Examination of Preschool Teacher Candidates’ Views on Drama as a Course and a Teaching Method

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Şule FIRAT DURDUKOCA*

Extended Summary

Purpose
The purpose of this study is to examine preschool teacher candidates’ views on drama as a course and a teaching method. Accordingly, in this research, it has been purposed to find answers for the below mentioned problems:
1. What do you think about drama? Please describe briefly.
2. Before completed this lesson what were your expectations from drama course?
3. Do you think that your expectations were met after completing the drama course? Why?
4. What are your suggestions to get more productivity from drama course?
5. Which objectives would be more accessible by preschool students if drama method used in preschool?
6. What are your suggestions for increasing the frequency of use of drama method in the levels of education?

Method
The survey method was used in the study. The research data were collected using a standardized open-ended interview approach. Standardized open-ended interview form consisting of 6 open-ended questions were prepared by the researcher. The literature review was made during the preparation of the question. Afterwards similar investigations (Başçı and Gündoğdu, 2011; Güven, 2012; Kaba and Şimşek, 2012; Kılıçaslan and Gün, 2011; Ormançı and Ören, 2010) were examined and the interviews were made with students who had completed drama course in previous years. Prepared questions were examined in terms of internal validity and the level of understanding by presenting the views of the faculty members that gived drama course in Kafkas University, Faculty of Education.

* Yrd. Doç. Dr., Kafkas Üniversitesi, Eğitim Fakültesi, drsulefirat@gmail.com
Descriptive analysis was used to analyze the research data. Interviews were made asking standardized open-ended to teacher candidates. Interviews were recorded on audio tape recorder. Then, recorded interviews were translated into text, questions were determined as theme of the research, codes under the themes were created according to the responses to questions. The codes under theme were encoded by two faculty members -outside of researcher- who gave drama course in previous years. Consensus is provided for data analysis comparing these independent codes. The reliability of the research, was calculated using the formula Miles and Huberman (1994)’s proposed, Reliability = Consensus / Consensus + Dissidence and the average reliability was determined as 81% of all questions.

Findings and Discussion
Examined the interview results obtained from teacher candidates participated in the research; 32% of teacher candidates described drama as “animation activity”. Likewise the research was conducted by Güven (2012), 4th and 5th grade of primary school teachers described of drama as "animation activity".

Before completing the drama course, teacher candidates participated in the research stated that their priority expectations from drama course were to develop the self-confidence. 96% of teacher candidates were announced that their expectations were met. The results obtained from the study is consistent with similar studies of this size results in the literature. Yassa (1999) concluded that creative drama develops social interaction and self-confidence. In the research 4% of teacher candidates stated that drama course did not meet their expectations due to lack of time and appropriate environmental opportunities for drama.

44% of preschool teacher candidates participating in this research have developed a suggestion to get more productivity from drama course. This suggestion is "appropriate physical environment should be ensured". Also teacher candidates have developed some suggestions to achieve this goal. This suggestions are: providing adequate tools, giving weight to stimulate activity, increasing the time of lesson, learning from experts in the field instructors, performing the drama work in different environments. Likewise the research, was conducted Kılıçaslan ve Gün (2011), teacher candidates state that drama course is given theoretically, practical studies about drama are not done, hours of drama course should be increased.

In this research teacher candidates state that if drama method is used in preschool, preschool students will easily reach some objectives such as be able to express himself/herself freely, use language effectively, develop self-confidence, provide a collaborative work environment, be able to communicate effectively, obey the rules, set up empathy, behave respectfully, develop vocabulary, creative thinking, critical thinking.

Preschool teacher candidates have developed some suggestions for the spread of drama. This suggestions are: drama course should be added to all levels of education, faculty members should be informed about the drama method, drama classes should be prepared in schools and students should be encouraged to drama,
seminars should be organized about the importance of drama method, drama club should be established in schools.

**Decision**
According to the results obtained from this study, if drama is used effectively and efficiently as a teaching method or a discipline in preschool education levels, preschool students will be reach easily the objectives of preschool teaching education.

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