importance of game-based teaching and need games in all phases of first reading and writing. Therefore, books that enrich the first reading and writing process, show guidance and have sample applications can be suggested to the primary school teachers. Especially, hands-on trainings to enhance knowledge and skills on game-based education can also be very fruitful.

Keywords: 4+4+4 education system; teaching first reading and writing; game-based education; teaching profession.

Introduction

The most natural and active learning environment is the game time that supports child's emotional and physical development (Keskinlik & Keskinlik, 2005, p.79). Children gain experience with the help of actions they join and like personally (Durmuş, Işlak & Gökçegöz Karatekin, 2005, p.7). Words are also as important as actions in games (İtr & Seyran, 2004, p.8). Therefore, it has been emphasized by many researchers (Demirci, 2006; Memiş, 2006; Özcan, 2001; Özdoğan, 2000; Özenç, 2007; Sevinç, 2004; Tan, 2001) that games contribute to child's linguistic, mental, social, emotional and physical development. Researchers point out the various benefits of using games in teaching Turkish (Özcan, 2001) and especially using them in the process of teaching first reading and writing (Özenç, 2007; Tan, 2001).

Games are used as a technique in order to attract students' attention to the topic that is being learned, to dynamize them and to enable students to learn in a comfortable environment with joy (Güneş, 2013, p.302). The most common view in the literature is that games are supportive in students' development in all areas (Calp, 2003; Çamlıyer, 2001; Keskinlik & Keskinlik, 2005; Sevinç, 2004). The positive effect of games on learning, success and attitude has been pointed out by many researchers (Demirci 2006; Doğanay, 2002; Özcan 2001; Taşlı, 2003; Yıldırım 2004; Yıldız 2001). It can be stated that first reading and writing process based on games will be more fruitful for teacher, student and family when the advantages of using games in teaching different subject areas is taken into consideration.

Students take the new information without getting bored in game-based learning (Kurudayıoğlu, 2003). Games contribute to permanency of knowledge and skills that students gain (Ulutaş, 2011). After all, students have to investigate, try and explore in order to gain knowledge and skills. Therefore, games can help students to find answers to the questions related to the world, to test new ideas and notions, and to develop their problem solving and reasoning skills (Akman, 2002; Ulutaş, 2011; Karakaya, 2007; Şişman & Özyavuz, 2010).

Games are widely used in pre-school education (Karamustafaoğlu & Kandaz, 2006). Similarly, game-based educational practices should be included in first reading and writing activities in primary schools. Playing games will develop children's cognitive skills and creativity as well as their physical skills (Esen, 2008). Thus, primary education should be reinforced with games. Children will improve better in social, emotional and physical aspects with the curriculum enriched by games.

First reading and writing education has a wider content than just teaching students reading and writing skills. In this process not only teaching reading and writing but also developing basic skills like using Turkish in a correct, effective and good way, communication, problem solving, decision making are anticipated (Akyol, 2011, p.87). In other words, with teaching reading and writing, teaching mental skills like reasoning, understanding, questioning is aimed as well as teaching basic reading and writing skills and other learning domains of the language (Şahin, 2011, p.122). For this reason, game-based learning activities will also contribute to children's gain of mental skills (Walsh et al, 2006).

First reading and writing education has been implemented by using running italic letters and with sound based sentence technique since 2005-2006 academic years. The most important phase of first reading and writing education with this technique is producing syllables, words from syllables and forming sentences from words (Yıldız, Okur, Arı & Yılmaz, 2010, p.109). A more fruitful first reading and writing process can be provided for teacher and student especially with the help of games. At this point, it is highly important for the teacher to use his/her creativity, professional competence, knowledge and skills.

Educators have considerably important duties in merging education with games that support children's development in all areas. At this point, identifying teachers' opinions and their attitudes towards game-based learning is very significant. Studies based on teachers' views on game-based learning (Demirci 2006; Özenç 2007) show that teachers do not have enough knowledge on game-based learning and they need training and sources in order to improve themselves. Concordantly, it can be said that in order for educational applications to be more functional, the amount of research conducted to find out the existing needs in the perspective of the implementers should be increased.

