



VALUES FOR PRESCHOOL CHILDREN

(by Marinko Irena, Marinko Jurij, Istenič Vesna, Alič Cirila, Benec Čuk Ema, Burjek Janja, Emeršič Metod, Ipavec Nina, Jerina Martina, Kržič Katarina, Le Roux Neža, Nidorfer Anja, Opeka Tina, Rezan Gültekin Rabia, Slakan Urška, Ünlükahraman Güllü, Zori Nalan, Zrimšek Pavlina)

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ETHICAL VALUES FOR PRESCHOOL CHILDREN: RESEARCH STUDY (by Marinko Irena, Marinko Jurij, Istenič Vesna, Alič Cirila, Benec Čuk Ema, Burjek Janja, Emeršič Metod, Ipavec Nina, Jerina Martina, Kržič Katarina, Le Roux Neža, Nidorfer Anja, Opeka Tina, Rezan Gültekin Rabia, Slakan Urška, Ünlükahraman Güllü, Zori Nalan, Zrimšek Pavlina)

ABSTRACT

This research is a part of the Erasmus+ project, *Ethical values for preschool children*. The research intends to contribute to values that should be transmitted to preschool children. It is meant especially for kindergarten teachers and parents of preschool children and for all others who strive to a quality preschool education.

The theoretical part of the research includes a critical survey of literature on values among preschool children, analysis of value education in three curricula for kindergartens and analysis of university programmes for preschool teachers in the participating countries. The literature survey presents opinions of relevant researchers about values among preschool children and about the role of parents and teachers in development of values. Analysis of the preschool curricula shows that some values are included in preschool education as aims and principles but there are no activities developing value education. Analysis of the university programmes for preschool teachers proves that the students acquire rather poor knowledge of ethics during their studies.

The empirical part of the research enables an insight into the opinions about values among preschool children, their parents and teachers in Slovenia and in Turkey. Interviews made with the children of the participating organizations show that they are aware of many values which are a part of the everyday life in the kindergarten. Research of parents' opinions presents which values they find the most important. Research of values among the kindergarten teachers shows how teachers think about values and how they try to transmit them to the children. Empirical research was made on smaller samples which are not representative but they help to recognize how kindergartens included in the project think about values.

The research study is concluded with guidelines for possible improvements of the curricula mainly by activities that can contribute to values education of preschool children and by suggestion that ethics should be introduced in the university education of preschool teachers.

The research methodology includes critical survey of literature, analysis of the kindergarten curricula, analysis of the university programmes for preschool teachers, statistical analysis of interviews with children and of the questionnaires completed by parents and teachers of preschool children.

Key words: ethics, values, preschool education, preschool children, kindergarten teachers, parents of preschool children.

POVZETEK

Ta raziskava je del projekta Erasmus+, *Etične vrednote za predšolske otroke*. Cilj raziskave je prispevati k vrednotam, ki naj bi jih posredovali predšolskim otrokom. Namenjena je predvsem vzgojiteljem in staršem predšolskih otrok, pa tudi vsem drugim, ki si prizadevajo za kvalitetno predšolsko izobraževanje.

Teoretični del raziskave vsebuje kritični pregled literature o vrednotah med predšolskimi otroci in o vlogi staršev in vzgojiteljev pri razvijanju vrednot, analizo vrednot v treh kurikulumih za vrtce in analizo visokošolskih študijskih programov za vzgojitelje v sodelujočih državah. Pregled literature nam predstavi mnenja relevantnih raziskovalcev o vrednotah med predšolskimi otroci; analiza kurikulumov za vrtce prikaže, da so vrednote sicer vključene v izobraževanje predšolskih otrok, vendar v glavnem kot načela in cilji, medtem ko manjkajo dejavnosti za posredovanje etike. Analiza visokošolskih programov za vzgojitelje pa dokazuje, da se ti tekom študija bolj malo seznanijo z etiko.

Empirični del raziskave daje vpogled v mnenja o vrednotah med predšolskimi otroci, starši predšolskih otrok in vzgojitelji v Sloveniji in v Turčiji. Intervjuji, opravljeni z otroci v vrtcih sodelujočih organizacij, kažejo, da se otroci zavedajo številnih vrednot, ki so del vsakdanjega življenja v vrtcu. Raziskava med starši prikazuje, katere vrednote se zdijo staršem najpomembnejše. Raziskava vrednot med vzgojitelji pa kaže, kako o vrednotah razmišljajo vzgojitelji in kako jih skušajo posredovati otrokom. Empirične raziskave so bile opravljene na manjših vzorcih, ki niso reprezentativni, vendar pa z njihovo pomočjo vidimo, kako o vrednotah razmišljajo v vrtcih, ki so vključeni v projekt.

Raziskovalna študija se zaključi s smernicami za možne izboljšave kurikulumov s pomočjo dejavnosti, ki lahko prispevajo k izobraževanju predšolskih otrok na področju moralne vzgoje in s predlogom za uvedbo etike v visokošolsko izobraževanje vzgojiteljev.

Raziskovalna metodologija vključuje kritičen pregled literature, analizo kurikulumov v vrtcih, analizo visokošolskih učnih načrtov za vzgojitelje, statistično analizo intervjujev z otroci ter vprašalnikov, ki so jih izpolnili starši in vzgojitelji otrok v vrtcih.

Ključne besede: etika, vrednote, predšolsko izobraževanje, predšolski otroci, vzgojitelji, starši predšolskih otrok

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1 LITERATURE SURVEY

1.1. INTRODUCTION

This research is a part of the Erasmus+ project Ethical values for preschool children. Its effects should influence mainly preschool children, preschool teachers and parents of young children. The project contains four important results: the research study, a handbook of activities that acquaint young children with values, presentation of possible new courses of ethics for kindergarten teachers and online course for training of teachers and parents in moral development of children.

The research study presents opinions of relevant authors about values for preschool children and about the role of parents and teachers in development of values, it analyzes the curricula of the three participating kindergartens, it shows how ethics is transmitted to students of preschool education, and at the end gives an insight into the opinions of children, parents and preschool teachers about values.

The handbook on values for preschool children represents a number of activities that can help parents and preschool teachers to introduce their children in moral development. Since three different kindergarten cooperate in the project, the activities are supposed as examples which can be used by those who find them useful – in accordance with the curriculum on the basis of which they work and/or considering one's own convictions.

Analysis of BA programmes for preschool teachers gives an overview of a number of BA courses dealing with the themes ethics, moral development, values etc. in different countries. The research shows that also developed countries like the U.S.A. or U.K. do not offer many courses that would acquaint preschool teachers how to teach ethics or moral development. Still, the authors found and describe some interesting topics and suggest how they could be adapted for use in Slovenian and Turkish BA programmes for preschool teachers. The authors also describe a short training for kindergarten teachers who graduated from preschool education and did not have any courses from ethics.

The online course for preschool teachers and parents contains a number of activities which help to teach values like responsibility, respect, understanding what is right and what is wrong, self-confidence, politeness, helping other people, cooperation, friendship, imagination, honesty, love, gratitude etc.

The research study, the handbook, analysis of study programmes for preschool teachers and online education were prepared to introduce preschool children into values and to acquaint teachers and parents with examples how to do it. On the basis of the research findings we will send an initiative to make changes of the preschool curriculum also to the employees of the public sector that should take care of improvements of the preschool education.

The research study quotes numerous opinions of relevant authors about the meaning of ethics, morals and/or values that teachers should transmit to preschool children and in which way they should perform value education. Kindergarten teachers often ask how to include in everyday activities more moral development because they have less education and less other tools for teaching ethics than for teaching mathematics, society, nature, arts, sports etc. As will be demonstrated in further chapters, students of preschool education do not have many opportunities to get acquainted with values and/or moral development of young children because such courses in BA preschool education are rare and they are not obligatory. The kindergarten curricula in Slovenia and in Turkey often mention values as aims and principles but do not contain activities that could be included in the everyday work with children. Since students of preschool education do not receive enough knowledge on ethics, morals, values, moral development etc. and because kindergarten curricula do not contain activities to teach values, only rare preschool teachers perform planned teaching of values. Slovenian author Kroflic (1997) mentions that preschool teachers are not acquainted with basic rules of moral development and appropriate pedagogical methods.

The research often uses expressions like values, morals, ethics, process of moral formation, education about values, moral education etc. therefore we first quote short definitions of the most often used concepts. We do not discuss the possible different meanings of individual concepts because this is not the aim of this research. The research intended to find out which values should be transmitted to preschool children, what their parents and teachers think

about values and how value education is transferred to preschool teachers during their university studies and by the kindergarten curricula.

The research considers Hoffman's theory on empathy and its relation to social behaviour and moral principles and/or his opinion that the ability to familiarize oneself with emotions of other people and care for others are essential for human survival, that they contribute to the quality of life and to social interactions (Hoffman, 2000, 3- 4). Early prosocial behaviour is motivated by egocentrism because of the childrens' wish to reduce their distress connected with empathy. When children develop and are able to consider emotions and needs of others, they become more prosocial and altruistic. Tomasello and Vaish quote that morality in the meaning of development represents cooperation that requires from individuals to suppress their personal interests or to adapt them so that they are equal to the interests of others (Tomasello, M. in Vaish, A., 2012).

Values are life goals, guidelines and ethical guidance with which individuals or social groups evaluate themselves and the environment in which they live. They offer support to the life style of individuals and define what is important and worth the trouble. They are vital for the society because they give directions to the attitude of people (Priporočila o načinih oblikovanja in uresničevanja vzgojnega načrta osnovne šole, 2008).

According to Vukasovič (1993, 19-24) morals belong to the primary life needs of people that came into being as a list of rules, guidelines, customs, ideals that include attitudes, behaviour, work and judgements of individuals and of the society. This research uses the concepts of morals and ethics in the same meaning (as expressed by Šter, 1994, 5).

Moral education in kindergartens means providing conditions of life and learning that contribute to optimal development of children's personal potentials and consider their basic psychological rights of safety, acceptance and encouragement of character development and gradual attainment of independence (Kroflič, 1997). According to the process-developmental model (Kroflič et al., 1997) preschool teachers manage and direct children so that the children are taught to use their own thinking and creativity. Children and their parents are acquainted with goals of education. Preschool teachers use non-directive teaching methods and education that encourage children's active and responsible discovering of truths and seeking moral principles, and enable children's choice of topics and teaching methods according to their own interests and understanding. The process of moral development should be considered as a

whole and we cannot limit it just on acquainting the children with ethical issues. The task of moral development is also spiritual and not just brain development. Also Marentič Požarnik points out that it is necessary to support education that would not emphasize just certain values (Marentič Požarnik, 2000).

This project and several parts of the research study mainly discuss the opinions on values, kindergarten curricula and preschool teachers education in Slovenia and in Turkey – two countries with rather different history, culture, religion, economy, etc. According to the World Values Survey this causes also differences between Slovenian and Turkish child-rearing values. A number of authors believe that the most important child-rearing values in Turkey are obedience and good manners while intellectual autonomy and imagination do not seem so important to Turkish parents (Acevedo et al., 2013). The most appreciated child-rearing values in Slovenia are independence, tolerance, responsibility, determination/perseverance and imagination while good manners do not seem to be so important (Turnšek et al., 2010). However these differences did not have much influence on our project and on the research study. On the one hand the research study included the literature from the whole world and not just Slovenian and Turkish researchers. On the other hand the examples of value education do not direct the kindergarten teachers, parents and other readers which values they should take into account but leave the choice to their convictions.

There are research studies which show that religion influences children's education (Acevedo et al., 2013), but this research does not discuss the question about what might be the influence of religion on ethics. The research study represents the grounding for further work on the project, especially for the handbook with examples for teachers and parents how to acquaint children with values.

1.2. VALUES IN PRESCHOOL EDUCATION

This chapter discusses the meaning of two main social institutions that transmit values to preschool children: family and kindergarten; it quotes opinions of relevant authors that values should be introduced already among preschool children and which values young children understand.

The main two social institutions that transmit values to the children, are family and kindergarten. Individuals, society and humanity can exist, live together in harmony and peace, and survive if they respect values and realize them (Aydin and Akyol Gurler, 2012). Values help to create the way of thinking of individuals, understand the world and give meaning to the developments in the social environment (Hokeleki, 2011). Protecting the values and transferring them from generation to generation is very important for the quality of life. Values are transferred from generation to generation by many people and institutions. Family is the most basic institution that transfers values from generation to generation and prepares children for their life in the society as it is the first social structure where humans are born, raised, cared and protected (Sengun, 2013). Also the kindergarten is important for children's development (Arslan, 2010). In the kindergarten children get socialized and start to acquire the social values, attitude and behaviour expected from them (Dinc, 2011). In this period, children simulate parents' and teachers' behaviour and take them as model. Behaviour of parents and teachers as model and their attitude to children are among the most important information sources for children (Nesliturk, 2014). Schultz et al. (2011) find out that social-emotional learning in the early childhood provides grounding for further behaviour of children in school. Results of their studies showed that children's learning in this area influenced positive changes in their behaviour.

A number of authors (Johansson et al., 2014) **claim that education in values should start already in the preschool years** because this is important for a tolerant and responsible society. Among the first important scholars who supported this opinion are Piaget and Kohlberg. Kohlberg believed that children should learn moral values through moral dilemmas (Kohlberg, 1978) and that teachers play crucial roles in moral education. Teachers should be good models and should teach children in creative ways, provide an environment for children to explore moral issues in a constructive way because children are impressionable and they

imitate people they admire. Kohlberg's theory of moral development still represents basis for planning moral education (Devjak, 2005, 60) in the U.S.A. and in some European countries. Also the process-developmental model (Kroflič, 1997) is connected with Kohlberg's model of the rightful community. Alpoige (2011) claims that children who acquire values already in the preschool time have more self-confidence, they can make decisions, solve their problems and this helps that they are happier. Kroflič says that moral education in the early childhood is of special importance because preschool children develop some characteristics that are very important for moral actions. Also Jarc (2014) states that preschool children from three to six years are extremely susceptible to development of the character and behaviour. Montessori kindergartens teach children to respect the work of other children and wait till they can get the object which they wish. This represents the change and adaptation of the child and beginning of its social life. Society is not based on individual wishes but on several activities which require waiting, patience, resign, discipline (Montessori, 2011).

Among the most important values for preschool children between 3 – 6 years are care for others, doing right and wrong, mutual helping and sharing (reciprocity). Johansson et al. (2014) examined young children's understandings of values and rules which referred mainly to treatment of others and participation in school. The authors focused on the questions what does it mean to do the right thing in school, what are the rules in school, who decides about the rules and what happens when the rules are broken. Doing the right thing implies, from the perspective of the children, that one shows concern for others' wellbeing. When the children spoke about doing wrong, they often referred to not hurting others. However, they also described mutual helping and sharing, indicating reciprocity as an important moral value. Not hurting others was described on moral grounds and on the idea that fighting and hitting hurts and that hurting others is not a nice thing to do. In one of the schools the rule of not hurting others was interpreted even as not hurting others' feelings. When speaking about doing wrong children mentioned hitting, pushing, being mean, teasing, destroying others' things, punching, kicking, scratching, etc. When speaking about fairness the children mentioned being kind, nice, help others. The children mentioned social customs and manners like being polite, using nice words, do what is expected in class, do one's best. Doing the right things means to share, to make friends, include others in play. The children already understood the golden rule: treating others as yourself – reciprocity.

Peterson and Siegal (2002) focused on the problem of preschool children's understanding lies and mistakes. If children do not lie, they can expect trust and friendly relationships with others. The researchers found out that children aged 3 years already correctly distinguished between lies and mistakes (much better than expected). Preschool children attached greater blame to the informed person who had deceived deliberately than to the uninformed person who had believed that he was speaking the truth. Peterson and Siegal mention that similar high level of awareness of meaning of lying was found by another study made by Gilli, Marchetti, Siegal, and Peterson who tested a group of Italian preschoolers.

An Australian study investigated young children's beliefs about including others in their play (Wainman et al., 2012). In this study the authors investigated how five to eight-year old children think about inclusion/exclusion on the basis of gender and ethnicity, and how children justify their decisions. The researchers asked children if they wanted to play with somebody of different gender or skin colour and then asked all the children whether or not the child should be included and why they decided for a certain answer. The research findings show that the majority of children found exclusion on the basis of gender or ethnicity wrong although children differentiated between the two types of exclusion. In accordance with previous research the children expressed opinion that exclusion on the basis of gender is more grounded than exclusion on the basis of ethnicity. The research showed that the majority of children were inclusive and refused the thought that they should not play with somebody who is of different gender.

Kopnina (2013) explored the Dutch children's (this research was made among upper-elementary level of children – 7 – 9 years old and not among preschool children) attitudes toward consumption in order to contribute to environmental education. Consumption is one of the largest contributors to the current environmental crisis as the world consumes too much energy and materials to sustain itself. Care for the environment has become an important part of the education but over-consumption is still a rather rare topic treated in preschool education. Kopnina claims that educational modules and/or syllabi for reduction of (sustainable, responsible, green) consumption still have to be developed. Kopnina's study which investigated the attitudes of children and their parents toward consumption revealed that the children generally discussed consumption as related to environmental problems and expressed relatively high environmental concern. The children saw “sustainable consumption” as the only solution to the perceived problems. However, she found differences

between three different groups of children. Those who belonged to relatively rich society felt guilty because of too much consumption while one of the groups which contained mainly immigrants saw consumption as something desired.

Ojala and Talts (2007) compared children's learning achievements between Finnish and Estonian kindergartens, among other subjects also in the area of ethics. In the field of ethics children in Helsinki achieved much higher scores than in Tallinn. The Finnish preschool curriculum guidelines refer to strengthening childrens' positive self-image, their ability to learn skills, encourage children to reflect on what is right and wrong, develop children's feelings for the nature and human-made environment. The pedagogical strategy stresses the importance of a child centred approach. The Estonian Framework Curriculum for Preschool Education emphasizes especially development of children's intellectual, social, physical abilities which are viewed as obligations that children should achieve before they start school. There is quite a lot of continuous drill of numbers, letters, writing etc. The Finnish preschool children got much higher mean scores in ethics than those in Estonia (especially girls). Learning achievements in science and the environment, healthy sense of self-esteem, and physical and motor development were higher in Estonian preschool. The authors think that teaching ethics is much more difficult task for Estonian than for Finnish children because Estonian preschool education combines the characteristics of recent totalitarian society and the attempt to achieve the level of the advanced societies at an accelerated rate. However, they also ask if this is really so because teachers' education in Finland gives more knowledge in certain areas (like ethics).

Craig (2009) claims that preschool children can be acquainted with basic values like sharing things with others, respect, tolerance which contributes to the interaction with other individuals.

Cavaletti (2008) states that also religious experience is important in moral development, that preschool learning contributes to harmonious development of children and that it prepares children for later years.

Some contemporary investigations of values and rules in the preschool education make a research of values from the children's perspectives. The idea of children as active subjects of constructing their value systems has got international attention in the last years. Broström

(2012) claims that children are seen as active subjects and participants who have a legitimate basis in the United Nations Convention of the Rights of the Child. However, the voice of children is not always what it is supposed to be. Hreinsdottir and Davidsdottir (2012) report that the Icelandic National Curriculum Guide for Preschools emphasizes children's active participation in planning and evaluating within the preschools, but children often have no power and have to listen to adults.

This chapter shows that the main social institutions that influence preschool children are family and kindergarten and quotes a number of relevant authors who emphasize the importance of transmitting values to preschool children. Among the first researchers who dealt with ethics in the preschool period were Piaget and Kohlberg. Up to now there have been many scientists from different parts of the world who have dealt with this theme. They show how and which values should be transmitted to preschool children: respect of the work of other children, waiting, patience, resign, discipline (Montessori), understanding what is right and wrong, care for others, that one should not hurt others, mutual help, sharing things with others, reciprocity, that one should be kind, nice, do what is expected in class, do one's best, be friendly, include others in play (Johansson et al.), appreciate the truth (Peterson and Siegal), encourage children to reflect on what is right and wrong, develop children's feelings for the nature and human-made environment (Ojala and Talts), about inclusion/exclusion on the basis of gender and ethnicity (Wainman et al), sharing things with others, respect, tolerance (Craig), religion (Cavaletti) and that over-consumption is wrong (Kopnina).

The above mentioned values are used as basis for our empirical investigation in the second part of this research and for all further work on the project.

1.3 ROLE OF PARENTS IN DEVELOPING VALUES OF PRESCHOOL CHILDREN

This chapter discusses opinions of relevant authors about the role of parents regarding moral development of preschool children. It describes which values are important for parents, in what ways parents can transmit values to their preschool children, ways of parent training that would help with value education of their children and that cooperation between parents and preschool teachers is also important.

Malti et al. (2013) claim that **parents play an important role** in the development of moral emotions and that children need to experience the support of their parents. Parents are important for ethical education of their children because they represent models that children follow. Parents teach children how to behave and their teaching depends upon their own beliefs concerning morality (Camodeca, 2015). White and Matawie (2004) claim that parents' moral thought predict their children's morality and that this relationship is moderated by socialization processes such as cohesion, adaptability, and positive communication.

Also Kovačič Peršin (2013) says that the child assimilates values especially because of his parents whose attitude is his model. The child receives the first impulses of ethical perception by the loving relationship of the parents during the first years of his life. In this relationship of unconditional love the child feels accepted and safe therefore he answers with trust and love. His parents' care spontaneously leads the child to responsible relationship towards other people and responsibility is basic for moral behaviour. It is almost impossible to replace the loving parental relationship.

Žorž (2012) claims that the child accepts values on a very concrete level - on emotional basis – because they come from parents and because he acquires parental affection if he respects the demands, orders, prohibitions of his parents. Educating children for values begins in a simple way – with what every parent knows. It is important that parents can explain why they require something – that they stimulate the child's curiosity. When the child is capable of abstract thinking, it is important that these explanations become more spiritual.

