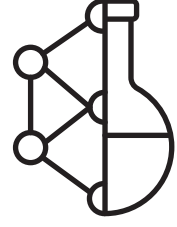


BÖLÜM 4

ERKEN ÇOCUKLUK DÖNEMİNDE DÜNYA'DA VE ÜLKEMİZDE UYGULANAN FEN EĞİTİMİ PROGRAMLARI VE ÖĞRENME MERKEZLERİ



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GİRİŞ

Günümüzde, bilim ve teknoloji hızla ilerlemekte ve bu durum çevremizi kuşatmaktadır. Bu nedenle, çocukların bilimle ve teknolojiyle iç içe olmaları kaçınılmaz bir gerekliliktir. Bilim sevgisinin çocuklara aşılması ve düşünme becerilerinin geliştirilmesi, fen eğitimi ve programları açısından büyük bir önem taşır. Böylece, çocuklar bilimsel yöntemleri kullanarak düşünebilme, verilere dayalı kararlar alabilme ve doğru sonuçlara ulaşma becerilerini kazanabilirler.

Dünya çapında fen eğitimi anlayışında, bu yüzyılda önemli değişimler yaşanmıştır. Fen araştırmalarındaki ilerlemelere ek olarak, fen eğitimindeki değişikliklerin önemli bir kısmını ekonomi, bilim ve teknolojideki küresel rekabet ortamı yaratmaktadır. Bu rekabet ortamında çocukların gelecekteki başarıları için bilim ve teknoloji alanında güçlü bir temel oluşturmak oldukça önemlidir. Bu temelin oluşmasında erken fen eğitiminin, çocukların bu alanda başarılı olmalarını sağlayarak onlara büyük bir avantaj sağlayacağı söylenebilir. Bu bağlamda fen eğitimi araştırma gündeminin önemli bileşenlerinden birinin de uluslararası sınav sonuçları olduğu söylenebilir. Uluslararası düzeyde öğrencilerin başarılarını ölçen

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Eğitimi” ve “Erken Çocukluk Dönemi Çevre Eğitim” derslerini almaları gerekmektedir. Ayrıca “Sürdürülebilir Kalkınma ve Eğitim” “Okul Dışı Öğrenme Ortamları” derslerini de seçmeli olarak alabilmektedirler. Bu dersler, okul öncesi öğretmen adaylarının bilim ve çevre konularına ilişkin güçlü bir anlayış geliştirmelerinin yanı sıra bilimle ilgili etkinlikleri planlamak, hazırlamak ve uygulamak için gerekli bilgi ve becerileri geliştirmelerine yardımcı olmayı amaçlamaktadır (104). Buna rağmen yapılan araştırmalar incelendiğinde fen eğitimi bağlamında sınıflarda materyal eksikliği olduğu (18,48,3,5,87,91), öğretmenlerin fen eğitimi konusunda kendilerini yetersiz hissettiklerine ilişkin (18,27) araştırma sonuçları bulunmaktadır. Bu bağlamda sınıfın fiziksel koşullarının güçlendirilmesine yönelik ve öğretmenlerin fen eğitimi bağlamındaki yeterliklerini destekleyici çalışmalar yapılmasına ihtiyaç duyulduğu söylenebilir.

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