In 2012-2013 academic years the schooling age has been moved to an earlier time with the transition to the practice of 12-year non-continuous compulsory education. Of course, the child's adaptation to school depends on child's personal traits, the family's attitude towards raising a child, child's general health condition, the qualification of child and the family's social environment, if any, the child's previous school life and child's readiness academically (İnal, 2013, p.85). At the same time, children's developmental traits, personal differences, interests and needs are very important in this process. Taking all these features into consideration, the first 12 weeks of primary school first grade practices have been spared to adaptation and preparation. These game-based practices support students that start going to school at an early age and ease the adaptation process for them. However, no study has been conducted on the readiness of teachers who will carry out these game-based practices. In other words, the level of readiness of primary school teachers, who will design, implement and manage an educational process according to the developmental characteristics, personal differences, interests and needs of their students starting school at an early age, have not been studied before. However, teachers' readiness being as important as students' readiness should be questioned. Besides, in order to make the process successful, investigation of teachers' efficacy on configuring education with game is obligatory.

First reading and writing education, including life-long experiences, forms the first and main transition process of a child's education life. This period has critical importance on gaining basic knowledge, skills, attitudes and habits. The teacher has the most important duty in making the process successful. After the changes of laws and regulations in Turkish Education System in 2013, mostly the sufficiency of children's readiness has been discussed. However, the teachers' readiness is important at least as students' importance and should be examined.

This study aims to investigate the teachers' opinions on game-based learning proposed to be applied in all phases of first reading and writing process after the transition to 4+4+4 non-continued compulsory education system in 2012-2013 academic years. In this context, the attitudes and views of primary school teachers on adaptation, preparation and using games in first reading and writing activities were examined in relation with different variables. It is considered necessary to find out the opinions of primary school teachers on constructing first reading and writing process with games along with adaptation and preparation practices as stated in the new curriculum. Furthermore, identifying teacher views on game-based education is significant for finding out what is needed in the transition process and what kind of enhancements should be done. Also, evaluation of innovations in education from the implementers' point of view will be a guide for the new studies.

Method

Research Design: This is a descriptive survey model study aiming to find out primary school teachers' opinions on first grade practices constructed with games after the reorganization of Turkish Education System as "4+4+4" with respect to different variables (Karasar 2005, p. 77).

Sample: The study was conducted in 2012-2013 academic year on 157 (106 female, 51 male) primary school teachers working at schools connected to Isparta Provincial Directorate of National Education.

Characteristics of Participants

Percentage Distribution of participants according to their genders

Gender	f	%
Male	51	32,5
Female	106	67,5
Total	157	100,0

Most of the participants are female (67,5%). 32,5% of the participants are male.

Percentage Distribution of participants according to their age groups

Age groups	f	%
21-30	12	7,6
31-40	33	21,0
41-50	112	71,3
Total	157	100,0

Most participation came from the age group between 41-50 (71,3%). The least participation came from the age group 21-30 (7,6%).

Percentage Distribution of participants according to their Professional seniority

Professional seniority	f	%
0-5	6	3,8
6-10	13	8,3
11-15	10	6,4
16-20 or more	128	81,5
Total	157	100,0

Most of the participants have spent more than 16-20 years in the profession.

Percentage Distribution of participants according to their schools

Schools	f	%
Training Institute	14	8,9
Faculty of Science and Literature	7	4,5
Faculty of Education Primary School Teaching	95	60,5
Faculty of Education Other Departments	19	12,1
Other Faculties	22	14,0
Total	157	100,0

More than half of the participants were graduated from Faculty of Education (60,5%). The percentage of participants graduated from other departments in Faculty of Education is 12,1% and the percentage of participants graduated from Training Institute is 8,9%. Generally participants were graduated from departments related with education.

Percentage Distribution of participants according to their post-graduate educational status

Post-graduate educational status	f	%
Post-graduate or still in progress	10	6,4
Not a post-graduate	147	93,6
Total	157	100,0

Participants who are post-graduate or still in progress are relatively few (6,4%). Most of the participants do not have an MA degree (93,6).

Percentage Distribution of participants according to number of first grade students they recently had

Number of students	f	%
20 and less	45	28,7
21-30	76	48,4
31-40	36	22,9
Total	157	100,0

Almost half of the participants had 21-30 first grade students recently (48,4%).

Percentage Distribution of participants according to their students taking pre-school education

Number of Students	f	%
None of them	8	5,1
A few of them	33	21,0
Most of them	116	73,9
Total	157	100,0

While most of the participants have students who had pre-school education (73,4%), very few participants have no students who did not have pre-school education.