In spite of the above citations all the research studies do not prove that parents understand their role of educators. Zellman et al. (2013) made a research (among focus groups of Moroccan

parents) about how parents find themselves in education of their preschool children. The researchers found out that parents do not believe that young children's experiences influence their intellectual development or success in school therefore parents do not think that intellectual stimulation of children is a value.

De Leon (2012) found that **the parents** who participated in her research about positive behaviour among preschool children **appreciated especially the following values:**

- (1) being polite and respectful especially to adults,
- (2) being obedient,
- (3) being caring towards their siblings,
- (4) being helpful, and
- (5) being generous (i.e., share food and toys to siblings and playmates).

Parents believe that these qualities would allow their children to become socially adjusted, well-mannered children who will become competent adults capable to decide what is right and what is wrong. These parents agreed that the home is where children should learn these qualities, and that the parents are primarily responsible for teaching these behaviours. The parents identified a number of methods which they employ. De Leon classified them into three types namely, *physical*, *verbal*, and *cognitive* approaches. The physical method of teaching involves bodily punishment. This is most often used to weaken the children's negative behavior such as disobedience, fighting with another child, or hurting another child. The verbal approach involves use of words of affirmation (e.g., very good), and reminders (e.g., thank you, behave) to strengthen the children's positive behaviors, or use of harsh words to weaken negative behaviors. The cognitive approach involves processing situations like listening to morals from a story, witnessing a fight in school or in the street, watching an unpleasant scene on TV, etc. and personal situations when the children themselves got into a fight or were rude towards an adult. The cognitive approach is used to weaken or to avoid developing negative behaviors.

Nesliturk (2014) examined the effect of mother attitude on the values of preschool children. The findings of the study indicate that attitudes of mothers have effect on the values like: - ---
responsibility
respect
cooperation
righteousness

friendship and
sharing.

Children take attitudes demonstrated by their parents as model for learning values and adopt them by simulation and identification. These attitudes turn to habit and become integral part of personality. In this way, parental attitude takes important part in children education.

Aydin and Gurler say that parents teach their children what is right and wrong (Aydin and Gurler, 2012 in Nesliturk, 2014).

Children raised in a democratic way develop in creative, open, critical people who are able to express their views, to question rules and can produce alternative ways of the problem-solving. They have high level of self-perception, and good communication with environment (Pesken Akca). Too authoritarian attitude has negative effect on the social skills and self-confidence of children (Roopnarine, 2006).

Children raised in a family environment adopting too permissive parental attitude are supposed to have low social skills and self-confidence, high egocentrism, lack of responsibility and low academic achievement (Afat, 2013).

Tulviste's study (2013) observed the following values:

Trustworthiness

Independence

Good manners

Respect of others

Hard work

Self-confidence

Determination

Smartness

Imagination

Ambitious goals

Healthy lifestyle

Obedience

Unselfishness

Sports

Religious education

Thrift/saving

Good looking.

Parents can transmit their moral convictions by stories, explanations why their way of attitude is right, or by daily discussions and comments among the family members about different situations that include themselves or others.

Wyatt in Carlo (2002, v Camodeca, 2015) suggest that parents express their moral influence by expectations. Parents who externalize blame and avoid taking their responsibility might easily reflect this disengagement in their child-rearing practices. Thus, children may develop unconcern, low empathy, and the belief that misbehavior is justified and that responsibility can be shifted, which, in turn, increases the likelihood of enacting selfish and aggressive behavior.

Some authors emphasize the **importance of parent training for a more effective value education of their children** (Kierfeld et al, 2013). Externalizing problem behaviour includes aggressive, defiant, hyperkinetic, inattentive, impulsive, and oppositional behaviour. These behaviours often persist throughout the life course and are risk factors for delinquency and crime. Because externalizing problem behaviour becomes increasingly resistant to change, it is important to offer intervention programs as early in life as possible. Several studies show positive effects of behavioural parent trainings that target the parent as the primary agent of change. However, practical and psychological obstacles (stigma, travel time, work schedules, and financial costs) often prevent families from accessing therapist-led face-to-face interventions. Bibliotherapy has the potential to reach those that would otherwise not be able to receive face-to-face therapies (e.g., families living in rural areas or low economic neighbourhoods). Because families become actively involved in their treatment, bibliotherapy may foster self-monitoring and a sense of empowerment Parent-delivered bibliotherapy has been found to enhance parental competences and to reduce oppositional, disruptive, aggressive, and hyperactive child behaviour. Telephone-assisted self-administered behavioural family intervention in the form of bibliotherapy has the potential to reduce children's problem behaviour and to improve parenting strategies. This study demonstrated that bibliotherapy is an effective treatment especially for well-educated parents.

Havighurst, Wilson, Harley, Prior and Kehoe (2010) wanted to improve emotion socialization practices in parents of preschool children by schools for parents. The results showed that parents in the intervention condition reported significant improvements in their own emotion awareness and regulation, increases in emotion coaching, and decreases in emotionally dismissive beliefs and behaviors.

Sad and Gürbüzürk (2013) stressed the importance of appropriate **partnership of parents and preschool teachers**. If they cooperate children achieve better academic results, they have less problems with behaviour, higher level of self-independence, they feel well and safe in school and improve relationships. Also Dumčiene (2014) claims that partnership between parents and educators is most important for the holistic development of the preschool children. Dumčiene's research shows that parents in preschool education institution were often interested in child's health and diet (73.4%), meeting their needs (72.9%), knowledge (60.8%) and safety (59.8%). Anupama (2010) points out that the educators should not ignore the ideas of the parents, proposed changes or novelties in the process of educational organization.

The majority of preschool curricula state that parents are responsible for their child's upbringing and development and that the preschools should supplement the home upbringing. The parents should have the possibility to influence activities in pre-school. During the first two or three years parents communicate more about the child's physical well-being (if the children have eaten, slept etc). When the child becomes older, his/her emotional well being becomes more important – the child's social life, relation to friends and staff etc (Sandberg, Vuorien, 2008).

This chapter shows that parents have central role in the education of their children because they represent models that children follow. Parents teach children how to behave and their teaching depends upon their own beliefs concerning morality. The cited literature lists a number of values with which parents (and especially mothers) want to transmit to their children: what is right and what is wrong, what is true and what is a lie, what is good and what is bad, what means to do harm, injustice, being polite and respectful especially to adults, being obedient, being caring towards their siblings, being helpful, being generous (i.e., share food and toys to siblings and playmates), responsibility, cooperation, friendship, trustworthiness, independence, hard-work, self-confidence, determination, smartness, imagination, ambition, healthy lifestyle, sport, thrift/saving, and good looking. These values

are of special importance for our further research because the paper intends to develop a questionnaire for parents about values and a training course for parents.

1.4 ROLE OF TEACHERS IN DEVELOPING VALUES OF YOUNG CHILDREN

This chapter describes opinions of relevant authors about the importance of preschool teachers in moral development of young children, suggestions how teachers should build their professional ethics and how they should transmit values to preschool children in practice.

Teachers are according to opinions of many authors among key persons who can contribute to development of values among preschool children. There are two sets of values which influence teachers' transmitting ethics to children: teachers' personal values and values defined in ethical codes of the kindergartens in which they work. Preschool teachers cannot be neutral regarding values even if they want to. Values are always at least implicitly present in the educational process because they are a part of the personal structure of each educator. Therefore it is important that teachers are aware of values that they try to develop among children and think about how they educate by their relations to children, by their choice of themes and teaching methods, by their choice of materials, ways of process management, expression of expectations, answers to different situations, assessment methods, evaluation of information, expressions of their viewpoints and convictions and in other ways (Priporočila o načinih oblikovanja in uresničevanja vzgojnega načrta osnovne šole, 2008).

Harcourt and Mazzoni (2012) claim that teachers are key persons in promoting the rights and responsibilities of preschool children and that they should establish sensitive relationships with them. Also Arslan (2010) quotes that the preschool teachers play a major role in the development of children during preschool years.

Brock (2012) tried to create **a model of preschool teachers professionalism** from practitioners' perspectives and claims as important the following seven dimensions of professionalism: 1) knowledge, 2) qualifications, training and professional development, 3) skills, 4) autonomy, 5) values 6) ethics and 7) rewards. The dimension of values represents sharing of a similar ideology based on appropriate knowledge, education and experience, strong belief in teaching and learning through play-based curriculum, beliefs and principles for appropriate provision that meets children's and families' needs, commitment to professional values and vocation built on moral and social purposes and accountability to the children and families. The dimension of ethics includes ethical principles and engaging with

values regarding the education and care of children, high level of commitment to professional role, to children and families, collaboration with colleagues, being inclusive although valuing diversity in relationships with children, families and communities, code of ethics applied to everyday practice.

Arslan (2010) suggests that the education of preschool teachers should include the topics like problem-solving and communication skills. The individuals are in an interaction and influence each other therefore it is necessary for each person to pay attention to the other's problems and use a constructive way of problem-solving, to be supportive, accepting, and to initiate and maintain good communication.

Tirri and Husu (2000) mention that in the context of the preschool education the values of teachers, parents and children are in a permanent dialogue with each other. Teachers should consider personal values and ethical standards of the teaching profession. Basic elements of the teachers' professional morality are the moral stances of care and responsibility. Several empirical studies show that teachers cannot separate their own moral character from their professional characteristics. The authors quote five virtues (defined by Sockett, 1993, 62): honesty, courage, care, fairness and practical wisdom as the core of teaching and thus place their research on the virtue epistemology. The empirical part of their research included 26 written reports of ethical conflicts experienced by preschool teachers in Finland. The main problems referred to the conflict between private and public interests. Conflicts between teachers and parents are frequent and in such cases teachers should act according to their professional codes while parents can rely on their personal opinions. There were also conflicts in the institutions caused by different ethical standards of teachers. They had different desires, needs and aims and interpreted ethical reasoning in a different way.

Öztürk (2010) suggests three recommendations for further ethical development of the preschool teachers: the teacher should be a good model for children, the teacher should manage the class according to the regional culture where he/she works, and teachers should be aware of behaving in such situations according to the principles of both their association and their society. Preschool teachers should pay attention especially to the following:

- 1) Civil rights, educational politics, and the school system. Teachers should be aware of their responsibilities.
- 2) Teachers should determine their ethical principles using cases and circumstances.

- 3) Teachers should be aware of ethical principles.
- 4) Teachers should take into account various moral theory when they determine ethics rules (especially general principles such as justice, human rights, or respect for persons; an ethics of care, compassion, virtue theory, and evolving traditions of one's community)
- 5) Teachers should provide peace and happiness to children, develop their positive social relationship, and respect their ideas and personalities.
- 6) Teachers should be responsible, cooperative, honest, and respect knowledge, curiosity, thinking creatively, and learning throughout life.
- 7) Teachers should be aware of values such as respect for social rights and justice and eliminate discrimination.

Kovacic Persin (2013) mentions that preschool teachers should have appropriate education and be morally strong personalities. Especially the strong personality in ethical sense is important because teachers mainly function as models.

Also Kroflič (1997) says that the most important for preschool teachers are knowledge and experiences and consistent moral attitude.

Thompson (2011) suggests that schools and universities should offer programmes with courses about teaching moral development in kindergartens. Preschool teachers should decide about the syllabus and include their own innovative methods for value education and discuss with parents which values should be transmitted to children.

Practical cases that would show how teachers transmit values to children in practice are very important for our project but there is little research. Concrete descriptions were found in the work of Nowak-Fabrykowski (2010) therefore her findings are presented below by a longer description. Nowak-Fabrykowski asked teachers if they could elaborate on specific lesson plans, books and activities, if they remembered some episodes, stories in which their children demonstrated caring, what they would advise the new teachers struggling to help develop caring dispositions. Very few teachers answered but some gave examples.

Some try to be models how to be a kind, caring teacher in the classroom; there is role playing with children, and stories about caring and kindness. They use everyday opportunities:

helping a child that does not understand work, that gets sick in class, use thank you and excuse me, make Valentine's Day cards for veterans in hospital, welcome special needs children, each child donates stuffed animals and health care products to poor children, children offer to tie someone's shoe, share things, play together on projects, bring in five toys to share with a hunger centre. The kids care about their friends when they are absent for being out sick. In one of the schools the teacher told the story about a child who emptied his piggy bank so he could give something to poor children. Every year she prepared rules of behaviour such as 'Always walk, keep hands and feet to yourself, use kind words, be quiet when the teacher is speaking, try to work things out yourself'. When someone does something wrong or uses 'words that hurt', children put their knees together and each tells their side of the story. Then they work it out.

One of the teachers who has been teaching for 23 years is implementing a 'Fishing for Kindness' chart. The child receives a paper fish on a chart (next to his name). When he is caught being kind to others, helping others, sharing, taking turns complimenting others, saying please and thank you he earns one fish. On Fridays the child with the most fish wins a prize (toy).

The teacher with 28 years of teaching experience emphasised establishing rules called 'We care':

- (1) We listen to others.
- (2) Our hands are for helping (we do not hurt anyone on the outside or inside).
- (3) We are responsible for what we say and do.
- (4) We use caring language (words that are kind, necessary and true).
- (5) We care about each others feelings.

These rules are reviewed daily on a chart. A copy is sent home.

Some teachers recommend:

- 1) Always accentuate the positive, speak kindly to children
- 2) Praising good deeds, politeness and kind acts in front of other children
- 3) Show by example
- 4) Praise the positive dispositions you witness
- 5) Reading and discussing stories, feelings, relate life to books and books to life.

- 6) Building a peaceful classroom, stressing that hands are for building a better world, community for everyone
- 7) Helping handicapped children in wheelchairs-opening doors, moving chairs out of their way
- 8) Helping very shy children and befriend with them
- 9) Helping a child after he was in the car accident- taking care of him like a little brother
- 10) Children help younger children tie shoes, put on resting rags, picking up spilled work, help each other sweep, get tissue for crying child, get janitor for spilled lunch tray
- 11) Adding caring 'good deed' notes to the tree in our room. What can you do for others?
- 12) Christmas family gift made(tin of popcorn)
- 13) Singing for Seniors
- 14) Helping a friend when they are sad or crying helps both parties.

The children also read a number of books with ethical points, discuss caring and kindness, establish classroom rules: never hurt someone on the inside or the outside, kindness mark on the tally chart if the teacher sees children demonstrate a kindness, children befriend and help shy children, children share toys with those that miss their moms. Another example that was given was a 'kindness chart'. Children fill hearts every day if they do something nice for someone. The parents also fill out the form if their child does something in one or more of these categories: showed sharing and caring; respect; responsibility and kindness. They read this in class and parents love this activity.

The teacher with 27 years of teaching experience said 'Treat your students as you would want your own children to be treated. Ask yourself: Would you like your own offspring in your classroom? Why yes? or Why not?' Other advice is to demonstrate empathy for others. Discuss how would you feel if it happened to you.

This chapter lists opinions of many relevant authors that also preschool teachers are very important for the development of values among preschool children and that teachers should work on building their ethics. The chapter also describes a research with examples of concrete value education in practice.

2 VALUES IN THE KINDERGARTEN CURRICULA

Slovenian, Turkish and Montessori curriculum and also preschool curricula of other countries mention values as important goal that should be achieved in the kindergartens. Values in the curricula are expressed explicitly (they are defined) and implicitly (included in aims, activities and topics). The below analyses of the preschool curricula try to list detailed examples of values in the curricula of all three participating organizations and the last part contains the comparison of values.

2.1 ANALYSIS OF THE SLOVENIAN CURRICULUM FOR KINDERGARTENS

Slovenian Curriculum for kindergartens was accepted by the Professional Council of the Republic of Slovenia for public education in 1999. It is published on

http://www.mizs.gov.si/fileadmin/mizs.gov.si/pageuploads/podrocje/vrtci/pdf/vrtci_kur.pdf.

This Curriculum is used by the majority of the Slovenian public kindergartens that follow high standards of Slovenian preschool education. This curriculum is the basis for the work of the participating organization Leila d.o.o.

In its introduction the Slovenian Curriculum claims that some activities like moral development, caring for health, safety etc. are involved in all the areas of preschool education and are a part of the way of life and work in the kindergarten (Kurikulum, 1999, 4).

The Curriculum for kindergartens lists aims and principles for realization of the aims and areas of activities in the kindergartens.

Among the aims there are:

- Open and flexible curriculum in different programmes for preschool children
- Diverse offer in all the areas of activities in kindergartens
- Balanced offer of different areas and activities of preschool education
- Enable individuality, diversity and choice
- Formation of conditions for expressing differences (non-discrimination regarding the gender, social and cultural origin, religion, nationality, physical and mental constitution)
- Respect of children's privacy and spoštovanje zasebnosti in intimacy

- Increase of the quality of interpersonal interactions
- Reorganization of the time in the kindergarten
- Reorganization of the place and equipment
- Autonomy and professional responsibility of kindergartens
- Increase of the role of evaluation in planning the life and work in the kindergarten
- Improvement of information and cooperation with parents (Kurikulum za vrtce, 1999).

Among the aims Slovenian Curriculum explicitly mentions considering values like non-discrimination regarding the gender, social and cultural origin, religion, nationality, physical and mental constitution, respect of children's privacy and intimacy, increase of quality of interpersonal interactions and better information and cooperation with parents.

The principles of realization of aims list:

- Principle of democracy and pluralism
- Principle of the open curriculum, autonomy and professional responsibility of the kindergarten
- Principle of equal possibilities and considering differences among children and the principle of multiculturalism
- Principle of enabling choice and diversity
- Principle of respecting privacy and intimacy
- Principle of balance
- Principle of professional basis
- Principle of conditions for introduction of the curriculum
- Principle of horizontal connection
- Principle of vertical connection
- Principle of cooperation with parents
- Principle of cooperations with environment
- Principle of teamwork
- Principle of critical evaluation
- Principle of the developmental – process approach
- Principle of active learning (Kurikulum za vrtce, 1999, 5 – 9).

Also these principles emphasize values, especially differences among children, respect of privacy and intimacy, respect of parents, their culture, language, religion, values, convictions, customs, habits etc.

Curriculum for kindergarten mentions values also within relations among children and among children and adults and/or social learning (Kurikulum za vrtce, 1999, 12): the preschool teacher should be a model for a nice and kind communication, attentive and respectful listening, and conflict-solving in a positive way.

Some values are included also in the areas of preschool activities such as:

Sports/Movement

Language

Arts

Society

Nature and

Mathematics.

Within the movement activities the Slovenian curriculum mentions that children acquire values like self-confidence, considering the rules of the game, cooperation, respect, considering differences, persistence, learning about nature in connection with movement. Among examples of the activities there are many that develop movement skills but there is little emphasis of values. Kurikulum (pp. 18) recommends teachers to speak about appropriate behaviour, about success and failures in sports.

In the area of language education the Slovenian Kurikulum (1999, 19) mentions the values of the communication culture and politeness, development of moral-ethical dimensions when listening to and reading stories, positive relation to literature. The activities list listening to stories, songs and daily communication but they stress mainly verbal skills and not e.g. values in interpersonal communication.

The area of arts emphasizes the values of creativity and aesthetics (Kurikulum za vrtce, 1999, 23). The curriculum lists many activities, e.g. fine arts, moulding, music, dancing, drama etc. However also these activities do not explicitly present how the teacher can develop and stress values like responsibility or self-confidence.

The area of society speaks about development of tolerance, respect of differences, critical approach to advertising (Kurikulum za vrtce, 1999, 32), respect of basic human rights, democracy, privacy, polite behaviour and communication, team work and individual

decisions, problem-solving etc. Global aims in this area explicitly list the principles of democracy, non-discrimination (Kurikulum za vrtce, 33), diversity, safe and healthy life. Among the aims of this area there are experiences of democracy, helping each other, cooperation, accepting different gender, nationality, religion, development of friendship, rules in the kindergarten and development of a critical approach to commercial themes. Among examples of the possible activities (Kurikulum, 34 - 36) there are activities that should encourage understanding of rules (Kurikulum, 35), discussions of political and ethical questions in the society and about advertising (Kurikulum, 36). The Curriculum emphasizes that teachers should develop appropriate behaviour of children, critical approach toward advertising and different ideological influences, and that they should prevent nationalism, racism and gender discrimination.

In the area of the nature the Kurikulum (1999, 37) emphasizes development of joy and considering nature, plants and animals. The list of aims quotes that children can influence their environment (Kurikulum, 1999, 38), learns about rubbish, possibilities of their modification; the activities mention hygiene (Kurikulum, 1999, 39), organizing of the classroom and observing plants and animals (Kurikulum, 1999, 40) and rubbish sorting.

The area of mathematics lists most numerous possible activities but they do not include values.

On the basis of this survey it is difficult to say that the Slovenian curriculum for kindergartens does not include any moral-ethical dimensions. Values are present among aims, principles and within other areas of preschool activities, except mathematics. However, it is not exposed which values are developed by certain activities; the Curriculum does not list enough activities that would help teachers and parents develop values and there are no precise descriptions how to perform individual activities.

It is easy to say that the teachers should develop and introduce such activities themselves. But Slovenian preschool teachers did not have education from morals, ethics, values etc. Even now such courses are rare and only elective.

2.2 ANALYSIS OF MONTESSORI PROGRAMME (ANGELA'S KINDERGARTEN)

Angela's kindergarten and 5 other Montessori kindergartens use the **Montessori programme** which was checked and received a positive opinion of the Professional Council of the Republic of Slovenia for general education on 17 June 2004:

<http://ursulinke.rkc.si/javno/gradiva/program%20montessori%20vrtca%20-%20angelin%20vrtec.pdf>

Other Montessori kindergartens in Slovenia use a slightly different Montessori curriculum which is also recognized by the Professional Council of the Republic of Slovenia for general education:

http://www.mizs.gov.si/fileadmin/mizs.gov.si/pageuploads/podrocje/vrtci/pdf/Program_montessori.pdf

The main difference between the two curricula is that the Montessori curriculum of Angela's kindergarten as a catholic kindergarten enables children's development of religious abilities and education.

