

Chapter 3

ACTIVE LEARNING METHODS USED IN PRESCHOOL EDUCATION

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Introduction

Active learning is a learning process that the learner carries the responsibility for the learning process, is given the opportunities for decision making and self-regulation about the various aspects of learning process, and is forced to use the mental capabilities during the learning process with complex educational tasks (Açıkgöz, 2003). In active learning; there is an environment in which children will not settle down to watch and listen, will be actively involved in the process, will act independently and will investigate (Weikart, 1993). Active learning is also considered as the child living the learning. The purpose of education in active learning is to make learning a positive process, to ensure that children gain confidence, to create environments for making them understand that what they learn is valuable by proving that they have more learning ability (Şahinel, 2003).

Active learning gives an important authority of control to the children on the learning action and engages them with their learning activeness. In active learning, learner and teacher collect and use the information together. The gathering of new information and linking with old ones is the basic philosophy of active learning. In the active learning approach, collaboration is important, not the racing of the learning group. (Ward & Tiesen, 1997). The child should exhibit high cognitive behaviors such as analysis, synthesis and evaluation and gain targeted behaviors. With active learning, the transfer of knowledge is reduced, children become aware of their own values and skills, and children's high level of thinking (analysis, synthesis, evaluation) skills improve (Bonwell & Eison, 1991).

In traditional education models, the children are in the place of the passive receiver, and the teacher is in the place of the pile of information. The information given in this model remains briefly in memory and is only relevant to reading skills. The word active in the active learning term includes children using their skills of reading, writing, discussion and problem solving rather than listening. Active learning, by developing high-level skills, requires the active participation in analysis, synthesis and evaluation. In the light of this information, children's active role in thinking and practicing is defined as active learning (Abhiyan & Nadu, 2008). In active learning, children cannot learn by sitting in class and listening to their teacher, memorizing previously prepared assignments and answering questions. Learning; learning does

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Brown, Sherrill and Gench (1981), have supported the idea that 20 sessions of music education integrated with physical education are more effective than muscle development programs to improve motor performance for children between 4 and 6 years of age. Gordon (1979) stated that rhythmic training can be used in small and large muscle development in early childhood, but as preschool children find it easier to respond sensitively, the result of supporting large muscle movements has been achieved (Evridiki et al., 2003).

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