Percentage Distribution of participants according to their schools' socio-economic levels

Number of Students	f	%
Lower	53	33,8
Middle	91	58,0
Upper	13	8,3
Total	157	100,0

While 33,8% of the participants work in schools with lower socio-economic levels, 58,0% of participants work in middle socio-economic level schools and 8,3% work in schools with upper socio-economic status.

Research Instruments: Teacher questionnaire and personal information form developed by Özenç (2007) were used in this study.

Personal Information Form: This form consists of 11 questions aiming to find out teachers' personal characteristics.

Teacher Questionnaire: This questionnaire is a 5 point likert scale consisting of 36 items that aim to identify teachers' attitudes towards game-based first reading and writing education. The highest grade one can have in this scale is 105 and the lowest grade one can get is 21.

The validity and reliability of research instruments: According to the reliability analysis on the data obtained from this research, Cronbach's Alpha coefficient is found out as .81. This scale can be accepted to have high level reliability since the reliability coefficient is higher than 0.80 (Tavşancıl, 2002, p.29; Alpar, 2001, p.284).

The problem of case study: The general purpose of this study is to identify the opinions of primary school teachers on the construction of primary school first grade classroom practices with games as proposed after the reorganization of Turkish Education System as "4+4+4". In accordance with this purpose the answers of these questions are tried to be found: What are the opinions of primary school teachers on the method of teaching first reading and writing with games? Is there a significant difference among primary school teachers' views on the method of teaching first reading and writing with games according to their gender, professional seniority, schools' socio-economic levels, students' pre-schooling background and classroom size?

Data Analyses: If data do not fit in normal distribution, parametric tests are not used, and instead non-parametric tests are used (Yilmaz & Yilmaz, 2005). Therefore, before determining the statistical analysis to be used in the research, data were checked whether they fit in normal distribution or not by using One-Sample Kolmogorov-Smirnov test. Since the data obtained from this research fit in normal distribution ($p=0,101$), in order to compare two independent variables Independent t test and to compare more than three independent variables One Way ANOVA were used. The results were interpreted according to average values while the general views of participants on teaching reading and writing with games were being evaluated. Approximately, it is interpreted as none between 1-1,79; as a little between 1,80-2,59; as average between 2,60-3,39; as high level between 3,40-4,19; and as very high level between 4,20-5,0.

Findings and Results

The first question in this research was asked to find out the teachers' opinions on game-based education method in teaching first reading and writing. In teacher questionnaire, participants were allowed to select more than one item. The percentage distributions stated in the tables below are estimated by involving all the answers.

The percentage distribution of participants using games to teach first reading and writing

Using games	f	%
No	23	14,6
Partially	46	29,3
Yes	88	56,1
Total	157	100,0

While very few participants do not use games to teach first reading and writing (14,6%), most of the participants use games (Partially=29,3%; Always=56,1%).

General attitudes of participants towards using games to teach first reading and writing

Variables	n	X	Ss
I use materials for the games in teaching first reading and writing	134	1,74	,765
If there are any students who had pre-school education, I am having difficulty in motivating them for the lesson, since they are accustomed to games	134	3,37	1,044
I believe that by using games in teaching first reading and writing I attract the attention of some students who have difficulty in comprehension	134	1,93	,864
I need different sources related with games in teaching first reading and writing	134	1,72	,719
When I implement the games outdoors while teaching first reading and writing, students will be more motivated	97	2,09	,843
I have difficulty in communicating with my students when I am teaching first reading and writing with games	134	4,01	,813
I am having difficulty in evaluating students when I benefit from games in teaching first reading and writing	134	3,99	,766
Students' interests to the lesson increase after the games in teaching first reading and writing	134	1,79	,786

Generally, participants have medium level difficulty in motivating their students who had pre-school education. In addition, participants have high level difficulty in teaching first reading and writing with games and evaluating their students at the same time.

The percentage distribution of participants' answers to the question "when do you need most game-based education while teaching first reading and writing?"

Variables	f	%
Preparation	91	25,3%
Feeling and recognizing the sound	88	24,4%
All of them	66	18,3%
Forming syllables, words and sentences from sounds	50	13,9%
Reading and writing sounds	47	13,1%
Forming texts	18	5,0%
Total	360	100,0%

Most of the participants think that they need game-based teaching at the stages of preparation, feeling and recognizing the sound.

The percentage distribution of participants' answers to the question "how do you define the behaviors of your students who come to first grade already knowing reading and writing?"