Introduction in the Curriculum of Angela's kindergarten claims that the Montessori education intends to respect children's dignity, freedom and rights as defined by the General Declaration of Human Rights (Program, 2004, 4).

Among the basic aims of the Montessori education are:

- Encouraging children for self-discipline, self-learning and independence
- Encouraging children's enthusiasm for learning
- Encouraging children to respect themselves, other people and environment
- Encouraging children for a systematic approach to solving difficulties
- Encouraging children for peace (Program, 2004, 5).

Montessori teachers are required to have values like patience, humour, wide interests, to work without hurrying, move discretely and peacefully. The teacher should never shout, be angry, quarrel or hit somebody. Teachers should be pleasant, polite, sincere, open, clear, determined, develop team-work (Program, 2004, 23). He/she should accept inappropriate behaviour of

children with understanding and not with punishment and never humiliate or mock a child (Program, 2004, 13).

In the Angela's Montessori programme there are the following areas: everyday life, perception, language, mathematics, movement, arts and science. Angela's kindergarten emphasizes also religious education (Program, 2004, 4, 24).

The direct and indirect aims of the area of everyday life speak about values like independence, sense for order, self-confidence, politeness, respect. Among the activities for children aged from 1 to 2/3 years the programme explicitly mentions e.g. hygiene, care for environment, learning of politeness and respect (greetings, eating with friends, quiet speaking etc.). Among the activities for older children there are descriptions of preparing the food, cleaning, working with plants inside the kindergarten and in the garden (Program, 2004, 26 - 27).

The areas of perception and mathematics do not speak about values – neither among aims nor among activities.

In the area of the languages the programme describes development of values like politeness and respect, moving with the music and the silence game (Program, 2004, 33).

The aims of the area of movement/sports (Program, 2004, 38) speaks about values like independence, self-confidence, respect of rules (respect of others, of the environment and safety), cooperation, accepting victories and failures. Among the activities the Programme mentions activities on the line, the silence game and exercise for persistence (Program, 2004, 39).

The area of arts contains aims that quote aesthetics (Program, 2004, 40). Although the Programme quotes a number of the possible artistic and music activities it does not mention values.

The area of science speaks about the values of understanding and tolerance (referring to the investigation of foreign cultures) which contributes to the larger aim of peace. In the frame of botany the programme mentions caring for plants (Program, 2004, 43 – 44).

A number of values are described in the area of spiritual development/religion, e.g. ability of self-control, independence, self-confidence, love, order etc. (Program, 2004, 48).

Similarly as the Slovenian Curriculum for kindergarten, also The Montessori Programme contains a number of values, expressed within intentions, aims and activities etc. When speaking about activities, also the Montessori curriculum does not have detailed descriptions of activities that would help the kindergarten teachers and parents to develop these values. Therefore also the Montessori programme needs more precise descriptions of activities to develop responsibility, courtesy, respect, truthfulness, self-confidence, friendship, etc.

2.3 ANALYSIS OF THE TURKISH PRESCHOOL PROGRAM

The "Turkish Preschool Program for 36-72 months children" was put into practice to be piloted and developed by The Ministry of National Education in 2006. The program development work was conducted in 2012-2013 taking into account the national and international research, the feedback coming from the implementation and analysis of the current situation based on Strengthening Preschool Education Project work. Program development work has been completed in this process taking into account the contribution of all the stakeholder establishments and institutions that provide pre-school education.

The programme <http://tegm.meb.gov.tr/dosya/okuloncesi/ooproram.pdf> cites that the general objectives of Turkish National Education are to train all individuals of Turkish nation as citizens who adopt, protect and improve the Turkish nation's national, moral, humanitarian, spiritual and cultural values; who love and try to glorify their families, country and folks; who know their duties and responsibilities and behave accordingly as citizens of the Republic of Turkey that is a democratic, secular and social law state based on the human rights and the fundamental principles at the beginning of the Constitution.

The Objectives of the pre-school education are:

- to ensure the children's physical, mental and emotional development and acquire good habits,
- to prepare them for primary school,
- to create a joint training environment for children coming from disadvantaged environments and family
- to provide that the children speak Turkish accurately and well.

The basic principles of the preschool education:

- With the education provided in preschool, children's feelings and behaviors such as sharing, love, respect, cooperation, responsibility, tolerance, solidarity must be improved.
- Education must ensure that children feel self-esteem and confidence and acquaint them with self-control.
- Children should not be treated as to damage their personality and teachers should not place any restrictions or pressure within the communication with them.

- Children must be encouraged to develop independent behavior; they must be provided adult support, guidance and reassuring proximity when they need help.
- Children should be encouraged to recognize their and other people's feelings (Preschool Education Programme, 2013, 11).

The preschool programme mentions 16 basic features, one of them also cultural and universal values.

In the curriculum there are activities for preschool education such as:

- maths activities,
- drama activities,
- activities of preparation for literacy,
- art activities,
- Turkish language activities,
- game activities,
- music activities,
- science activities,
- movement- locomotor activities,
- field trip activities.

Ethical values are not described as separate activities in the curriculum and in the above mentioned activities, teaching ethical values is not explicitly addressed. Ethical themes are interwoven in the curriculum and may be taught in these activities in forms of games, songs, dramas etc. However the above mentioned activities and areas do not include ethical concerns.

Only in art activities, it is mentioned that art activities help the children to respect the differences by allowing a better understanding of children's self, culture and other cultures. In music activities, it is highlighted that musical events (either individual or performed in community), enable that the children develop values like cooperation and collaboration and listening to others.

Science activities promote environmental awareness in children while acquainting them with life realities. It should be noted that the teacher's attitude should be true and they should

behave correctly in order for children to develop the right attitude towards the children's environment and in order to do the right thing (2013, 48).

The Turkish Pre-school education programme says that pre-school education programme takes into account the cultural and universal values. In terms of their growth as individuals with their responsibilities, it is important that the children recognize the values of the society in which they live, and embrace cultural and universal values. The program, in this respect, encourages the respect for differences and acquisition of experiences to coexist in harmony with individuals with different characteristics. In the programme, values education is not addressed as a separate area, but is highlighted in a holistic manner (Preschool Education Program of Ministry of National Education, 2013, 17).

It can be concluded that the general objectives and principles mention moral and ethical values that need to be addressed in preschool: sharing, love, respect, cooperation, responsibility, tolerance, solidarity. But Turkish kindergarten teachers do not have a clear and thorough explanation about how and when to explain these values to children. In the curriculum there are no specific activities, methods or techniques that would acquaint children with ethical values. Also the Turkish curriculum for kindergartens needs a detailed description of activities with which teachers could contribute to the development of values like responsibility, courtesy, respect, truthfulness, self-confidence, friendship, how to show children what is right and what is wrong, how they can help others, cooperate, etc.

2.4 COMPARISON OF VALUES IN THREE PRESCHOOL CURRICULA

The above analyses of three kindergarten curricula show that the curricula include aims, principles and activities. All three curricula contain fairly detailed activities in the areas of movement, language, arts, society, science, mathematics and others. Values mentioned in the framework of aims and principles, represent basic orientation for preschool teachers but concrete help is offered by activities. These activities are the tool that the teachers can use when transmitting themes to the children. If teachers have at their disposal only suggestions that they should include values in the activities of different areas, they can interpret each suggestion in their own way or do not include it at all because they do not know how to do it. If they had descriptions of activities that could include them in their pedagogical work.

Values mentioned in the Slovenian Curriculum for Kindergartens, in the Montessori Programme and in the Turkish National Curriculum are as follows:

Slovenian Curriculum for Kindergartens (La petite Academy)	Programme Montessori (Angela's Kindergarten)	Turkish National Curriculum
Health, hygiene	Health, hygiene	
Self-confidence	Self-confidence	Self-confidence
Non-discrimination		
Politeness	Politeness	
Acceptance of success and failures	Acceptance of success and failures	
Critical approach to commercial themes		
Basic human rights	Children's rights	
Democracy		
Respect of privacy		
Communication		
Respecting diversity		
Helping each other		

Cooperation	Cooperation	Cooperation
Respecting rules	Respecting rules	
Self-respect		
Responsibility	Responsibility	Responsibility
Respect of nature	Caring for environment	
Creativity		
Appreciation of literature		
Aesthetics	Aesthetics	
Tolerance	Tolerance	Tolerance
Problem solving		
	Discipline, order	
	independence	
	Acquisition of knowledge	Preparing for school
	Self-control	Self-control
	Self- learning	
	Concentration	
	Solving difficulties	
	Initiative	
	Peace	
	Love	Love
	Persistence	
	Internationalization	
	Praying, meditation	
	Positive attitude	
		Sharing
		Solidarity
		Family
		Do the right thing

The analysis of individual values shows that there are considerable **differences** between the three curricula and that there are differences also among values described in literature and in the curricula. All three curricula contain values like self-confidence, cooperation, responsibility and tolerance. Two of the above curricula mention values like politeness, health

and/or hygiene, appreciation of nature, human/children's rights, respecting rules, aesthetics, acquiring knowledge, self-control, accepting success and failure, love. However, curricula speak also about other values. It is interesting that the relevant researchers in the first chapter of this research mention many other values than those described in the curricula: caring for others, what is right and what is wrong, helping others, generosity (sharing things with others), honesty, kindness, non-discrimination, truthfulness, less consumption, patience, religion, waiting, resignation, discipline, obedience, justice, friendship, reliability, independence, hard work, energy, cleverness, imagination, ambition, altruism, empathy, positive attitude, development of peace, creativity, tradition etc. This means that some values seem to be important to more people: self-confidence, cooperation, reliability, tolerance, politeness, health/hygiene, appreciating nature, human/children's rights, respecting rules, aesthetics, acquiring knowledge, self-control, love.

All three curricula speak also about the kindergarten teachers. Slovenian national curriculum requires that teachers should be a model, encouraging, kind, positive, respect children, be able to solve problems. Montessori teachers should be patient, with sense of humour, working without hurry, understanding, respectful towards children, encouraging, able to solve problems, polite, pleasant, sincere, open, clear, determined. Turkish curriculum speaks about kindergarten teachers who should not hurt or press children, who show respect, give support, guide and help.

3 STUDY PROGRAMMES FOR PRESCHOOL TEACHERS

This chapter speaks about similarities and differences between BA studies in both participating countries and/or similarities and differences between BA programmes and the Montessori programme. It also contains a deep insight into the courses that acquaint students of preschool education with ethics, morals, sustainable development etc.

3.1 BASIC INFORMATION ON STUDY PROGRAMMES FOR PRESCHOOL TEACHERS

This chapter presents basic information about four study programmes for preschool teachers: two BA programmes of two Slovenian universities, Montessori programme and Turkish university programme.

The study programme performed by the University of Maribor

<http://www.pef.um.si/205/predsolska+vzgoja> is a BA programme which lasts 3 years and has 180 ECTS. The study programme gives students the following general competences:

- ability of analysis and synthesis and foreseeing of solutions and consequences,
- ability to use knowledge in practice,
- development of critical judgment,
- ability to communicate and work in team,
- initiative in life-long learning,
- sensitivity for environment, cultural and national identity,
- planning and performing activities,
- understanding of individual persons, their values and value systems.

The students have the following courses:

Methodology of pedagogical research

Theory of education

Preschool pedagogy

Development of motor skills

Developmental psychology

Music learning

Practice (22 ECTS)

Didactics

Slovenian language

Natural science

Pedagogical psychology

Literature for young people

Didactics of sport education

Didactics of natural environment

Didactics of musical education

Didactics of dancing

Special pedagogy

Didactics of introduction in social environment

Didactics of language education

Education about puppet theatre

Didactics of technical education

Didactics of fine arts

Didactics of mathematics

Sociology of the family and preschool child

Diploma, and

several elective courses.

Among electives there is also one course on moral education and ethics that will be described in the next chapter.

The study programme of the University of Ljubljana <https://www.pef.uni-lj.si/246.html> is a BA programme which lasts 3 years and has 180 ECTS. It qualifies students for education of preschool children and for communication with their parents, colleagues and others. Students are acquainted with different understandings of the childhood and education and acquire basic theoretical and practical skills from different areas of work in the kindergarten. Students must learn how to communicate with children and with adults and should be able to plan, perform and critically analyze educational work. Electives of the programme encourage students to get a deep insight into the areas of kindergarten work, in which they are especially interested.

Students have the following obligatory courses:

Inclusive education

Philosophy

Motor skills of preschool children
Pedagogical methodology
Preschool pedagogy
Pedagogical psychology
Slovenian language
Education sociology
School pedagogy with didactics
Theory of education
Social studies
Music
Music for early childhood
Movement
Language and literature
Education in fine arts
Puppet theatre, drama, media
Projects
Child in the society
Dancing
Biology
Physics
Chemistry
Technical education
Mathematics

There are also a number of electives: How to teach foreign languages, sports, literacy, interpersonal communication, how to acquaint children with animals, violence, swimming, going to the mountains, research, special pedagogy and courses which deal with the above mentioned obligatory themes more specifically. As seen, the programme of the University of Ljubljana has no course on ethics and/or values.

The BA programme for preschool teachers in Turkey, Dokuz Eylül university, Turkey

www.deu.edu.tr; http://www.deu.edu.tr/ders-katalog/2015-2016/eng/boluum_1095_eng.html,

lasts 4 years. The students are selected by the university entrance examination. The students acquire 180 credit points.

The courses are as follows:

Principles of Atatürk and history of the Turkish revolution
Information technology
Introduction into educational science
Introduction into early childhood education
Human anatomy and physiology
Psychology
Turkish language (written)
Foreign languages: German, French, English
Educational philosophy
Maternal and child health and first aid
Educational psychology
History of Turkish education
Principles and methods of teaching
Maternal and child nutrition
Development in early childhood
Creativity and education
Play development in childhood
Educational sociology
Children's literature
Education in mathematics
Child's mental health
Drama
Teaching technologies and material design
Classroom management
Teaching physical education and games
Music education
Science education
Visual arts education
Special teaching methods
School experience
Scientific research methods
Measurement and evaluation
Statistics
Material development

Effective communication
Social service practices
Special education
Parents' education
Practice
Research project
Guidance.

There are no special courses on ethics/moral education in this **Turkish syllabus**.

Montessori education for preschool teachers from 0 – 3 years and from 2,5 – 6 years

(<http://www.montessori-institut.si/dejavnostiizobrazevanjadaljsa.html>)

This education is organized by the Montessori Institute in cooperation with Seton Montessori Institute Chicago, U.S.A. The education lasts 18 months, there are 440 and/or contact pedagogical hours and 230 hours of individual seminary work. Admission criteria: secondary school, college or university education, short introductory Montessori course, interview, portfolio.

Montessori education offers students a lot of information and helps to develop skills which a teacher needs to prepare for work with very young children. A Montessori student must perform also the individual work that enables to increase knowledge about Montessori education, about the needs of the children and abilities to observe, design the environment and manage a group of children.

Obligatory courses:

Pedagogy and philosophy Montessori
Child's development
Designing and preparing the environment
Observing children
Management
Managing the programme and the group
Child in the family and community
Personal growth and development

Areas of everyday life
Area of perception
Language area
Social and natural sciences
Mathematics
Arts and sport
Department management
Relationship between parents and teachers.

Individual courses contain some ethical themes (about 46 hours and/or 69 hours.).

The compared Slovenian and Turkish programmes all include the following fields: pedagogy, psychology, didactics, music, national language, literature, science, sports, social environment, technology, mathematics. Besides, the Turkish programme includes foreign languages, child health, more research methods than the Slovenian programmes, effective communication, and parents' education. All three programmes include also practical work. Also Montessori programme includes pedagogy, psychology, didactics, national language, science, sports, social environment, technology and mathematics. The Montessori programme contains also a course on relationship between parents and teachers. The Turkish and the Montessori programmes contain some courses on management while the two Slovenian programmes do not. The Montessori programme contains a course on designing and preparing the environment which the other three programmes do not. All four programmes finish with a longer or shorter written work (diploma, seminary paper, research project). After the conclusion of the Slovenian and of the Turkish programme the graduates are awarded the title BA which is not the case with the Montessori programme.

The Slovenian and Turkish programmes are comparable regarding their concept, formal structure and themes. They belong to the educational sciences, last 3 – 4 years and at the end of their studies students acquire 180 ECTS. The Montessori programme is not a university programme and its courses are not evaluated by ECTS. Both Montessori programmes are much shorter than the Slovenian and Turkish programme.

Admission criteria for all the programmes is completed secondary school education. All four programmes accept students with secondary and college education.

The Slovenian programme lasts 3 years, the Turkish 4 years and the Montessori education 1,5 and/or 3 years if students register both programmes (for younger and older preschool children). In order to progress to the next study year it is necessary to continuously perform study obligations in individual subjects. In the Slovenian and Turkish programmes the acquired professional titles are comparable (BA). In the Montessori programme the title is not comparable.

The listed programmes are carried out as full-time and part-time study. Among study methods and forms there are lectures, practical work, seminar work and project work.

Table 1: Comparison of basic data, admission conditions, study methods and forms, and the possibilities of integration of the compared programmes into international cooperation

	University of Maribor, Slovenia	University of Ljubljana, Slovenia	University Dokuz Eylül, Turkey	Montessori institute Ljubljana
Integration of the college into international cooperation	Yes	Yes	Yes	Yes
Programme	BA	BA	BA	-
Study duration	3 years	3 years	4 years	1,5 years + 1,5 years
Number of ECTS	180	180	180	-
Admission conditions	Secondary education	Secondary education	Secondary education	Secondary education
Study methods and forms	Full-time, part-time	Full-time, part-time	Full-time, part-time	Part-time
Electives	yes	yes	yes	no data
Study completion	diploma	diploma	Research project	seminary work

3.2 COURSES ON ETHICS IN SLOVENIAN AND TURKISH BA PROGRAMMES 2015

In Slovenia there are three public universities that educate preschool teachers and two of them have courses on ethics/morals and on social justice. Both courses are electives.

The University of Maribor (<http://www.pef.um.si/205/predsolska+vzgoja>) offers the course on **Moral education and ethics**. The course deals with various moral implications for educational theory and practice. The structure and the content of the course is dedicated to the following issues: (a) The moral character of teaching: different conceptions of teaching as an activity would seem to have diverse implications for moral education, both in the professional role of the teacher and in moral education of children; (b) Ethical theory: the great moral philosophers diversly attempted to grapple with the problem of the objectivity or otherwise of moral values; (c) Contemporary moral theories attempt to trace the main contours of current moral and social debate with specific reference to such conceptions as emotivism, utilitarianism, deontology, virtue ethics, liberalism and communitarianism; (d) Values education: what are values and are they objective or subjective ? What kinds of values are of educational significance? (e) Morality and moral education: what are moral values? Are teachers in kindergarten moral educators? If so, what is the proper form of moral education? The stress is given on character education and virtue ethics; (f) What are the implications of the normative character of education for questions of order and discipline in kindergarten and wider society, concerning authority and responsibility? Various approaches in relation to authoritarian, paternalist, liberal, libertarian and other conceptions of discipline and freedom will be presented.

The University of Primorska has the course Learning for diversity and social justice ([http://www.pef.upr.si/izobrazevanje/dodiplomski_studij_1%20stopnje/predsolska_vzgoja_\(vs\)/do_2015-2016/2011011416091382/#sthash.EZ2ax8GZ.dpuf](http://www.pef.upr.si/izobrazevanje/dodiplomski_studij_1%20stopnje/predsolska_vzgoja_(vs)/do_2015-2016/2011011416091382/#sthash.EZ2ax8GZ.dpuf)). It is elective and acquaints students with:

- Aims and principles of multicultural and social justice curriculum:
- Development of democratic principles and encouraging cultural pluralism
- Development of multicultural and multilingual education
- Strategies of developmentally, individually and culturally appropriate child's development and education

- Social diversity and equity (gender, race, social-economic status, religion)
- Diversity and social exclusion
- Context and problems of the social power with regard to social exclusion
- Levels of work and engagement within multicultural education
- Role of the teacher and his/her subjective theories
- Recognizing mechanisms of the hidden curriculum in the context of social exclusion and inclusion
- Critical evaluation of discrimination in individuals and in larger society
- Critical evaluation of discrimination within educational process
- Teacher's principles of encouraging interactions with children
- Principles of successful communication with children, development of positive group atmosphere and good relations with and among children
- Social skills, ways and principles of advising and working with children
- Principles of developmentally-, individually- and culturally appropriate learning environment
- Strategies to face inappropriate behaviour, opposition and conflicts
- Defining ethical frames of professional work etc.

Turkish courses on ethics

In Turkey there are 53 public universities that offer BA programmes on preschool education. Among them there are 10 courses on ethics that are electives (except one).

Some courses are described more in detail while some universities do not present their contents.

Uludağ University

<http://onerimerkezi.uludag.edu.tr/Bologna/dereceler/dt/33/dl/tr/b/3/p/32/drs/503080> offers the course Values in Preschool but its contents are not available.

Yıldız Technical University <http://www.iol.yildiz.edu.tr/okuloncesi/egitim/4/Ders-%C4%B0%C3%A7erikleri/47> offers the course Values Education In Preschool. The course has the following contents: Determination and identification of basic universal values, Basic universal values education, Moral development, Personality development, Universal values education in early childhood, The role of educators in the education of basic universal values,

Parents and universal values, Values applied in the World, Personality, Character training programs.

Mersin University offers the course Values Education

http://oibs.mersin.edu.tr/bologna/?id=/course&program=96&sinif=4&sb_id=153116. The contents are described in a very short way and contain the topics: Values, Values Education, Character, Approaches to teaching values and character.

Marmara University <http://lp.marmara.edu.tr/course.aspx?zs=1&mod=1&kultur=en-US&program=14&did=54861&mid=53490&pmid=3089&mufredatTurId=932001&organizasyonId=16> offers the course Introduction to Values Education but its contents are inaccessible.

