

ABSTRACT

Master Thesis

THE EFFECTS OF CONCEPT TEACHING PROGRAMME ON 6-YEAR-OLD CHILDREN'S GEOMETRIC SHAPE AND NUMBER CONCEPT DEVELOPMENT

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This research has been done to determine effects of concept teaching programme on 6-year-of childrens' in pre-school gaining the concepts of geometric shapes and numbers. The sample of the study was 36 six year old children attending the preschool parts of primary schools in Aydın. The study is experimental model using pre-test, post-test and control group. "Piaget Number Conservation Test" is used to define the children's learning levels of number concepts and the "Recognition Test of Geometric Shapes" developed by Aktaş and Aslan (2004) is used to define the learning levels of concepts about geometric shapes. "Piaget Number Conservation Test" is made of 8 subtest which are used to recognize, distinguish, match and writing the symbolic models of the numbers. "Recognition Test of Geometric Shapes" consists of 4 subtests which are used to recognize the triangle, square, rectangle and circle diagrams. There are 12 shapes in each test.

T-test is used to determine whether pre-test means of "Piaget Number Conservation Test" and "Recognition Test of Geometric Shapes" of children differ on meaningful level or not. Covariance analysis is used to determine whether post-test means differ on meaningful level or not.

According to the data, it was seen that there is no meaningful difference in experiment and control groups' "Piaget Number Conservation Test" and in the "Recognition Test of Geometric Shapes" pretest averages. After the concept teaching programme on numbers and geometric shapes, when the pretest means of experiment and control groups children were in control, a meaningful difference was found in

favour of the experiment group between adjusted post-test means of “Piaget Number Conservation Test” and “Recognition Test of Geometric Shapes”

Key words: preschool, number concept, the concept of geometric shapes, concept teaching.