Variables	f	%
Willing	61	35,3%
Interested	59	34,1%
Unwilling	27	15,6%
Uninterested	26	15,0%
Total	173	100,0%

Most of the participants think that students coming to the class already knowing how to read and write are willing (35,5%) and interested (34,1%).

The percentage distribution of participants' answers to the question "while teaching first reading and writing, for which skills do you use games to develop them?"

Variables	f	%
All of them	70	23,4%
Speaking	57	19,1%
Reading	56	18,7%
Visual presentation	43	14,4%
Writing	38	12,7%
Listening	35	11,7%
Total	299	100,0%

While 23,4% of the participants use games in order to enhance all skills during first reading and writing, 19,1% of the participants use them for development of speaking skill, and 18,7% of the participants use games to develop reading skill.

The percentage distribution of participants' answers to the question "what are the reasons for not using games in teaching first reading and writing?"

Variables	f	%
Lack of materials or sources	23	25,6%
Anxiety for keeping up with the curriculum	21	23,3%
Lack of time	18	20,0%
Difficulty of the program	14	15,6%
Lack of knowledge on	11	12,2%

teaching with games		
Other	3	3,3%
Total	90	100,0%

The most important reasons for participants for not using games are lack of materials and source (25,6%), anxiety for keeping up with the curriculum (23,3%) and lack of time (20,0%).

The second question in this research was asked in order to find out whether primary school teachers' views on game-based education method in teaching first reading and writing show significant difference according to gender, professional seniority, their schools' socio-economic levels, their students' pre-schooling backgrounds and size of their classes. The tables below show the results in relation with the answers to the second question.

Comparison of average scores of participants' attitudes towards game-based education in teaching first reading and writing

Total score	n	Lowest	Highest	X	Ss
	157	21	77	42,12	9,052

The average score of participants' attitudes towards game-based education in teaching first reading and writing is found as $42,12 \pm 9,05$. Participants show lower than middle level attitude towards game-based education in teaching first reading and writing.

Comparison of average scores of participants' attitudes towards game-based education in teaching first reading and writing according to gender

Gender	n	X	Ss	t	p
Male	51	40,02	7,336	-2,038	,043
Female	106	43,13	9,640		

The average attitude score of male participants is $40,02 \pm 7,33$, while female participants' score is estimated as $43,13 \pm 9,64$. Statistically female participants' average attitude score is significantly higher than male participants' average score ($p < 0,05$).

Comparison of average scores of participants' attitudes towards game-based education in teaching first reading and writing according to their professional seniorities

Professional seniority	n	X	Ss	F	p
0-5	6	41,33	7,367	,526	,665
6-10	13	40,69	8,179		
11-15	10	39,30	6,977		
16-20 or more	128	42,52	9,366		

The participants who spent 0-5 years, 6-10 years, 11-15 years and 16-20 or more years in the profession have average attitude scores respectively $41,33 \pm 7,36$; $40,69 \pm 8,17$; $39,30 \pm 6,97$ and $42,52 \pm 9,36$. Participants who spent 16-20 or more years in the profession have the highest attitude score. There is a difference between participants' attitudes towards teaching first reading and writing with games according to their professional seniority, but statistically this difference is not significant ($p > 0,005$).

Comparison of average scores of participants' attitudes towards game-based education in teaching first reading and writing according to the number of first grade students in their recent classes

Number of students	n	X	Ss	F	p
20 and less	45	41,38	8,046	,965	,383
21-30	76	41,70	9,357		
31-40	36	43,94	9,577		

The average attitude score of participants who recently had 20 and less first grade students is $41,38 \pm 8,04$; who had 21-30 students is $41,70 \pm 9,35$; and who had 31-40 students is $43,94 \pm 9,57$. As the number of students that participants recently had increase, the participants' level of attitudes towards game-based education in teaching first reading and writing increase as well. However, statistically this increase is not significant ($p > 0,05$).

Comparison of average scores of participants' attitudes towards game-based education in teaching first reading and writing according to their students' pre-schooling backgrounds

Having pre-schooling background	n	X	Ss	F	p
None of them	8	39,38	7,708	,396	,674
A few of them	33	42,06	10,900		
Most of them	116	42,33	8,597		

The average attitude score of participants none of whose students had pre-school education is $39,38 \pm 7,70$, whose a few students had pre-school education is $42,06 \pm 10,90$ and whose most of the students had pre-school education is $42,33 \pm 8,59$. While the participants none of whose students had pre-school education have the lowest attitude score, the participants whose a few or most of the students had pre-school education have close attitude scores. However, statistically there is no significant difference between average attitude scores of the participants according to students' pre-schooling backgrounds ($p > 0,05$).