Mayıs University

<http://ebs.omu.edu.tr/ebs/ders.php?dil=tr&zs=1&mod=1&program=2651&did=123406&mid=288185&pmid=4049> offers obligatory course Ethical Values Education. The course contains the following topics:

Moral development in early childhood

Different approaches to teaching values

Basic Moral Values:

1. Integrity: Being reliable and faithful. Not being involved in theft, deception, fraud, failure
2. Justice: Following the rules, getting into the queue, sharing
3. Citizenship: courage, patience, open-mindedness and critical thinking, autonomy and independence, commitment to human rights and democracy, acceptance of diversity, determination and effort
4. Caring for others: Charity, kindness, gratitude, forgiveness, thoughtfulness, love, empathy.
5. Respect: Courtesy, respect, effective communication skills
6. Responsibility: Fulfilling one's task, self-control, having responsibility for the consequences of one's behavior

Basic Moral Capacities

1. Adopting moral values
2. Dealing with destructive emotions (shame, jealousy, egocentrism, thinking that he has the right to do anything , dissatisfaction, etc.)
3. Moral reasoning
4. Not having the critical social and emotional skills

5. Strong self-perception.

Abant İzzet Baysal University

<http://bologna.ibu.edu.tr/CourseDetail.aspx?lang=tr-TR&opID=336&pmID=3893&mid=183140&DersID=1589&dersKodu=109004462006>

offers the course Values Education that contains the following themes: What are the basic universal values? Which values should be taught? Universal Values and Moral Development of Basic Education. Basic Universal Value and Personality Development. Basic Universal Values of trainers. Parents and universal values. Values are applied in the world. Personality, Character Education Program. Methods Used in Universal Values Education Programme. Examples of activities for universal values.

Mart University offers the course Love Education

http://ebs.comu.edu.tr/Ders_Bilgileri.aspx?dno=283692&bno=1033&bot=1549. The contents of the course are: Basic information about the role and importance of love in all human interaction and communication process, particularly in the educational process. Human love, honor and value, love of nature and the environment. Intended learning outcomes are: being able to explain the concept of love, being able to explain the concept of values, learning the relation between love and values, increasing the awareness of human dignity and value, can the value of love and natural and environmental awareness be related, improving love-based interaction and communication awareness, improving reflective/thinking skills, being able to develop critical thinking skills, being able to define and adopt universal values, gaining skills for questioning with a critical approach, developing the skills to manage emotions with a conscious approach.

Sıtkı Koçman University <http://ects.mu.edu.tr/tr/program/106> offers the course Ethics In Preschool Education with the following contents: Basic concepts, definitions (professional concept, ethics ...), Professional ethics and codes of ethics to be judged in terms of ethical behavior, Ethics in Education, Teaching professional ethics, Training managers and ethics, education inspectors and ethics, Ethical rights and responsibilities of the student, Ethical rights and responsibilities of parents, School of social responsibility, Pre-school education in ethics, core values in pre-school education, Ethical duties and responsibilities of pre-school educators to the children, Ethical duties and responsibilities of the parents of pre-school educators, Ethical duties and responsibilities of the preschool teacher towards his colleagues, Ethical duties and responsibilities of the preschool teacher towards the society, Pre-school

teachers often encounter ethical problems and solutions. At the end of the course student knows the concepts of ethics, professional ethics; knows ethics in education, training; teacher knows the ethical dimensions of the profession; distinguishes ethical and unethical behavior.

Erzincan University

<http://derspaketleri.erkzincan.edu.tr/getDersInfo.aspx?program=303&year=2014&mufredatId=175244&dersId=23478> offers the course Values Education. Its contents are: The training of universal values, Moral development, Personality, Issues that teachers should pay attention to while teaching universal values, Universal Values, Values Applied In The World, Personality, Character education programs, Methods used in universal values educational programs, Activities related to basic values such as cooperation, honesty, respect, responsibility and tolerance. The course aims are to have information about universal values.

Sinop University

http://bilgipaketi.sinop.edu.tr/formlar/egitim/okul/oop415_19_2_tr-TR.html offers the course Ethics in Education and Training. Its contents are: Relationship between ethics and the teaching profession, Basic principles of ethics in teaching profession, Ethical foundations of the relations of teacher with his colleagues, students, students' parents and their relationship with the public. Objectives and competences: General culture, knowledge and acquisition of basic theoretical and practical knowledge. Develops basic assumptions, principles, generalizations, theoretical perspectives, a personal philosophy of education in line with empirical research. Adopts the principle of lifelong learning, develops individual knowledge and skills for the job. Volunteers to work effectively with school, family; organizes and applies projects and activities for the social environment with social responsibility. Uses the scientific knowledge and skills with children, colleagues and families. Organizes appropriate training environment to the needs children's development. Intended learning outcomes: Recognizing and knowing the teaching profession ethics and principles; Teacher candidates know the ethical contents and characteristics of the relationship that he has with his students, colleagues and the environment and gain skills to exhibit behavior accordingly; Having general knowledge of ethics and culture.

The above descriptions of the courses on the themes values, ethics, morals etc. show that in Slovenia there two courses: Moral education and Ethics at the University of Maribor and

Learning for diversity and social justice at the University of Primorska. In Turkey courses on values are performed by 10 public universities:

Values in the kindergarten by Uludağ University

Educational values in kindergartens by Yıldız Technical University

Value education by Mersin University

Introduction into value education by Marmara University

Education on ethical values by Mayıs University (obligatory)

Education on values by Abant İzzet Baysal University

Love education by Mart University

Ethics in preschool education by Sıtkı Koçman University

Value education by Erzincan University

Ethics in education and training by Sinop University.

The two Slovenian courses are rather different while Turkish courses are more similar. All the described courses on values, morals, ethics contain a number of useful themes that can help to acquaint preschool teachers with values. In the framework of this project we investigated also many other courses on values, ethics, morals, sustainable development etc. that are performed by universities in developed countries. Some of them are interesting for both Slovenia and for Turkey because they offer something new. They are described more in detail among university courses of ethics for preschool teachers:

http://vrtec.leila.si/download/visokosolski_predmeti_etike_za_vzgojitelje.pdf.

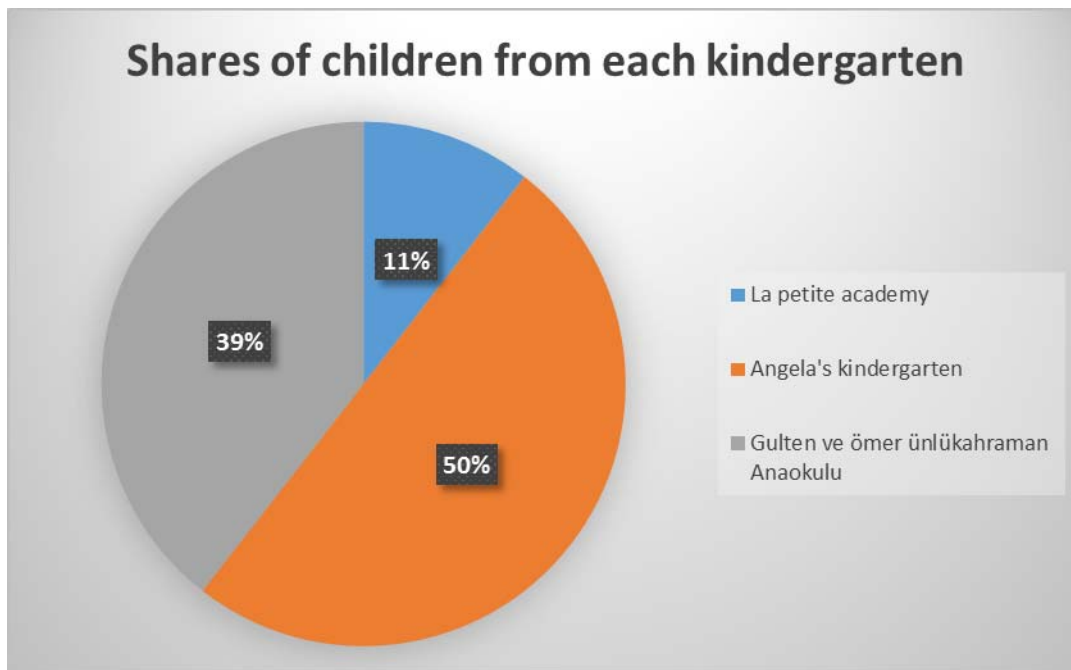
This chapter shows that **courses like values, ethics, morals, sustainable development etc. are not very frequent at universities**. Besides, almost all of these courses are elective (in Slovenia both courses are elective, in Turkey there are 9 electives and just one obligatory). All the universities that offer BA programmes for preschool teachers should have at least one obligatory course on the above themes.

4 ANALYSIS OF INTERVIEWS WITH CHILDREN

With interviews among preschool children in the participating organizations we wanted to get **an insight into children's understanding the importance of values**. The interview for children contains eleven questions. The questions are divided in three groups: about the child, about relations in the kindergarten and about the child's relation towards environment. Questions referring to the child try to find out how children solve conflicts with friends, what they can do that others could feel well in their company, which kind words children can use and how they find themselves in relation to others, if they think that children like them and why. Questions about relations in the kindergarten ask what children like, if they speak about values with their teachers and if there are rules in the kindergarten. These questions help to get an insight into children's social life, life in the group of children. The third group of questions refers to the children's lives in the society and what they can contribute. Children were asked about relations of people toward nature and toward the poor.

The interviews with children were made in the three participating kindergartens, two Slovenian and one Turkish: private kindergarten La petite academy (Slovenia) that follows Slovenian national curriculum, private Catholic Angela's kindergarten (Slovenia) that performs Montessori programme and public kindergarten from Turkey Gulden ve ömer ünlükahraman anaokulu. Interviews were made only with children whose parents gave permission for interviews. The children were 3 to 6 years old, among them half of boys and half of girls.

The interviews were developed by the authors of this research on the basis of values discussed in the theoretical part of the research. The authors of the research gave instructions to kindergarten teachers (with university education) who performed the interviews in their departments. 38 interviews with children were made (La petite academy 4, Angela's kindergarten 19, Gulden ve ömer ünlükahraman Anaokulu 15):



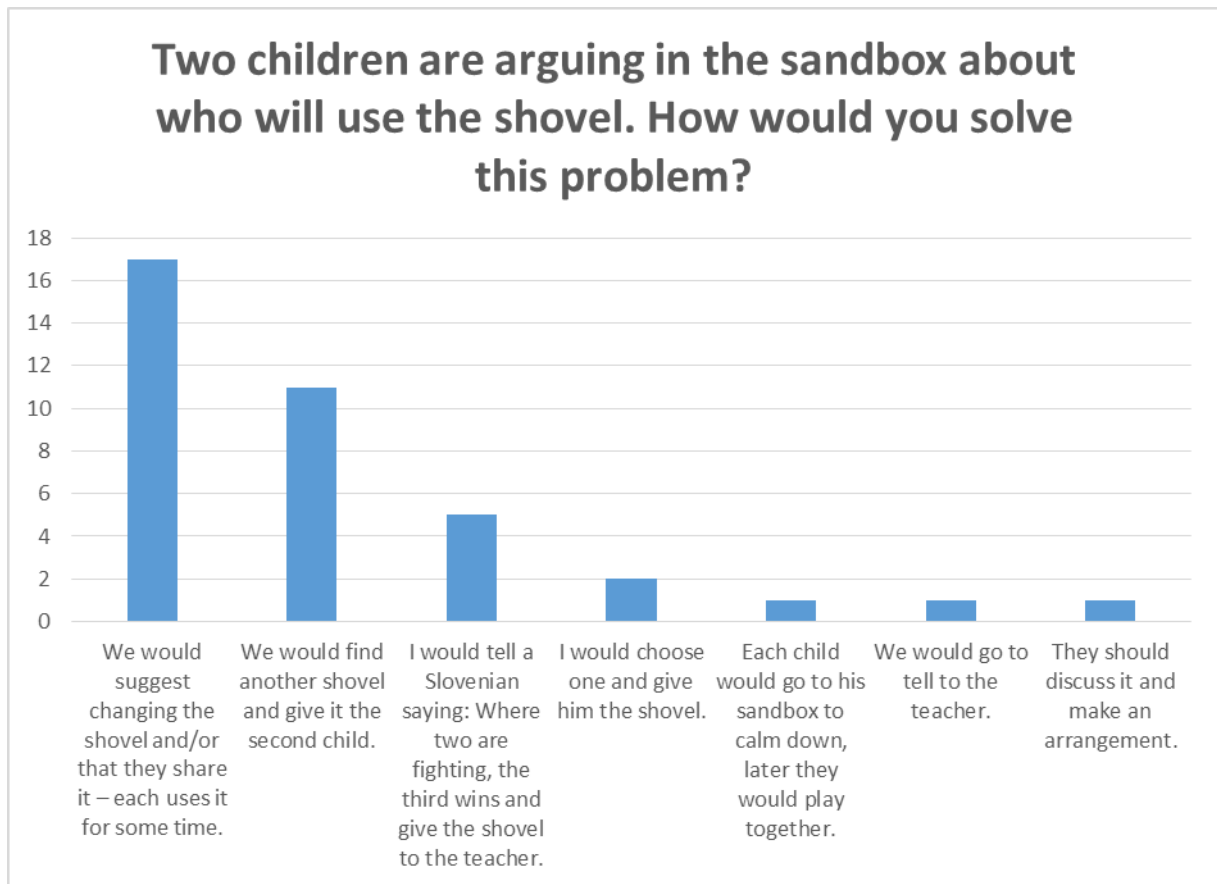
The sample in the kindergarten La petite academy is very small (because the kindergarten is small and young and does not have enough children among 3 – 6 years), only 4 children. It was suggested that we might join the results in two Slovenian kindergartens and make comparison only by nationality (Slovene versus Turkish children). However, we finally decided to present each kindergarten separately. Among the two Slovenian kindergartens there are differences, because one is Catholic (Angela's kindergarten) and uses the Montessori curriculum and another (La petite academy) works on the basis of Slovenian curriculum for kindergartens.

Questions about the child himself:

1. Two children are arguing in the sandbox about who will use the shovel. How would you solve this problem?

- We would suggest changing the shovel and/or that they share it – each uses it for some time (17).
- We would find another shovel and give it the second child (11).
- I would tell a Slovenian saying: Where two are fighting, the third wins and give the shovel to the teacher (5).
- I would choose one and give him the shovel (2).

- Each child would go to his sandbox to calm down, later they would play together (1).
- They should discuss it and make an arrangement (1).



The children were given open questions so that they could answer them with description of their individual experience. 45 % of children would solve the quarrel so that the children would share the shovel and/or each would work with it some time. A third of children (29 %) would find another shovel so that both children could play in the sandbox. 13 % of children decided to stop the quarrel so that the teacher would take the shovel. Only a couple of children suggested other possibilities of solving the problem.

The children of individual kindergartens show slight differences as regards solving the conflict:

La petite academy:

- We would suggest changing the shovel and/or that they share it (1)
- We would find another shovel and give it the second child (1)

Angela's kindergarten:

- We would suggest changing the shovel and/or that they share it – each uses it for some time (7)
- We would find another shovel and give it the second child (7)

Gulten ve ömer ünlükahraman Anaokulu:

- We would suggest changing the shovel and/or that they share it – each uses it for some time (9)
- We would find another shovel and give it the second child (3)

Analysis of this question shows that only 16 % of children would ask for help their teacher. The majority would solve it by themselves. When solving the conflict, children decide for values like sharing, cooperation and agreement.

2. What can you do so that other people feel good?

We invite other children to play and do not leave them alone (14)

We give them a present: a picture, flowers, offer tea or water (9)

We help them if they need anything (8)

We behave nicely, we are kind and not naughty (7)

We laugh with others (3)

We hug others (3)

We obey teachers and parents (2)

We visit sick people (1)

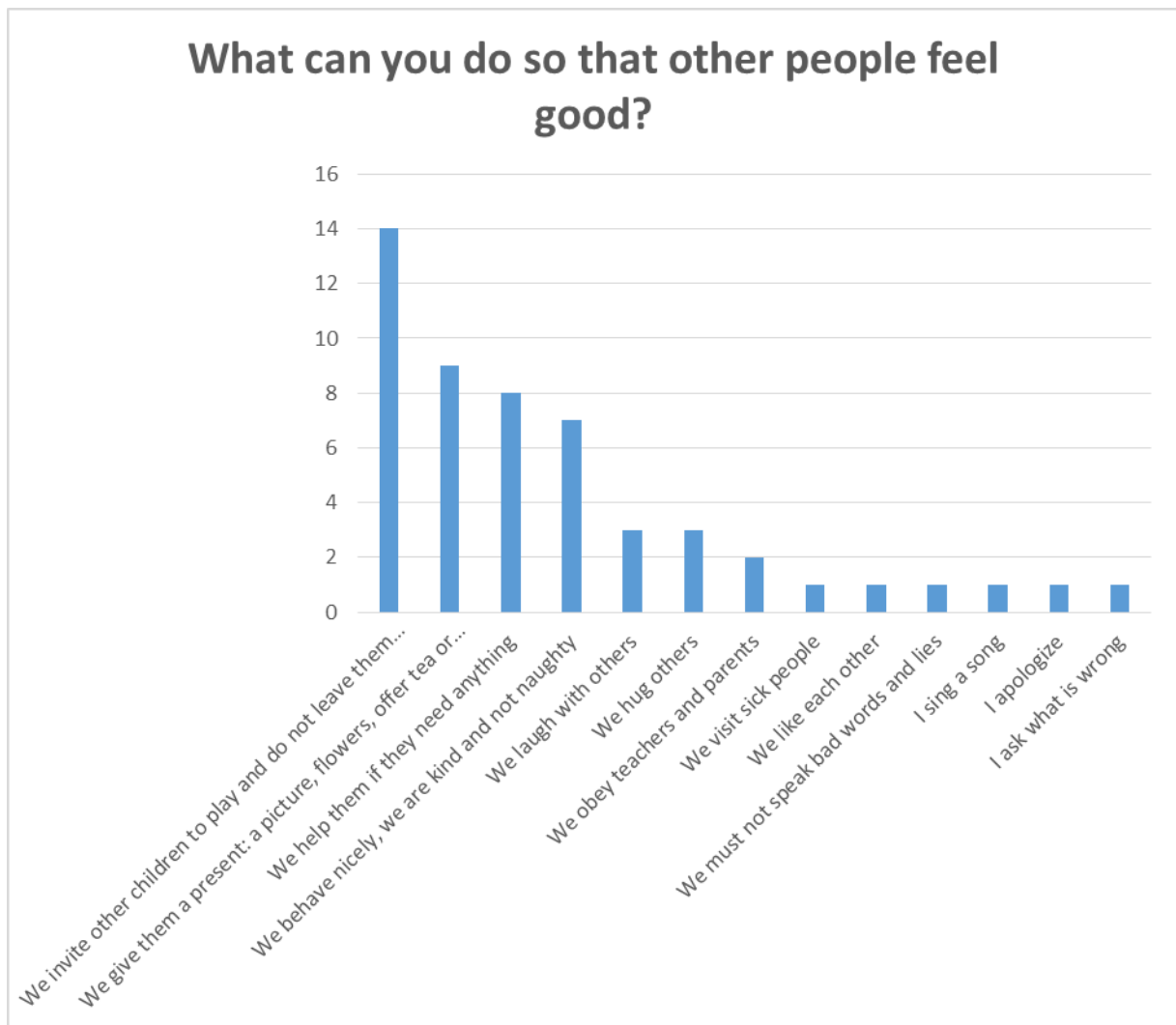
We like each other (1)

We must not speak bad words and lies (1)

I sing a song (1)

I apologize (1)

I ask what is wrong (1)



When asked what a child can do that other people feel good, the children answered with several different responses so that the analysis shows frequency of answers. To make other people happy children would most frequently:

- Invite other children to play and not leave them alone (14)
- Give them a gift, a picture, flowers, offer tea or water (9)
- Offer help if they needed it (8)
- Behave nicely, be kind and not naughty (7).

The children of individual kindergartens most often mentioned:

La petite academy:

- Invite other children to play and not leave them alone (2)
- Give them a gift, a picture, flowers, offer tea or water (2)

Angela's kindergarten:

- Invite other children to play and not leave them alone (6)
- Give them a gift, a picture, flowers, offer tea or water (4)
- We help them if they need anything (7)
- We behave nicely, we are kind and not naughty (6)

Gulten ve ömer ünlükahraman anaokulu:

- Invite other children to play and not leave them alone (6)
- Give them a gift, a picture, flowers, offer tea or water (3)
- We help them if they need anything (1) .