Comparison of average scores of participants' attitudes towards game-based education in teaching first reading and writing according to their schools' socio-economic status

Socio-economic status	n	X	Ss	F	p
Low	53	43,34	8,199	1,370	,257
Middle	91	41,88	9,475		
High	13	38,85	9,054		

The average attitude score of the participants who work in lower level socio-economic schools is $43,34 \pm 8,19$; who work in middle level socio-economic schools is $41,88 \pm 9,47$ and who work in higher level socio-economic schools is $38,85 \pm 9,05$. As the socio-economic level of the school increase, the attitudes of participants towards teaching first reading and writing with games decrease. Although there are differences among the attitude scores of participants according to socio-economic status of the schools, statistically these differences are not significant ($p > 0,05$).

Conclusions and Recommendations

The results show that the attitudes of primary school teachers towards game-based education in teaching first reading and writing are lower than the average. The reason for this can be interpreted as the teachers' lack of experience on game-based education, since research findings show that teachers, in fact, believe in the importance of game-based teaching and need games in all phases of first reading and writing. Therefore, books that enrich the first reading and writing process, show guidance and have sample applications (Akyol, 2012; Durmuş, Işılak ve Gökçegöz Karatekin, 2005; İtir & Seyran, 2004) can be suggested to the primary school teachers. Moreover, hands-on trainings to enhance knowledge and skills on game-based education can also be very fruitful.

Research findings show that there is a significant difference among the participants' level of attitudes towards teaching first reading and writing with games according to their gender. In other words, female participants show higher attitude level in benefitting from games in reading and writing practices than male participants. Similarly, Özenç (2007) also found out that female teachers show higher aptitude levels in using games in the lessons than male teachers. On the other hand, Akçadağ (2010) did not find any significant difference between the attitude levels of teachers and gender. Therefore, the effect of gender on selecting methods and techniques in education applications are suggested to be researched. If gender has a leading effect on teachers' selection of the best technique for themselves, this situation should be questioned with its reasons.

The efficiency of educational processes depends mostly on the methods and materials used in education (Kaçar & Doğan, 2007). Research show that no method used in lessons is perfect and the important thing is the way how a teacher teaches (Duffy & Hoffman, 1999). It is quite significant for teachers to analyze materials and methods suitable for the lesson and find out the best method according to their students' needs (Şenel, 2004). Therefore, using games in the lessons can change not just according to teachers' genders, but also according to their professional seniority, classroom size, etc. For this reason, when the effect of variables that are thought to have an impact on views of teachers on game-based learning was examined, these results were found:

In the end of this study no significant difference was seen among teachers' attitudes towards using games with reading and writing practices according to their professional seniorities. Moreover, it was found out that teachers who have spent 16-20 years in profession have the highest attitude score. In similar studies, also no significant difference has been found between game-based education and teachers' professional seniorities. The main reason for these results is that some teachers have the traditional way of teaching and they cannot see themselves as game players (Akçadağ, 2010). In a similar study conducted on teachers teaching in different subject areas, also found out no significant difference between teachers' professional seniority and the educational methods they use in the classroom (Önen et al. 2009). Today, it is known that schools are places that prepare children for the real life and games play a crucial role for children to learn the life (Şişman & Özyavuz, 2010). In this sense, it is an important necessity for teachers to tend towards game-based education in their own subject areas.

It was found out that the more primary school first grade students that teachers have in their recent classrooms, the higher attitude levels they show towards using games in teaching first reading and writing. However, this raise is not seen statistically significant. Attracting many students attention for the lesson at the same time is the main reason why teachers have this view, because while playing games, skills like speaking, thinking, sharing, interaction with the environment and problem solving can be easily developed (Darwish et al, 2001; McFarlane et al. 2002). For this reason, in order to both enhance student attendance in the lessons and convey information in a more efficient way, it is quite important to increase game-based educational practices as the number of students increase. Also, Mounsurd (2006) emphasized the necessity of games in the education system.

In this study, there is no significant difference found among teachers' level of attitudes towards using games in reading and writing activities in terms of students' pre-schooling background. In other words, it can be asserted that there is no significant difference between the number of students who had pre-school education and teachers' attitudes towards game-based education. It is known that games are used in pre-school education in teaching mathematics (Akman, 2002) and foreign language (İlter & Er, 2007), in their social development (Gülay, 2009), and in many other areas (Kurudayıoğlu, 2003). Considering that children learn better with games

and games play a significant role in their personal development (Keleş et al, 2006; Pivec, 2007), games should be used in first reading and writing activities without paying attention to whether or not children had pre-school education.