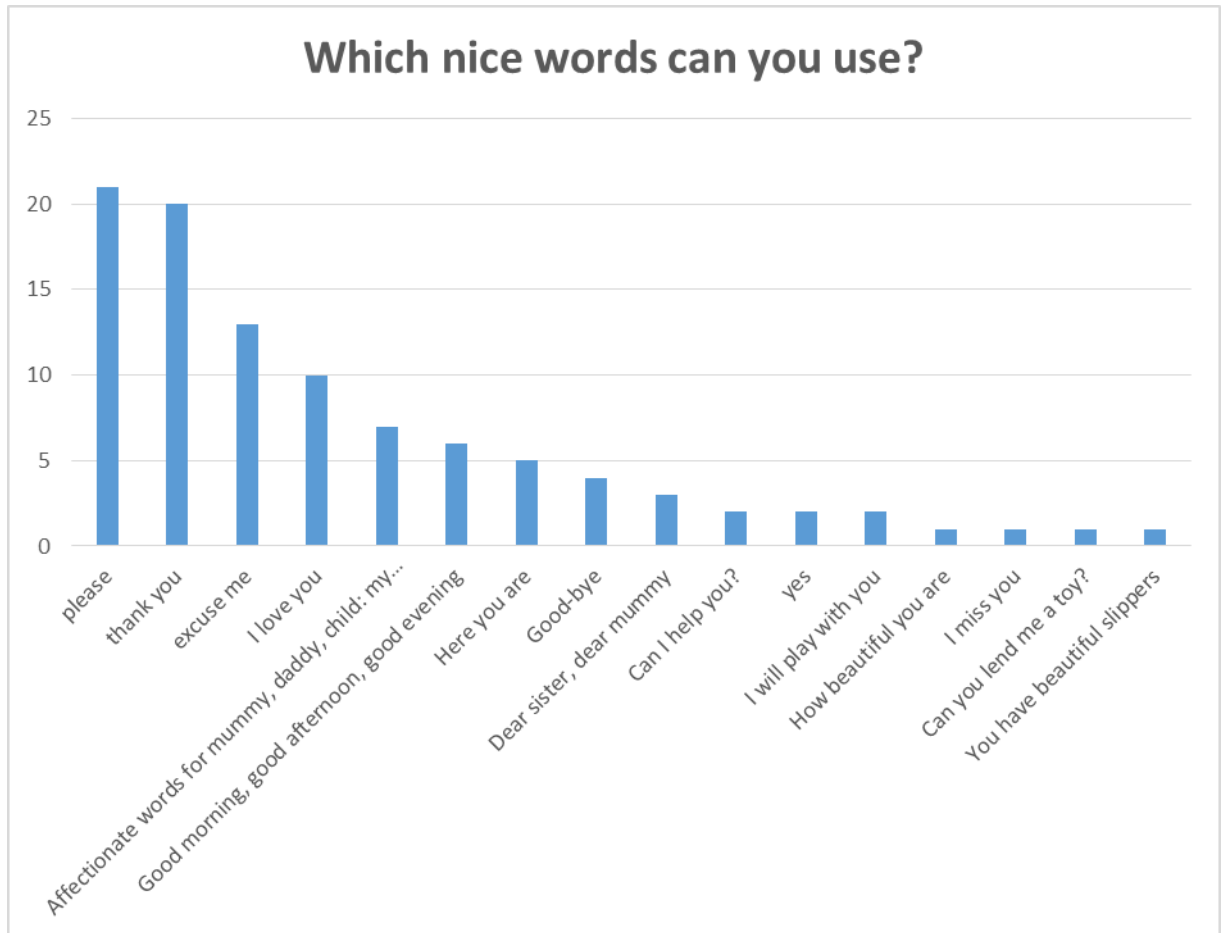
The analysis of this question shows that children care about feeling of other people, that a child is not alone but included in the group, that children help when this is necessary.

Children are happy when they receive a gift and they are aware that kindness and nice behaviour contribute to good feeling. The answers reveal that the children appreciate the following values: inclusion in the group, cooperation, help, attention, presents, politeness and respect.

3. Which nice words can you use?

- please (21)
- thank you (20)
- excuse me (13)
- I love you (10)
- Affectionate words for mummy, daddy, child: my darling, honey, my life, my flower, my angel (7)
- Good morning, good afternoon, good evening (6)
- Here you are (5)
- Good-bye (4)
- Dear sister, dear mummy (3)
- Can I help you? (2)
- yes (2)
- I will play with you (1)

- How beautiful you are (2)
- I miss you (1)
- Can you lend me a toy? (1)
- You have beautiful slippers (1)



Children told several answers when asked which nice words they can use. The analysis shows how frequently children mentioned individual nice words.

Children most often use the following expressions:

- please (21)
- thank you (20)
- excuse me (13)
- I love you (10)

Children in individual kindergartens most frequently mentioned:

La petite academy:

- please (1)
- thank you (1)
- I love you (3)

Angela's kindergarten:

- please (19)
- thank you (19)
- excuse me (12)
- I love you (2)

Gulten ve ömer ünlükahraman Anaokulu:

- Please (1)
- Excuse me (1)
- I love you (5)

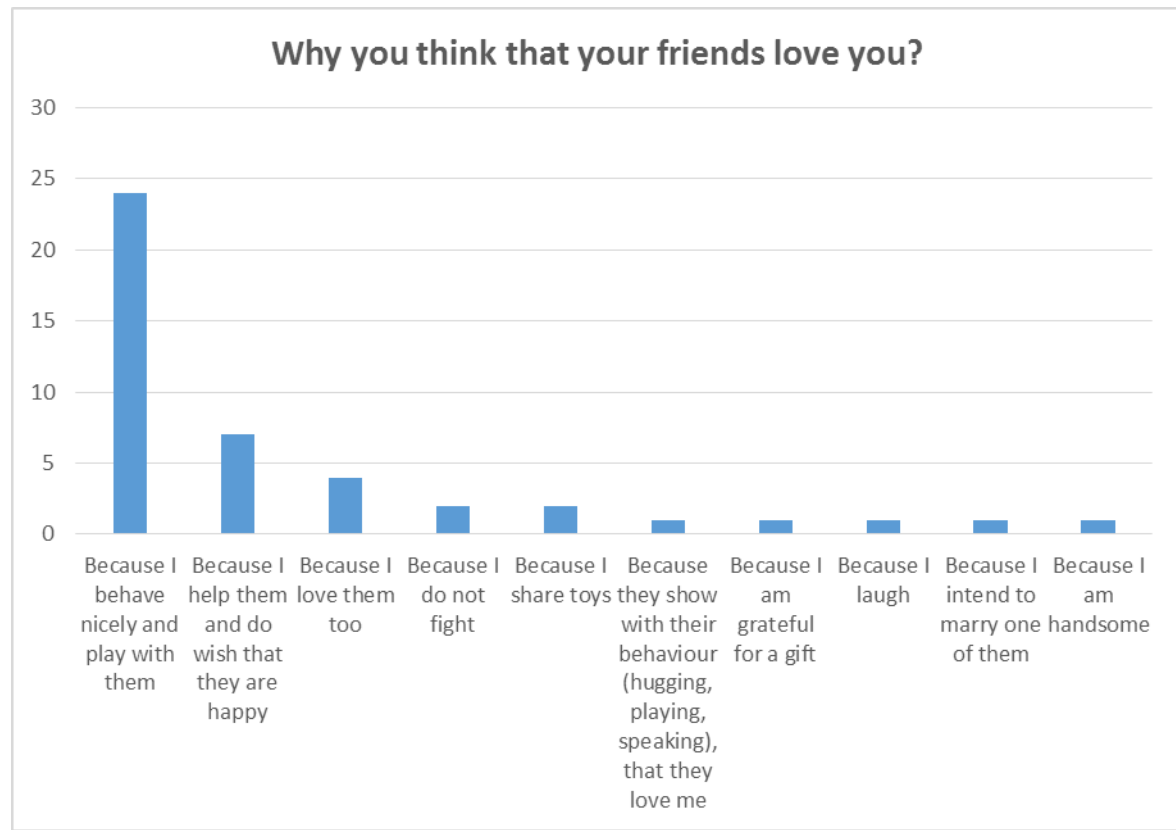
Preschool children know and use words like thank you, please, excuse me and I love you.

4. Do you think that your friends love you? Why?

There were no negative answers on this question in no one of the three kindergartens. All think that their friends like them. Reasons are as follows:

- Because I behave nicely and play with them (24)
- Because I help them and do wish that they are happy (7)
- Because I love them too (4)
- Because I do not fight (2)
- Because I share toys (2)
- Because they show with their behaviour (hugging, playing, speaking), that they love me (1)
- Because I am grateful for a gift (1)
- Because I laugh (1)
- Because I intend to marry one of them (1)

- Because I am handsome (1)



The majority of children think that other people like them because they behave nicely and play with them (24). Some children mentioned also helping other children and wishing them well (7) and that they love other children, too (7).

The reason that they behave nicely and play with other children was mentioned by:

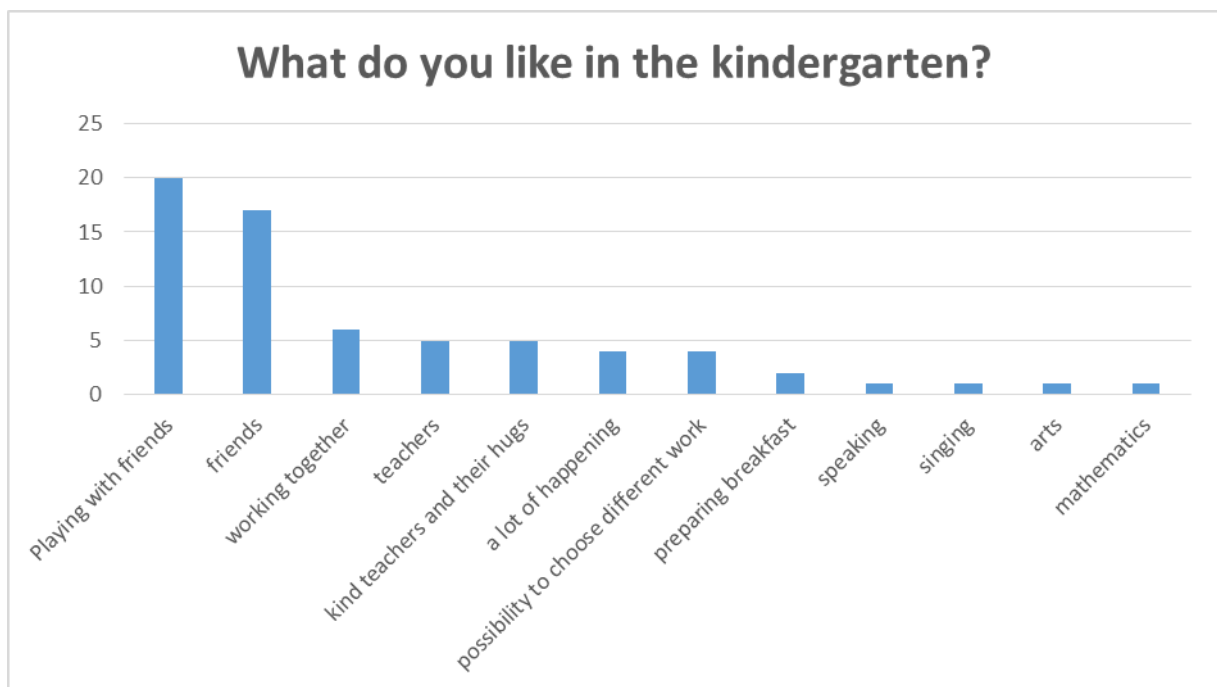
- La petite academy (3 =75 %)
- Angela's kindergarten (11= 58 %)
- Gulden ve ömer ünlükahraman Anaokulu (10 = 67 %)

Answers on the question that shows their relationship to other children reveal values like friendship, kindness, help, cooperation, politeness and respect.

Questions about relationships in the kindergarten:

5. What do you like in the kindergarten?

- Playing with friends (20)
- friends (17)
- working together (6)
- teachers (5)
- kind teachers and their hugs (5)
- a lot of happening (4)
- possibility to choose different work (4)
- preparing breakfast (2)
- speaking (1)
- singing (1)
- arts (1)
- mathematics (1)



This question intended to learn what children like in the kindergarten. The teachers who performed the children were recommended to ask about relationships and not about things. Children's most frequent answers were: playing with friends (20) and friends (17).

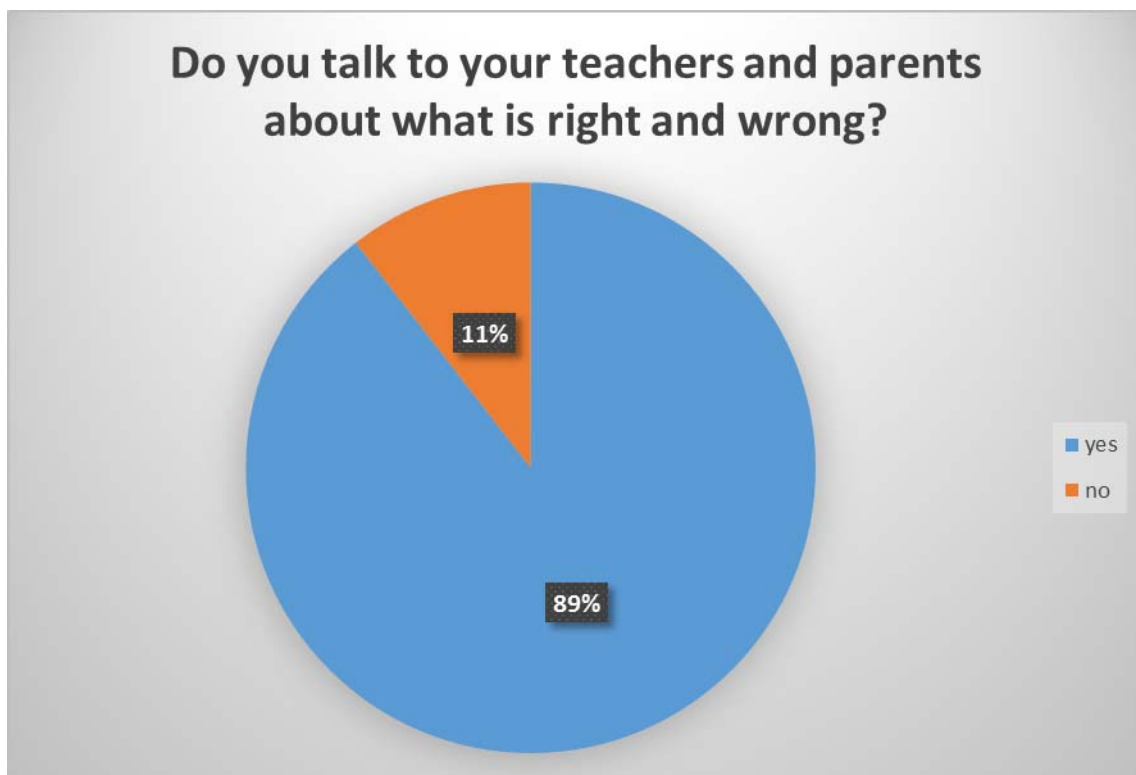
These answers make us think that relationships among friends are more important than relationships with adults who are less frequently mentioned: teachers (5), kindness of teachers and their hugs (5).

Children of individual kindergartens revealed the following facts concerning playing with their friends and friends:

- La petite academy (3 = 75 %)
- Angela's kindergarten (22 = 58 %)
- Gulden ve ömer ünlükahraman Anaokulu (12 = 80 %)

6. Do you talk to your teachers and parents about what is right and wrong? What do you talk about?

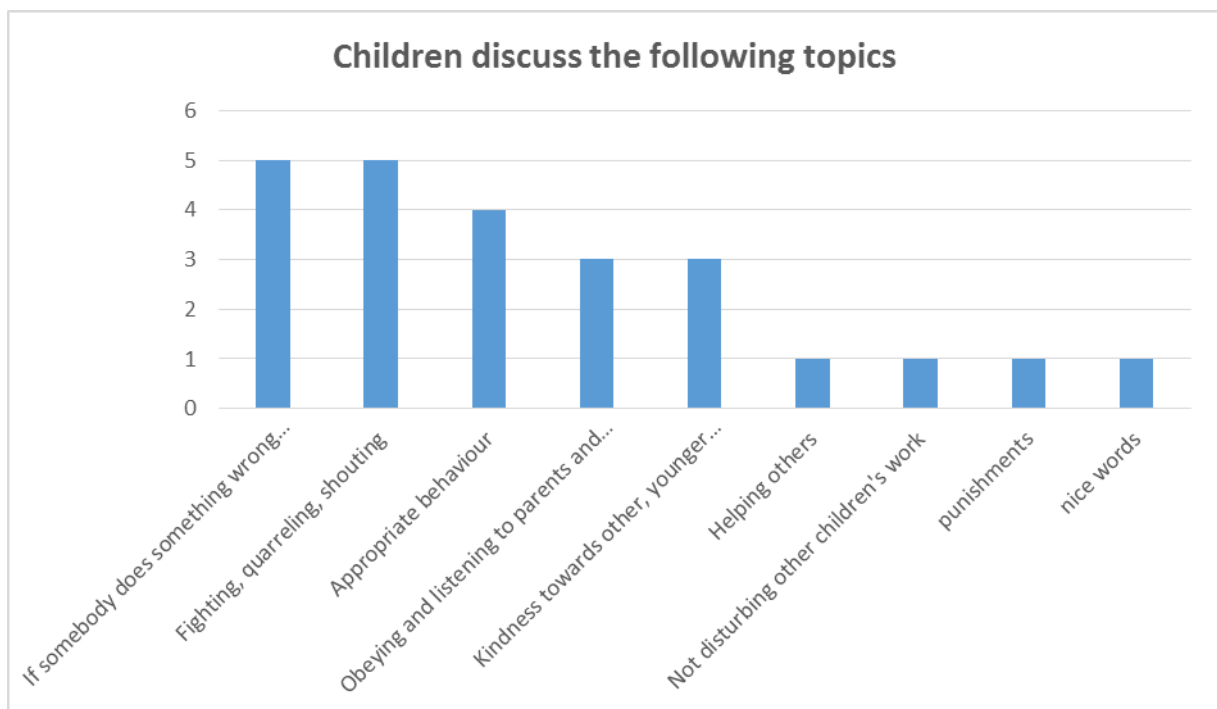
Children answered that they quite frequently discuss this topic with parents and with teachers (34). Just 4 children said that they do not talk about it.



Children discuss the following topics:

- If somebody does something wrong and what would be right to do (5)

- Fighting, quarreling, shouting (5)
- Appropriate behaviour (4)
- Obeying and listening to parents and teachers (3)
- Kindness towards other, younger children (3)
- Helping others (1)
- Not disturbing other children's work (1)
- punishments (1)
- nice words (1)



Analysis of this question shows how children experience being taught about values, and about their discussions with adults.

Only 11 % of children answered that parents do not speak with them about what is right and what is wrong. Some children say only that they discuss the topic with adults but they did not say exactly what they speak about.

More frequent answers of children:

- If somebody does something wrong and what would be right to do (5)
- Fighting, quarreling, shouting (5)

- Appropriate behaviour (4)
- Obeying and listening to parents and teachers (3)
- Kindness towards other, younger children (3)

Children from individual kindergartens mentioned the following more frequent topics of discussion:

La petite academy

- If somebody does something wrong and what would be right to do (1)

Angela's kindergarten:

- If somebody does something wrong and what would be right to do (1)
- Fighting, quarreling, shouting (5)
- Appropriate behaviour (4)
- Obeying and listening to parents and teachers (2)
- Kindness towards other, younger children (2)

Gulten ve ömer ünlükahraman Anaokulu:

- If somebody does something wrong and what would be right to do (3)
- Obeying and listening to parents and teachers (1)
- Kindness towards other, younger children (1)

We can conclude that adults most often explain children what is right and what is wrong, about appropriate behaviour and obeying.

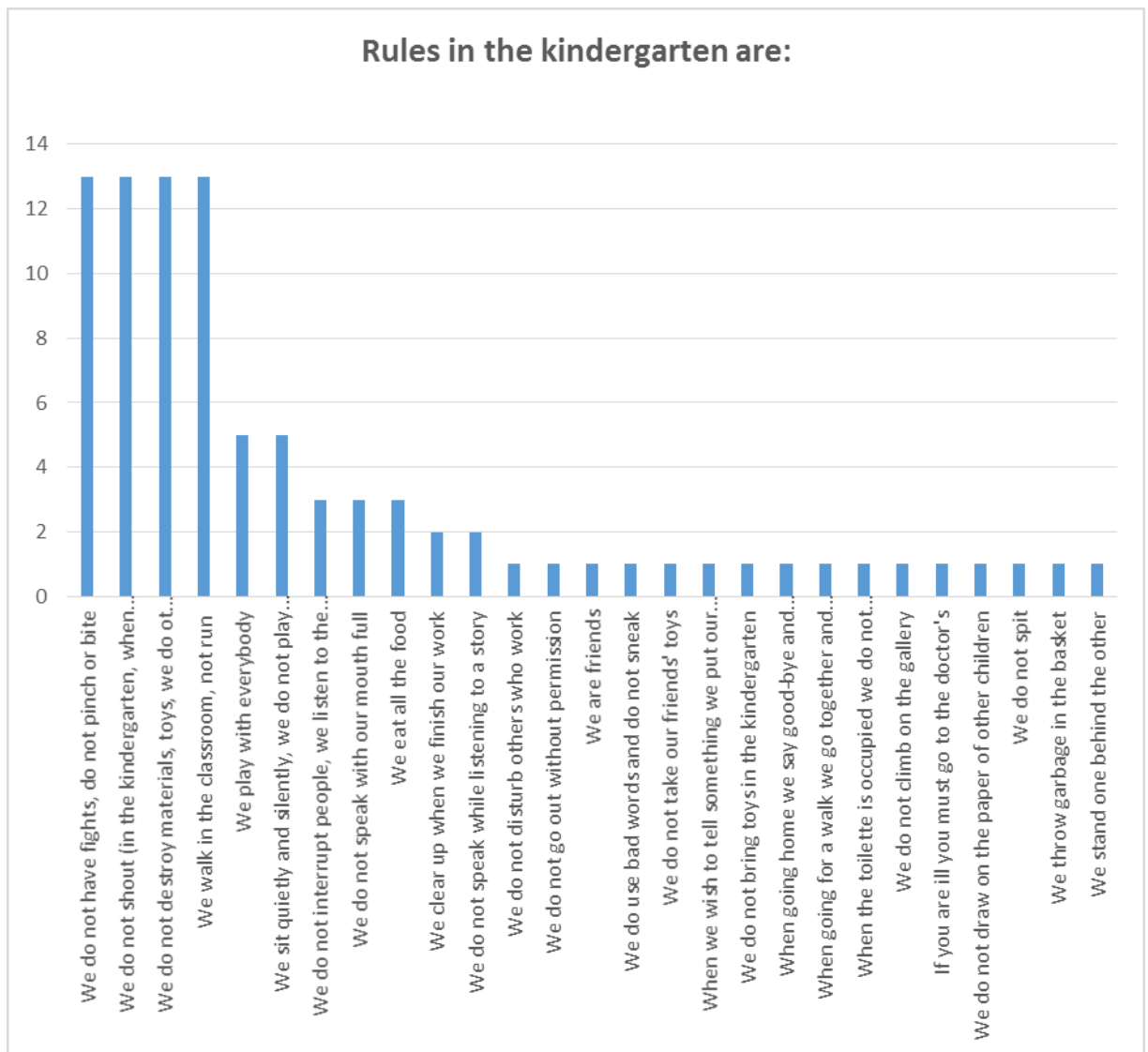
7. Have we got rules in the kindergarten? Name 3. Why do we have rules?