The study results reveal that with the increase in socio-economic level of schools the attitudes towards game-based education decrease, but this decline is not found to be statistically significant. In a similar study, contrary to the results of this research, it is identified that compared to lower socio-economic level schools higher socio-economic level schools use more game-based educational materials (Özenç, 2007). Games should be significant part of the curriculum (Başal, 2007), since children love playing games (Çevik, 2007), games are as important as studying for the child (Karakaya, 2007), and main learning skills in children develop through life experiences. Therefore, it appears as an important situation that there should be more game-based learning activities in higher level socio-economic schools and government should support schools with lower socio-economic level with game-based education materials.

In conclusion, it was found out that there is a significant difference among participant teachers' attitude levels towards game-based education studies in terms of gender. Furthermore, no significant difference found between teachers' attitude levels towards game-based education according to their professional seniority, the schools' socio-economic levels, their students' pre-schooling backgrounds and the number of students in the classroom. The results of this study are thought guide new studies. In this context, academicians are suggested to carry out theoretical and applied studies aiming to support teachers in teaching first reading and writing process. In the main step of primary education that involves first four years, studies related with construction of education system with games will contribute to teachers' experiences in the implementation of this new method.

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Анализ взглядов учителей на обучение чтению и письму игровым методом

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Аннотация. Постановка проблемы: Смещение школьного возраста в сторону более раннего в результате перехода к практике 12-летнего прерванного обязательного обучения в 2012-2013 академическом году вызвало споры о готовности учащихся. Тем не менее,

готовность учителей является таким же важным вопросом, как и готовность учащихся и требует рассмотрения. Рассматривая уровень развития учащихся, личностные особенности, их интересы и потребности, первые 12 недель первого класса начальной школы отводятся на адаптацию и подготовку. Эти игровые практики являются основными во всех сферах для учащихся, начинающих обучение в более раннем возрасте и облегчают процесс адаптации. Тем не менее, не изучен вопрос о том, что учителя начальной школы, ответственные за моделирование, внедрение и претворение в жизнь этих игровых практик, думают об образовании на основе игрового метода и каково их мнение на этот счет.

Цель исследования: Целью данного исследования является изучение мнения учителей об обучении игровым методом в первом классе начальной школы, как предложено в новой программе после реорганизации турецкой системы образования "4+4+4".

Методы: Данное исследование является описательным, его цель – выяснить отношение 157 (106 женщин, 51 мужчин) учителей начальной школы к игровой системе обучения в первом классе начальной школы в контексте различных переменных. Данные учителя работают в школах, относящихся к Провинциальной дирекции Испарты национального образования. Согласно анализу данных, полученных с помощью бланка личной информации и анкеты для учителей, коэффициент надежности Кронбаха составляет .81.

Полученные данные и результаты: Данные, полученные в результате исследования, были проанализированы с помощью Пакета программ обработки статистических данных общественных наук 15.0 программного комплекта Windows. Для анализа данных были использованы независимый t-критерий, однофакторный дисперсионный анализ, частотный анализ и описательная статистика. Заранее установленный уровень ($p < 0,05$) был применен как основной для статистической значимости. Результаты исследования показали существенное различие между уровнем отношения участников к обучению чтению и письму игровым способом по половому признаку. Более того, была обнаружена несущественная разница между уровнем отношения учителей к обучению игровым методом в зависимости от выслуги лет, социально-экономического уровня школ, дошкольного опыта их учеников и количества учащихся в классе.

Выводы и рекомендации: Результаты показали, что отношение учителей начальной школы к обучению чтению и письму игровым методом ниже среднего. Причина этого кроется в недостатке опыта учителей, так как результаты исследования показали, что, фактически, учителя верят в важность обучения игровым методом и в необходимость внедрения игрового метода во все фазы обучения чтения и письму. Таким образом, книги, которые обогащают процесс обучения чтению и письму, содержат указания, и примеры применения могут быть предложены учителям начальной школы. Особенно практические занятия для улучшения знаний и навыков обучения игровым методом могут быть очень результативными.

Ключевые слова: образовательная система 4+4+4; обучение чтению и письму; обучение игровым методом; профессия учителя.