All children answered that there are rules in the kindergarten (100 %).

Rules in the kindergarten are:

- We do not have fights, do not pinch or bite (13)
- We do not shout (in the kindergarten, when going for a walk) (13)
- We do not destroy materials, toys, we do not throw them (13)
- We walk in the classroom, not run (13)
- We play with everybody (5)

- We sit quietly and silently, we do not play with napkins (5)
- We do not interrupt people, we listen to the teacher (3)
- We do not speak with our mouth full (3)
- We eat all the food (3)
- We clear up when we finish our work (2)
- We do not speak while listening to a story (2)
- We do not disturb others who work (1)
- We do not go out without permission (1)
- We are friends (1)
- We do use bad words and do not sneak (1)
- We do not take our friends' toys (1)
- When we wish to tell something we put our hand on the shoulder of that person (1)
- We do not bring toys in the kindergarten (1)
- When going home we say good-bye and quickly run to our parents (1)
- When going for a walk we go together and speak with our neighbour (1)
- When the toilette is occupied we do not watch in it. Only one person can be in the toilette (1)
- We do not climb on the gallery (1)
- If you are ill you must go to the doctor's (1)
- We do not draw on the paper of other children (1)
- We do not spit (1)
- We throw garbage in the basket (1)
- We stand one behind the other (1)



The most frequent answers of the children are:

- We do not have fights, do not pinch or bite (13)
- We do not shout (in the kindergarten, when going for a walk) (13)
- We do not destroy materials, toys, we do not throw them (13)
- We walk in the classroom, not run (13)

Children know many other rules which were expressed less frequently.

Children of individual kindergartens expressed the above four rules as follows:

La petite academy:

- We do not have fights, do not pinch or bite (2)

- We do not shout (in the kindergarten, when going for a walk) (0)
- We do not destroy materials, toys, we do not throw them (1)
- We walk in the classroom, not run (1)

Angela's kindergarten:

- We do not have fights, do not pinch or bite (8)
- We do not shout (in the kindergarten, when going for a walk) (7)
- We do not destroy materials, toys, we do not throw them (4)
- We walk in the classroom, not run (8)

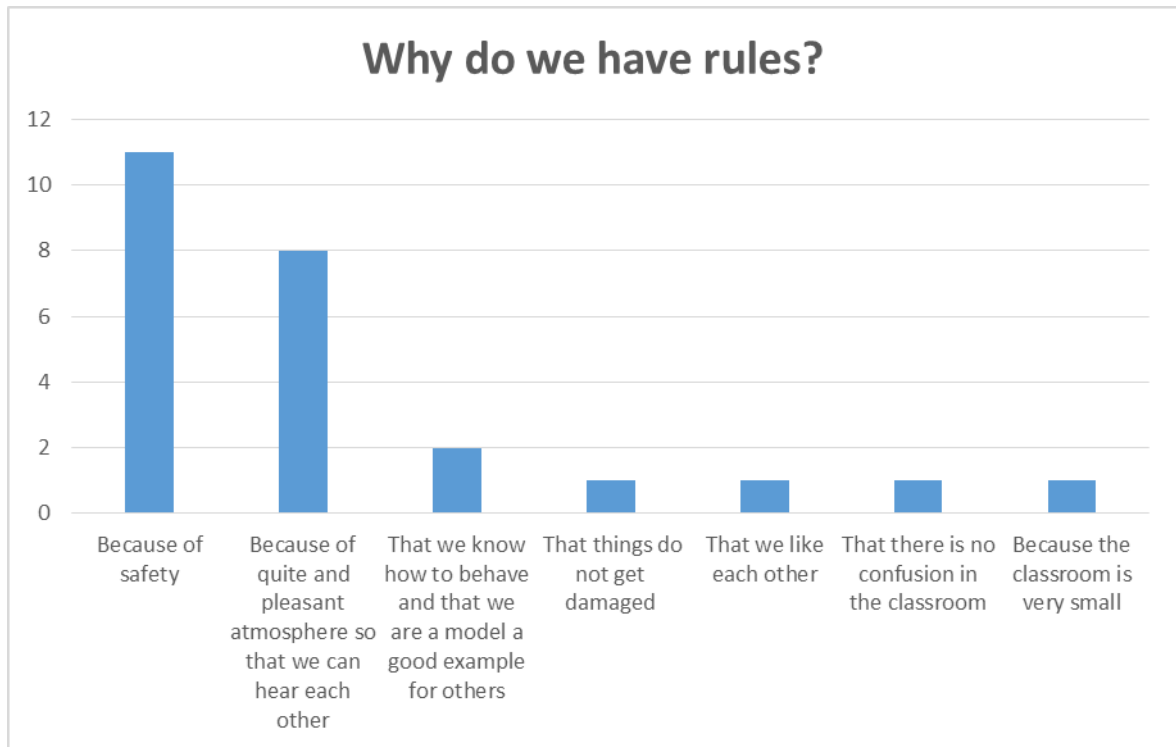
Gulten ve ömer ünlükahraman Anaokulu

- We do not have fights, do not pinch or bite (4)
- We do not shout (in the kindergarten, when going for a walk) (6)
- We do not destroy materials, toys, we do not throw them (8)
- We walk in the classroom, not run (4)

The above mentioned rules can be explained also in a positive way: We respect the body of another child. We speak in a low voice. We handle materials with care that they do not get damaged. We care about our safety and about safety of other children. Positive formulation of rules offers also reasons why it is necessary to respect rules. Children showed they they are aware of the positive meaning of the rules:

Why do we have rules?

- Because of safety (11)
- Because of quite and pleasant atmosphere so that we can hear each other (8)
- That we know how to behave and that we are a model a good example for others (2)
- That things do not get damaged (1)
- That we like each other (1)
- That there is no confusion in the classroom (1)
- Because the classroom is very small (1)



Several children highlighted two reasons why kindergartens have rules:

- Because of safety (11)
- Because of quite and pleasant atmosphere so that we can hear each other (8)

Children of individual kindergartens told the following:

La petite academy:

- Because of safety (0)
- Because of quite and pleasant atmosphere so that we can hear each other (1)

Angela's kindergarten:

- Because of safety (7)
- Because of quite and pleasant atmosphere so that we can hear each other (6)

Gulten ve ömer ünlükahraman Anaokulu

- Because of safety (4)
- Because of quite and pleasant atmosphere so that we can hear each other (1)

It is difficult to gather from the answers if children understand the reasons for the rules or whether they just mentioned reasons which they heard from adults who explained why certain behaviour is OK and why not.

Questions about the relationships in the environment

8. Do people destroy nature? How do we destroy it?

Children answered the question if people destroy nature in the following way:

Yes	28
No	10



Children of individual kindergartens revealed the following opinions about destroying nature:

La petite academy:

- yes (4 = 100 %)
- no (0 = 0%)

Angela's kindergarten:

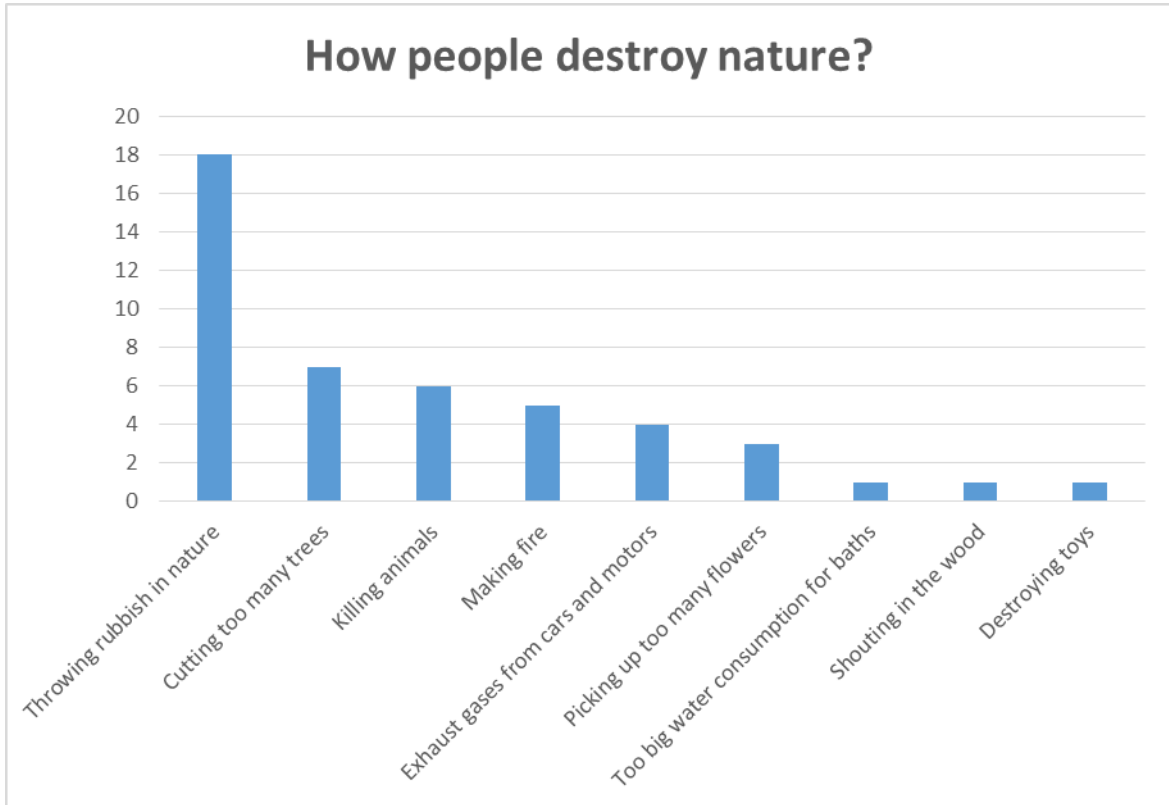
- yes (10 = 53 %)
- no (9 = 47 %)

Gulten ve ömer ünlükahraman Anaokulu:

- yes (14 = 93 %)
- no (1 = 7 %)

How people destroy nature?

- Throwing rubbish (bottles, plastics, cigarettes, dog's excrement) in nature (in streams, woods) (18)
- Cutting too many trees (7)
- Killing animals (6)
- Making fire (5)
- Exhaust gases from cars and motors (4)
- Picking up too many flowers (3)
- Too big water consumption for baths (1)
- Shouting in the wood (1)
- Destroying toys (1)



Many preschool children already know that the nature is polluted by throwing garbage in the nature (18).

A number of children are aware that it is possible to destroy nature also by:

- Throwing rubbish (bottles, plastics, cigarettes, dog's excrement) in nature (in streams, woods) (18)
- Cutting too many trees (7)
- Killing animals (6)
- Making fire (5)
- Exhaust gases from cars and motors (4)
- Picking up too many flowers (3)

Children from individual kindergarten exposed throwing garbage in the nature as follows:

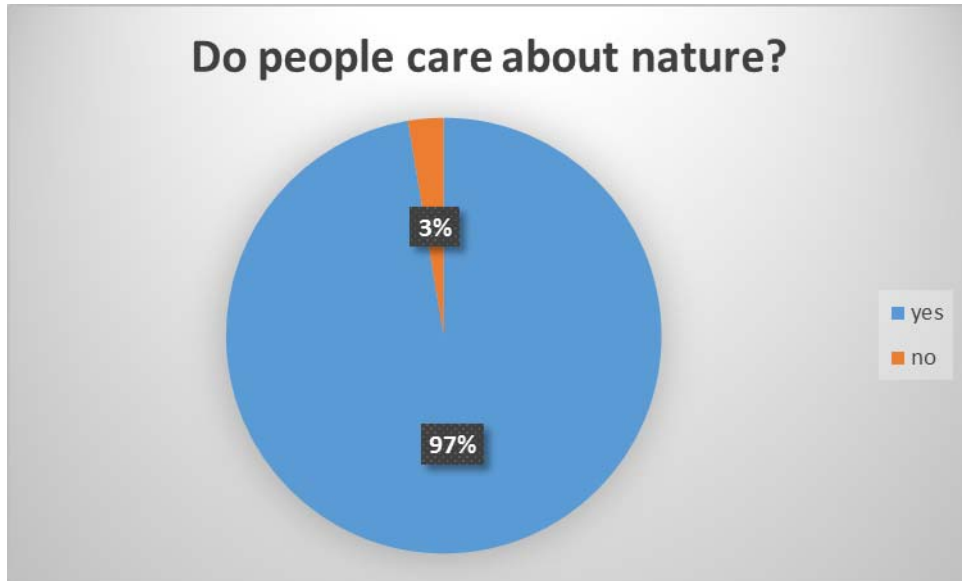
- La petite academy (1)
- Angela's kindergarten (10)
- Gulden ve ömer ünlükahraman Anaokulu (7)

Also in this case it is difficult to see if children understand reasons for these rules or they assume reasons which they heard from adults who explained them the pollution. It is however, quite obvious that preschool children are well acquainted with destroying and polluting the nature and that they know different ways how people destroy nature. Children namely cite a number of ways of pollution.

9. Do people care about nature? Do you know how we care about nature?

All answers except one were affirmative:

Yes	37
no	1



Children from individual kindergartens revealed the following as regards care about nature:

La petite academy:

- yes (4 = 100 %)
- no (0 = 0 %)

Angela's kindergarten:

- yes (19 = 100 %)
- no (0 = 0 %)

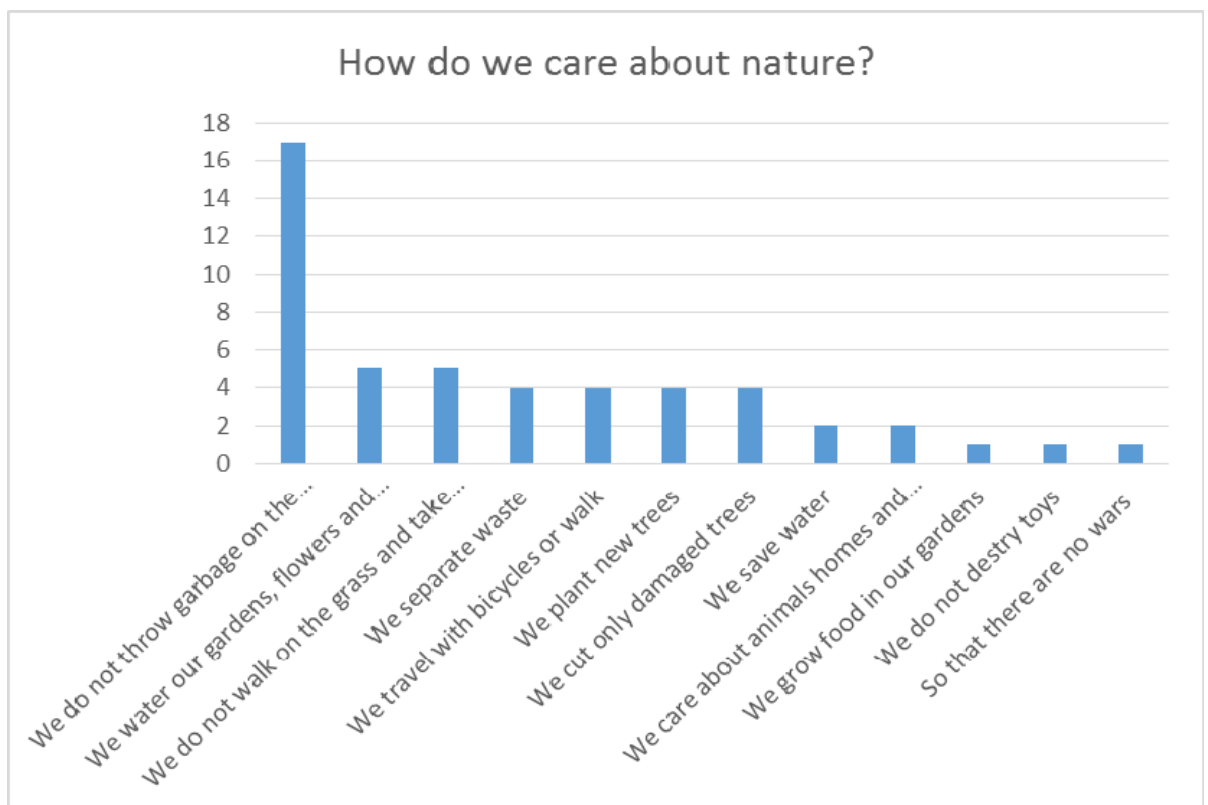
Gulten ve ömer ünlükahraman:

- yes (14 = 93 %)
- no (1 = 7 %)

How do we care about nature?

- We do not throw garbage on the floor but put in the basket (17)
- We water our gardens, flowers and grass if there is enough water but we must not water them if there is water shortage (5)
- We do not walk on the grass and take care of flowers (5)
- We separate waste (4)

- We travel with bicycles or walk (4)
- We plant new trees (4)
- We cut only damaged trees (4)
- We save water (2)
- We care about animals homes and food (2)
- We grow food in our gardens (1)
- We do not destry toys (1)
- So that there are no wars (1)
-



The analysis of this question shows that already preschool children make logical deductions because answers about destroying nature and about care for nature are compatible. The children answered in actually the same number that we care about nature so that we do not throw waste on the floor but put it in the waste bin (17) – while their previous answers expressed that we destroy nature by throwing waste in the nature (18).

A number of children mentioned also the following ways of care about nature:

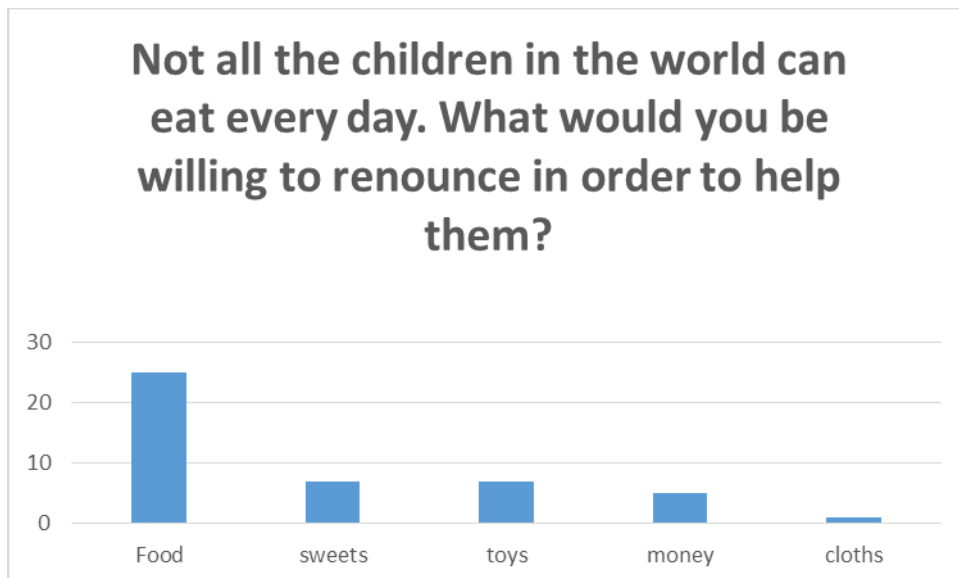
- We water our gardens, flowers and grass if there is enough water but we must not water them if there is water shortage (5)
- We do not walk on the grass and take care of flowers (5)
- We separate waste (4)
- We travel with bicycles or walk (4)
- We plant new trees (4)
- We cut only damaged trees (4)

Children from individual kindergartens expressed the following opinions concerning waste in waste bins:

- La petite academy (3)
- Angela's kindergarten (8)
- Gulden ve ömer ünlükahraman Anaokulu (6).

10. Not all the children in the world can eat every day. What would you be willing to renounce in order to help them?

- Food (bread, rice, macaroni, honey, jam, fruit) (25)
- sweets (chocolates, Nutella) (7)
- toys (7)
- money (5)
- cloths (1)
-



Children would share with other hungry children especially food (25), and some also sweets (7), toys (7), and money (5).

This question did not contain subquestion how children would manage sharing their things with other children but we would probably get interesting answers. The analysis of this question still shows that children have sense for other people and are ready to share. Every child mentioned one or another thing that he/she would share with others.

Children from individual kindergartens gave the following number of answers that refer to sharing:

La petite academy

- Food (bread, rice, macaroni, honey, jam, fruit) (4)

Angela's kindergarten:

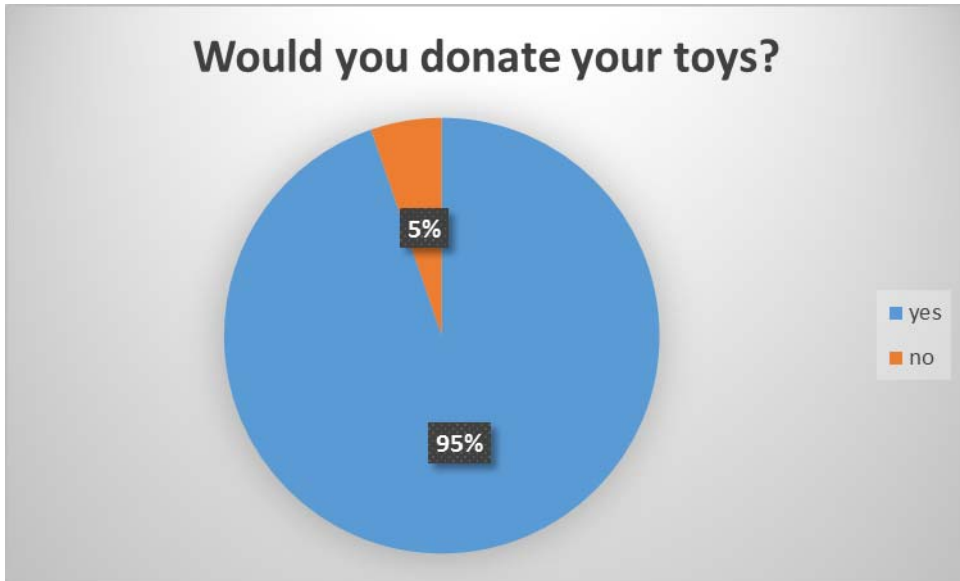
- Food (bread, rice, macaroni, honey, jam, fruit) (9)
- sweets (chocolates, Nutella) (6)
- toys (6)
- money (5)
- cloths (1)

Gulten ve ömer ünlükahraman Anaokulu:

- Food (bread, rice, macaroni, honey, jam, fruit) (12)
- sweets (chocolates, Nutella) (2)
- toys (1)

11. Would you donate your toys? Have you ever done it?

bi podaril	36
ne bi podaril	2



The analysis of the answers shows that the majority of children are ready to donate their toys:

Children from individual kindergartens gave the following answers:

La petite academy:

- yes (4 = 100 %)
- no (0 = 0 %)

Angela's kindergarten:

- yes (18 = 95 %)
- no (1 = 5 %)

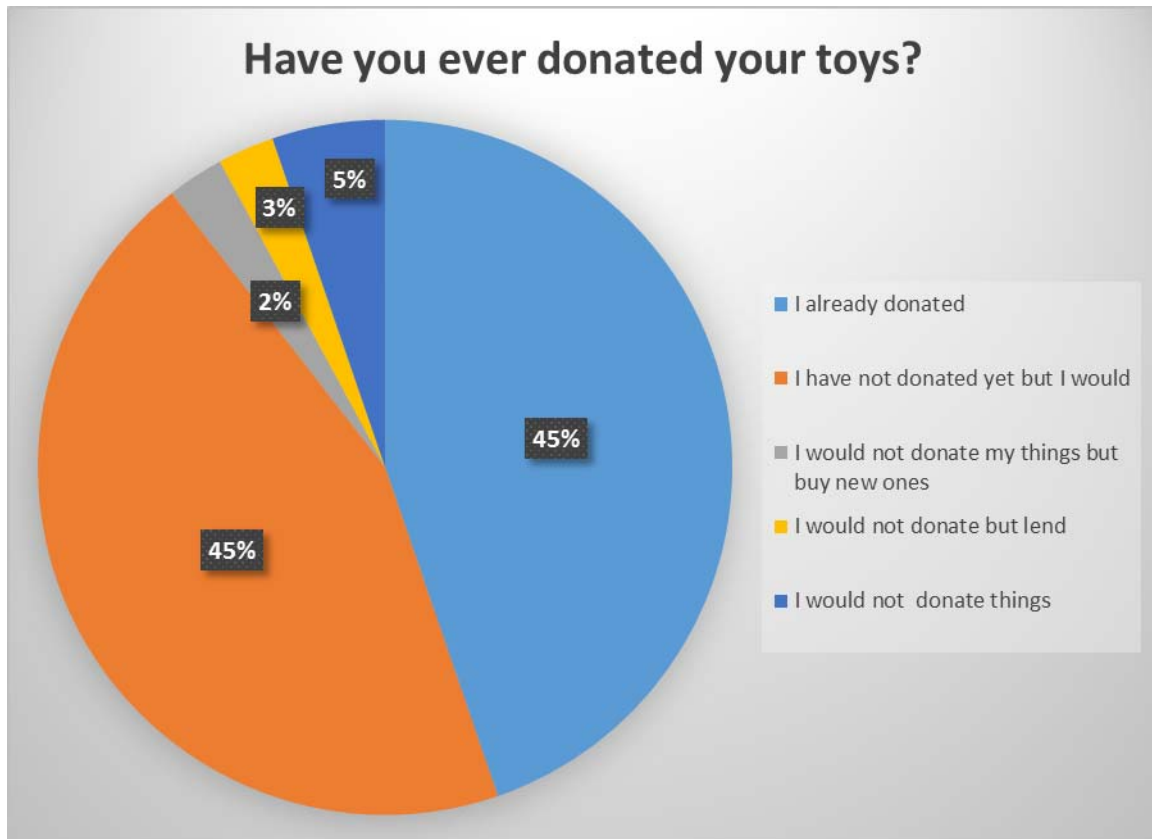
Gulten ve ömer ünlükahraman Anaokulu

- yes (14 = 93 %)
- no (1 = 7 %)

The analysis of this question shows some more data whether children already donated their things:

I already donated	17
I have not donated yet but I would	17
I would not donate my things but buy new ones	1

I would not donate but lend	1
I would not donate things	2



Here are responses from individual kindergartens:

La petite academy:

- I already donated (3 = 75 %)
- I have not donated yet but I would (1 = 25 %)
- I would not donate my things but would buy new ones (0 = 0 %)
- I would not donate but lend (0 = 0 %)
- I would not donate (0 = 0 %)

Angela's kindergarten:

- I already donated (11 = 75 %)
- I have not donated yet but I would (6 = 25 %)
- I would not donate my things but would buy new ones (1 = 0 %)
- I would not donate but lend (1 = 0 %)

- I would not donate (0 = 0 %)

Gulten ve ömer ünlükahraman Anaokulu:

- I already donated (3 = 20 %)
- I have not donated yet but I would (10 = 67 %)
- I would not donate my things but would buy new ones (0 = 0 %)
- I would not donate but lend (0 = 0 %)
- I would not donate (0 = 0 %).

We can conclude that the children are open to share things with others. Some of them also mentioned how they did it: donated their toys or exchanged them.

The analysis of the interviews performed with preschool children in the participating organizations shows the following findings:

- *Children understand the values of sharing, cooperation and agreement when solving conflicts with friends.*
- *Children care about good feelings of others. They try to include children in the group and offer them help if they need it. Children are happy if they receive attention. They are aware that kindness and nice behaviour contributes to good feeling.*
- *Children know the following values: inclusion in a group, cooperation, help, attention, giving presents, politeness, respect, friendship and kindness.*
- *Children use basic polite words: thank you, please, excuse me, I love you.*
- *When children are in the kindergarten they find relationships with their friends more important than with adults.*
- *Adults teach children about what is right and what is wrong, about appropriate behaviour and obeying rules.*
- *Children are aware of the positive importance of rules in the kindergarten. They find important the following rules: respect the body of other child, speak in low voice, be careful with materials so that they do not get damaged, take care of one's own and of others' safety.*
- *Children are aware of destroying nature and know different ways how men destroy nature. They are also acquainted with ways how men can take care of nature. The most often basic rule for care about nature is to put waste in the waste bin.*

- *Children have feelings for other children and are ready to share their things with other children.*

It is obvious that the children in the participating organizations are aware and/or understand a number of values, that they care about feelings of others, that they can use several polite words, that they appreciate relationships with their friends, that they are aware of the importance of rules in the kindergarten. This means that the kindergarten curricula should include more concrete activities with methodological instructions for preschool teachers how to perform values education in the kindergarten. Also the preschool teachers' programmes should include more courses on ethics and values and in this way offer the future teachers knowledge about how to transmit values to preschool children. There should also be training courses for parents who are the most important and first moral teachers of preschool children.

5 ANALYSIS OF QUESTIONNAIRES WITH PARENTS

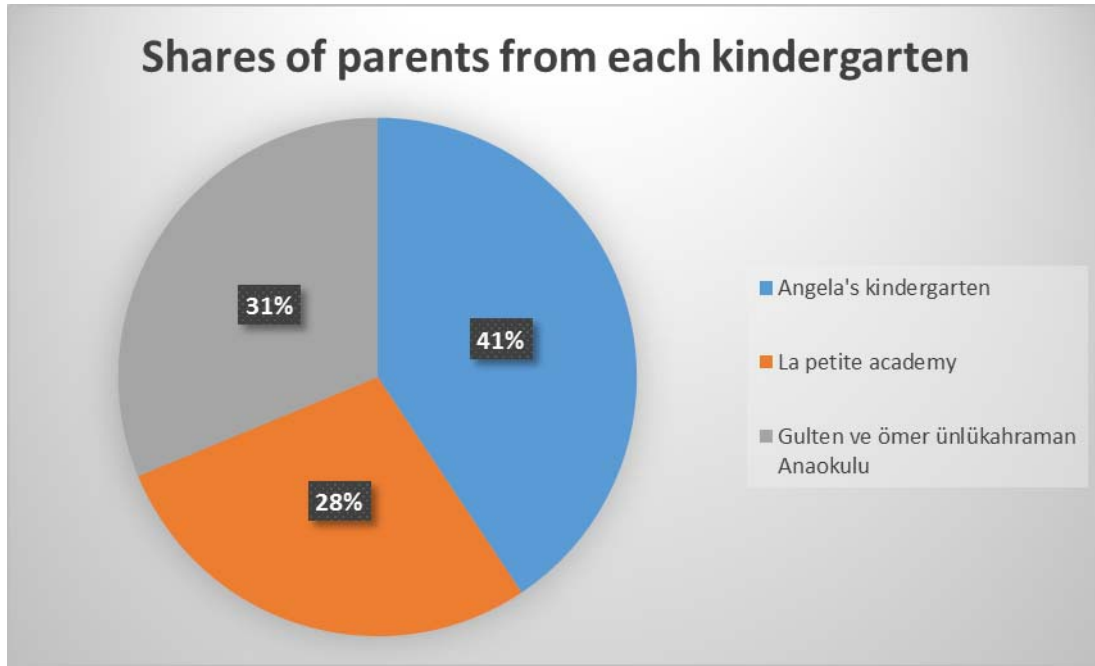
With the questionnaires for parents we wished to get **an information what parents think about values that are transmitted to their children** : which values parents find important for education of their children; which values should be transmitted to their children in the kindergarten, if parents think that the preschool period is appropriate for education in values and/or children can accept values. The fourth question is about the way of transmitting values that is appropriate for preschool children. We were also interested if parents can cooperate with the kindergarten as regards moral education – if values of the family and of the kindergarten are similar. The last question concerns the problem of different values transmitted to children at home and in the kindergarten.

The questionnaires for parents were prepared by researchers of three participating kindergartens. The questions were formed on the basis of the theoretical research, especially of the chapter on the role of the parents. The researchers first made some trial interviews and then decided for the questions that could be understood by all parents.

Parents of three kindergartens answered on the questionnaire: private kindergarten La petite academy which performs Slovenian national curriculum for kindergarten, private Catholic Angela's kindergarten that works on the basis of the programme Montessori and the Turkish public kindergarten Gulden ve ömer ünlükahraman anaokulu.

We distributed 130 questionnaires and **received 96 answers**. La petite academy distributed 30 questionnaires and received 27 answers; Angela's kindergarten distributed 70 questionnaires and received 39 answers. Gulden ve ömer ünlükahraman Anaokulu distributed 30 questionnaires and received 30 answers. The majority of parents who answered the questionnaires are between 25 and 40 years old, half of them women and half men.

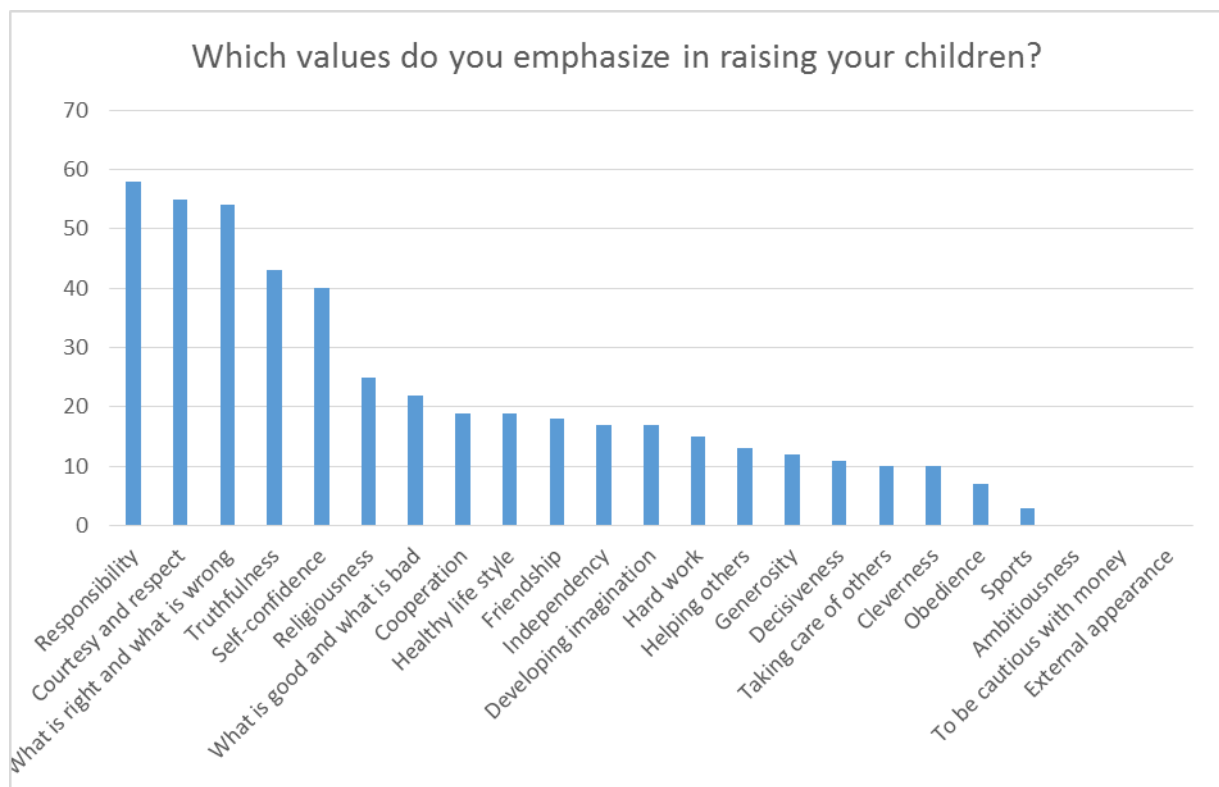
The share of each kindergarten is seen from the below graph:



1. Which values do you emphasize in raising your children? Please circle 5 values and rank them from 1 to 5 (1 being the most important).

Importance of values for parents	Number of parents
What is right and what is wrong	54
What is good and what is bad	22
Courtesy and respect	55
Obedience	7
Taking care of others	10
Helping others	13
Generosity	12
Responsibility	58
Cooperation	19
Friendship	18

Truthfulness	43
Independency	17
Hard work	15
Self-confidence	40
Decisiveness	11
Cleverness	10
Developing imagination	17
Ambitiousness	0
Healthy life style	19
Sports	3
Religiousness	25
To be cautious with money	0
External appearance	0



When parents of the preschool children answered the question which values they find important for education of their children, they could choose five most important values that should be transmitted to their children. Parents could rank five values from the most important (1) to less important (5). This analysis does not take into account ranking of values from 1 to 5. The analysis shows only how many parents chose a value as important for their child. When analyzing the questionnaire we found that this question was insufficient because many parents find the majority of the values important but they could choose only five most important. Perhaps we would have got other classification of values if we had put in an open question and let them list five values which they find most important for education of their children. On the other side it is possible that they would not have remembered all the important values if thinking about them in the moment when they completed the questionnaire.

With regard to the answers of parents they find as the most important the following values:

- 1) Responsibility: 58
- 2) Courtesy and respect: 55
- 3) What is right and what is wrong: 54
- 4) Truthfulness: 54
- 5) Self-confidence: 40.

Some other values also seem important to parents but were chosen by less parents:

Religiousness	25
What is good and what is bad	22
Cooperation	19
Healthy life style	19
Friendship	18
Independency	17
Developing imagination	17
Hard work	15

The below values were not chosen as important for education of preschool children:

Helping others	13
Generosity	12
Decisiveness	11
Taking care of others	10
Cleverness	10
Obedience	7
Sports	3

None of the parents chose:

- Ambitiousness
- To be cautious with money
- External appearance

as important value for education of preschool children.

Parents from individual kindergartens chose as the most important 5 values as follows:

La petite academy:

1. What is right and what is wrong: 15
2. Responsibility: 13
3. Independence: 13
4. Self-confidence: 12
5. Courtesy and respect: 9
6. Truthfulness: 9

Angela's kindergarten:

1. Responsibility: 23
2. What is right and what is wrong: 22
3. Courtesy and respect: 22
4. Truthfulness: 19
5. Religion: 16

Gulten ve ömer ünlükahraman Anaokulu:

1. Courtesy and respect: 24
2. Responsibility: 22

3. Self-confidence: 20
4. What is right and what is wrong: 17
5. Truthfulness: 15

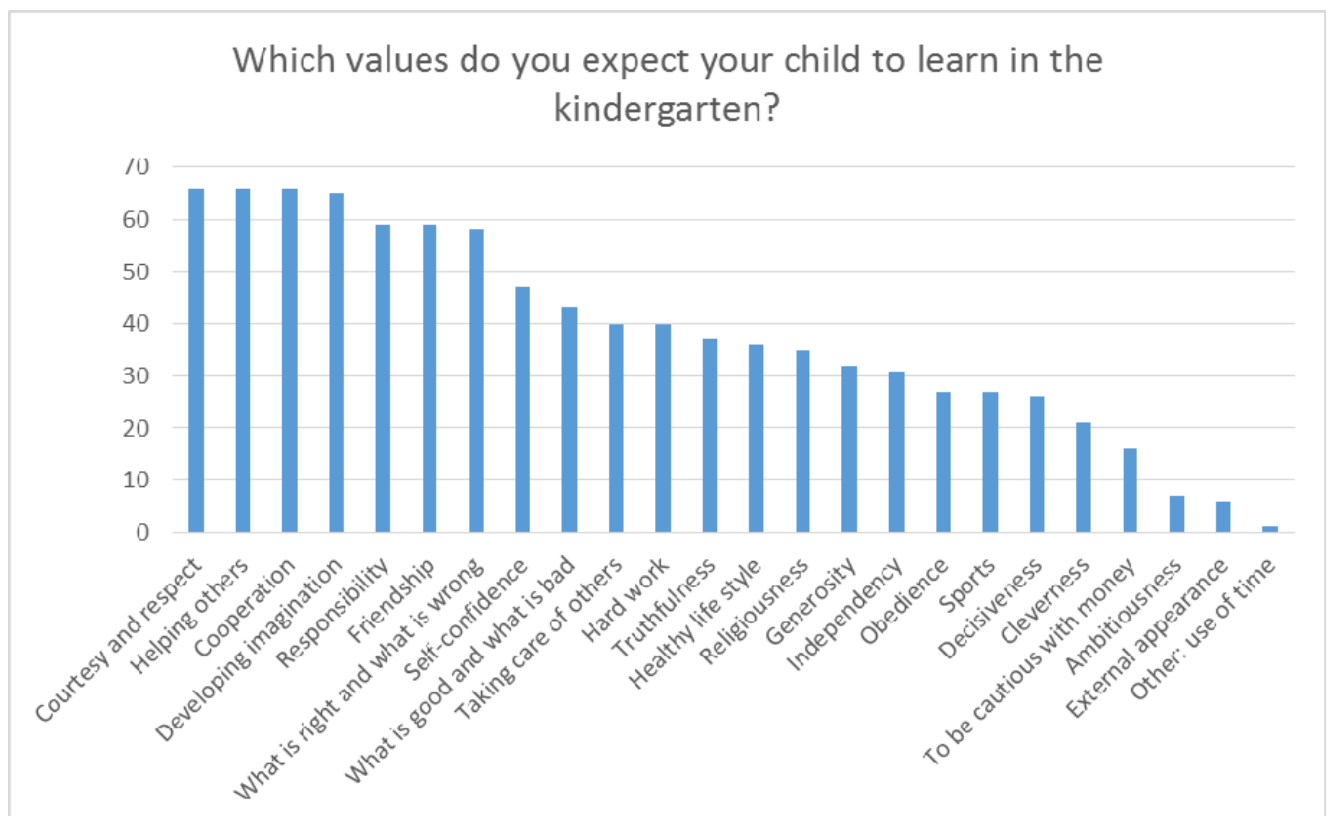
It is obvious that the listed 5 most important values are most important also in individual kindergartens and that there are not many differences among them. In Angela's kindergarten which is catholic, religion is among five most important virtues; and in La petite academy independence is an important value.

Parents emphasize values responsibility, courtesy and respect, what is right and what is wrong, truthfulness and self-confidence as important values that should be forwarded to preschool children.

2. Which of the below values do you expect your child to learn in the kindergarten?

	Number of parents
What is right and what is wrong	58
What is good and what is bad	43
Courtesy and respect	66
Obedience	27
Taking care of others	40
Helping others	66
Generosity	32
Responsibility	59
Cooperation	66
Friendship	59
Truthfulness	37
Independency	31
Hard work	40
Self-confidence	47
Decisiveness	26
Cleverness	21
Developing imagination	65

Ambitiousness	7
Healthy life style	36
Sports	27
Religiousness	35
To be cautious with money	16
External appearance	6
Other: Time management	1



Parents could list more values when answering the question on which values should be forwarded to their children. The values under question 2 are the same as under question 1 but parents could put in also their own values which they find important.

When answering this question some parents chose five most important values and others decided for almost all values. Because the parents could choose the number of values themselves many values were chosen.

Parents find very important the following values and they expect that the kindergartens will forward them to preschool children:

Courtesy and respect	66
Helping others	66
Cooperation	66
Developing imagination	65
Responsibility	59
Friendship	59
What is right and what is wrong	58

Parents find also important below values:

Self-confidence	47
What is good and what is bad	43
Taking care of others	40
Hard work	40
Truthfulness	37
Healthy life style	36
Religiousness	35
Generosity	32
Independency	31
Obedience	27
Sports	27
Decisiveness	26

The below values seem less important:

Cleverness	21
To be cautious with money	16
Ambitiousness	7
External appearance	6
Other: use of time	1

Values that parents find important for education of their children generally and values which they expect will be forwarded to their children in the kindergarten are a bit different. Parents probably think that they are responsible for education in certain values while others can be taught in the kindergarten. Parents expect that kindergarten will forward values that are important of life in society. Most important seem to be values like: helping others, cooperation and friendship. Also development of imagination is quite important to parents.

Parents of individual kindergartens most often chose as values the following:

La petite academy:

Developing imagination	23
Cooperation	22
Helping others	21
Friendship	19
Courtesy and respect	18
What is right and what is wrong	18

Angela's kindergarten:

Helping others	32
Cooperation	29
Friendship	28
Courtesy and respect	27
Religiousness	25
Hard work	24
Developing imagination	24

Gulten ve ömer ünlükahraman anaokulu:

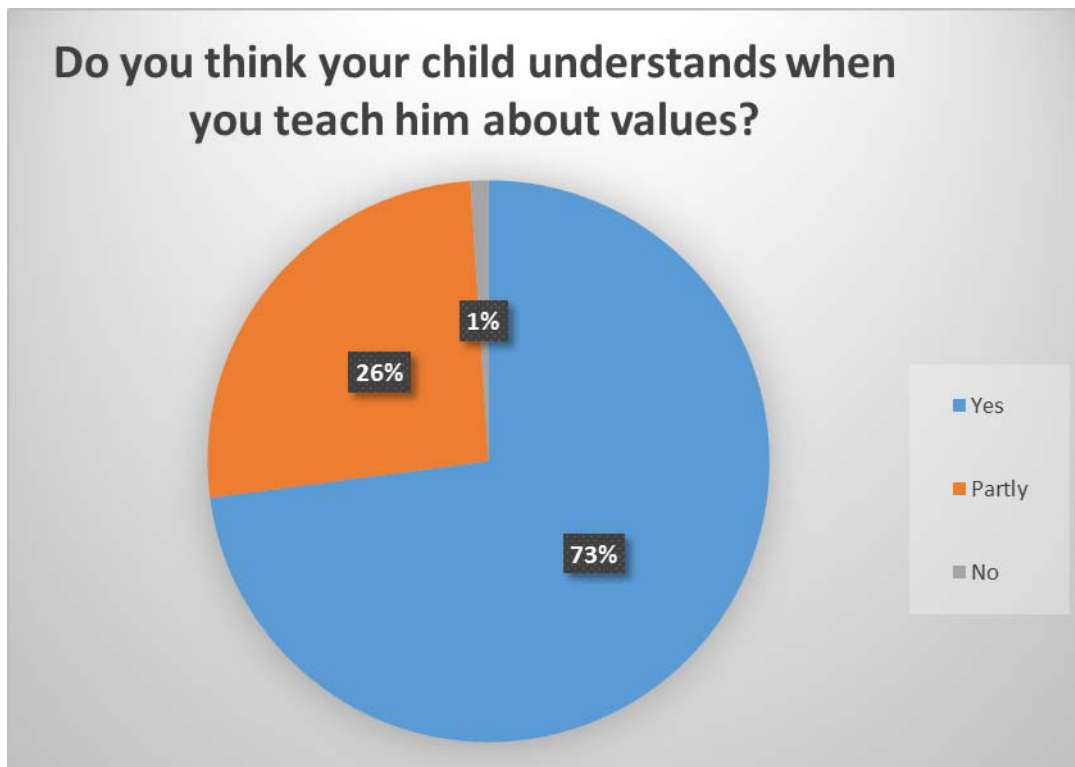
Responsibility	22
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Courtesy and respect	21
Self-confidence	18
Developing imagination	18
What is right and what is wrong	17
Cooperation	15
Helping others	13

Values which parents wish that the kindergartens would submit to their children are not very different but both Slovenian kindergartens emphasize friendship; one Slovenian and the Turkish kindergarten stress that children should be taught what is right and what is wrong; Angela's kindergarten emphasizes religiousness. The Turkish kindergarten mentions also self-confidence which is not among the most important values of Slovenian children.

3. Do you think your child understands/comprehends when you teach him/her about the values?

	Number of parents
Yes	70
Partly	25
No	1



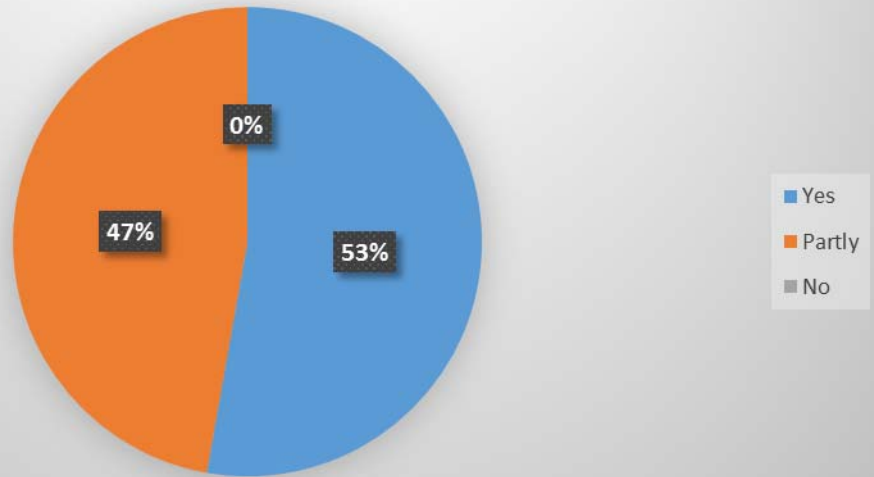
Many parents think that their children understand teaching about values: 73 % responded with yes, 26 % partly and just 1 % negatively.

Views of parents from individual kindergartens as regards child's understanding of values are to a certain degree different:

La petite academy:

	Number of parents
Yes	19
Partly	17
No	0

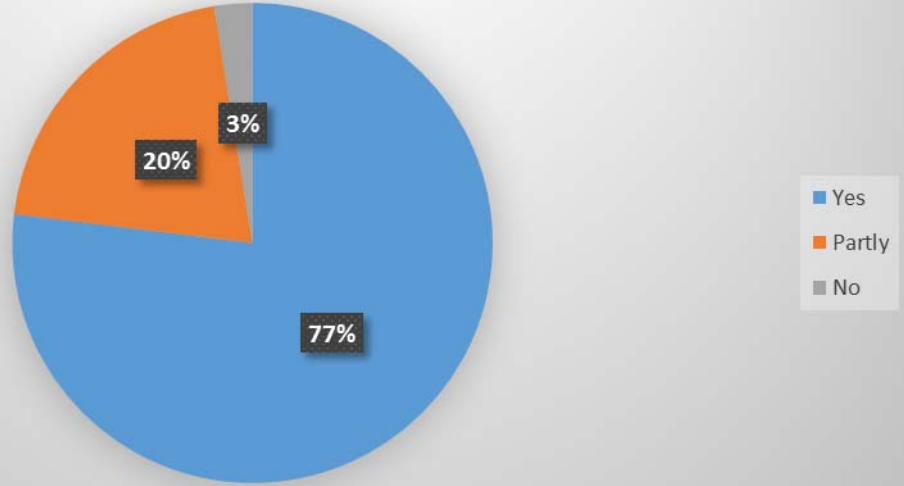
**DO YOU THINK YOU CHILD UNDERSTANDS
WHEN YOU TEACH HIM ABOUT VALUES? (La
petite academy)**



Angela's kindergarten:

	Number of parents
Yes	30
Partly	8
No	1

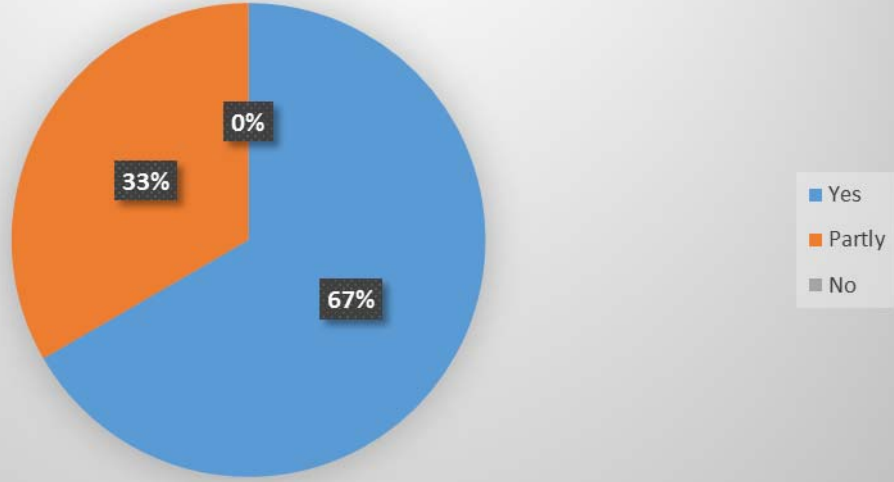
**DO YOU THINK YOU CHILD UNDERSTANDS
WHEN YOU TEACH HIM ABOUT VALUES?
(Angela's kindergarten)**



Gulten ve ömer ünlükahraman Anaokulu:

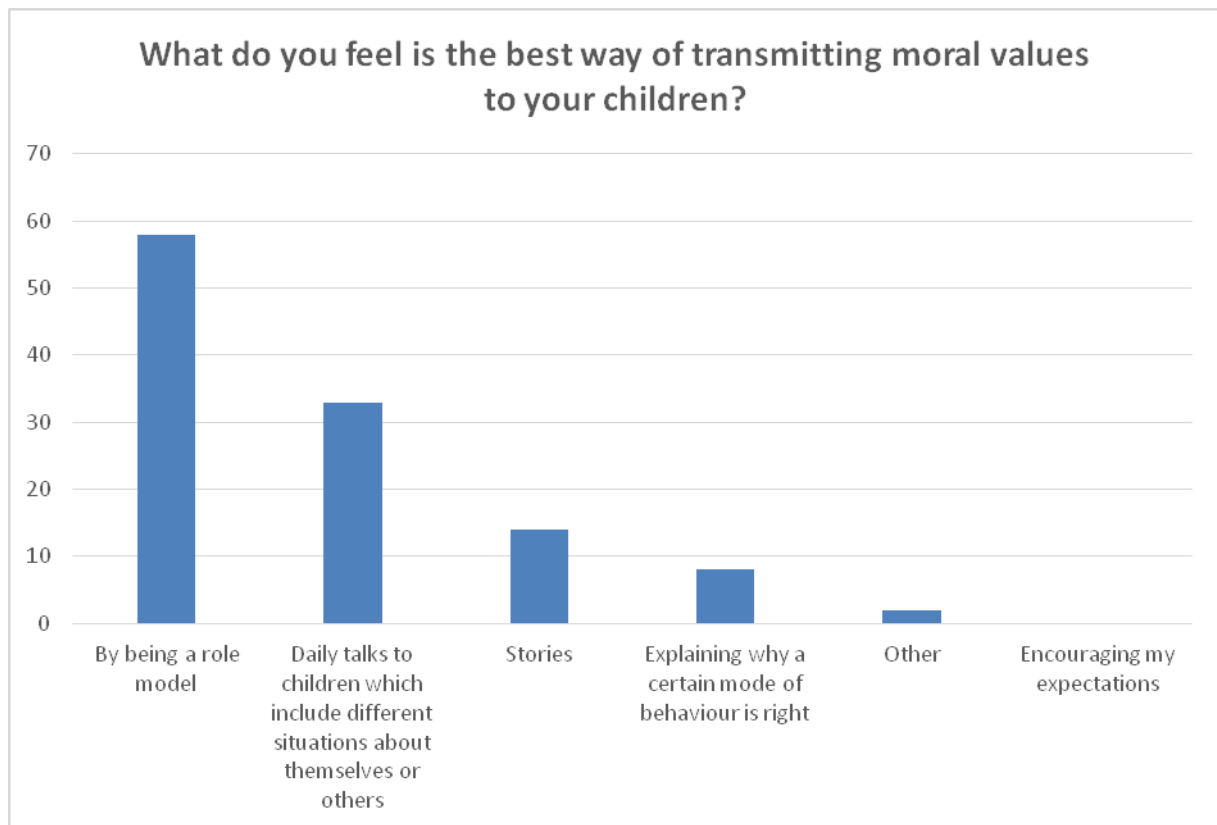
	Number of parents
Yes	20
Partly	10
No	0

**DO YOU THINK YOUR CHILD UNDERSTANDS
WHEN YOU TEACH HIM ABOUT VALUES?
(Gulten ve ömer ünlükahraman Anaokulu)**



4. What do you feel is the best way of transmitting moral values to your children?

	Number of parents
stories	14
explaining why a certain mode of behaviour is right	8
daily talks to children which include different situations about themselves or others	33
encouraging my expectations	0
by being a role model	58
other (please write down)	2



This question deals with the way of transmitting values. Parents could choose among the following:

- * stories
- * explaining why a certain mode of behaviour is right
- * daily talks to children which include different situations about themselves or others
- * encouraging my expectations
- * by being a role model

or describe some other successful way of transmitting values. Parents could choose one or more answers. The majority of parents (58) find as effective way of teaching values that they are a role model so that the child can imitate their behaviour.

Many parents (33) chose as a good way of teaching values:

- * daily talks to children which include different situations about themselves or others

Less parents (14) chose story telling and some (8) also explanation why certain behaviour is not good.

None of the parents chose encouraging my expectations to teach values.

The analysis of answer from individual kindergartens shows that parents also chose the already mentioned two ways as the best.

La petite academy:

	Number of parents
by being a role model	15
daily talks to children which include different situations about themselves or others	13

Angela's kindergarten:

	Number of parents
by being a role model	26
daily talks to children which include different situations about themselves or others	13

Gulten ve ömer ünlükahraman Anaokulu:

	Number of parents
by being a role model	17
stories	7
daily talks to children which include different situations about themselves or others	7

In short we can say that parents find two effective ways of transmitting values on children:

- adults as role model
- daily talks with children that include different situations.

5. In what way do you try to collaborate with the kindergarten in establishing/raising your child's moral values?

- Speaking with kindergarten teachers (31)
- I follow rules and principles defined by the kindergarten because I trust their moral virtues (18)
- Cooperation in all activities of the kindergarten (9)
- Speaking about the work in the kindergarten and the same reactions at home (8)
- Participation in parents' meetings (7)
- Discussions with the child at home (6)
- I trust kindergarten teachers (5)
- I do not oppose kindergarten teachers if I find them good and reasonable, although I might react in a different way (4)
- With ideas and suggestions (4)
- I show the child that I agree with the teacher and that I am pleased with what she does (3)
- I accept initiatives of kindergarten teachers (2)
- We follow Montessori guidelines of education (2)
- With my own support and role model (2)
- I tell about my expectations (1)
- I do not participate (1)
- I do not participate but I support the education of the kindergarten (1)
- With prayer and good will (1)



Question no. 5 asked parents about their personal experiences in collaboration with kindergartens as regards teaching of values – how they collaborate with the kindergarten to transmit values to children. It was an open question so that parents were free to describe which way of cooperation they find as best. All the same many parents described ways of collaboration similarly.

One third of parents say that they collaborate with the kindergarten by personal discussions with the kindergarten teachers and thus get information about the child's behaviour in the kindergarten. They discuss individual situations in kindergarten or at home, ask for advice, express their opinion etc. They described also other ways of cooperation as described in the above table.

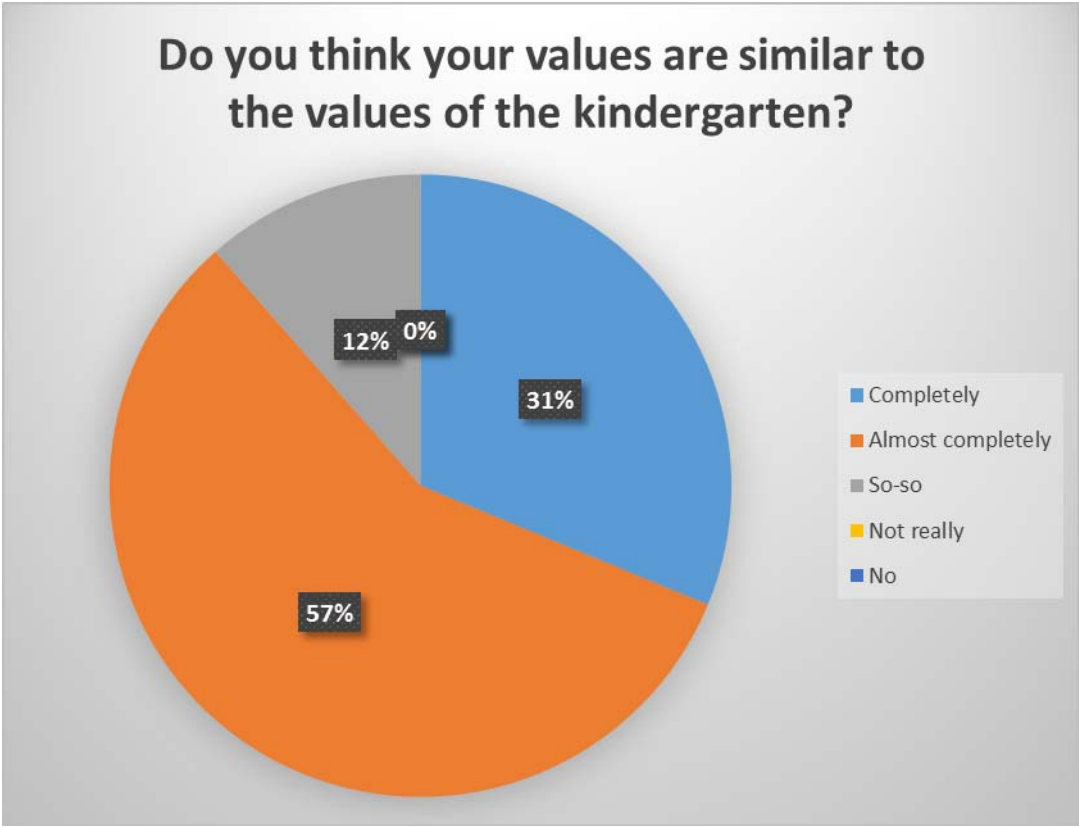
Also the analysis of individual kindergartens shows that parents most often speak with the kindergarten teacher:

- La petite academy: 9
- Angela's kindergarten: 13
- Gulten ve ömer ünlükahraman anaokulu: 9

We can conclude that parents appreciate personal discussion with the kindergarten teachers, that they find them important and that personal meetings show quality of kindergartens.

6. Do you think your values are similar to the virtues of the kindergarten?

	Number of parents
Completely	30
Almost completely.	55
So-so.	11
Not really.	0
No.	0

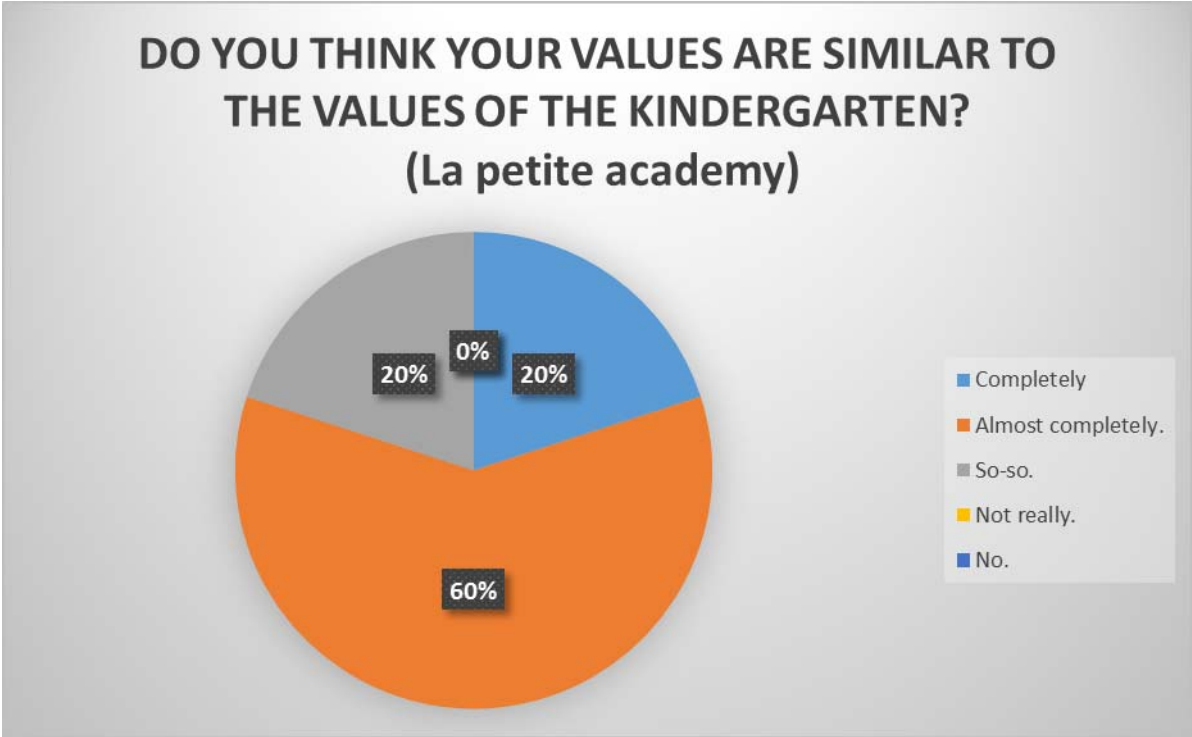


One third of the parents (31 %) say that they support the same values as those taught in the kindergarten. Half of the parents think (57 %) that their values are almost the same as those of the kindergarten. 12 % of parents find virtues partly equal. None of the parents mentioned big differences among values of parents and kindergartens.

Views of parents from individual kindergartens regarding their own and kindergarten's values are a bit different:

Parent of La petite academy:

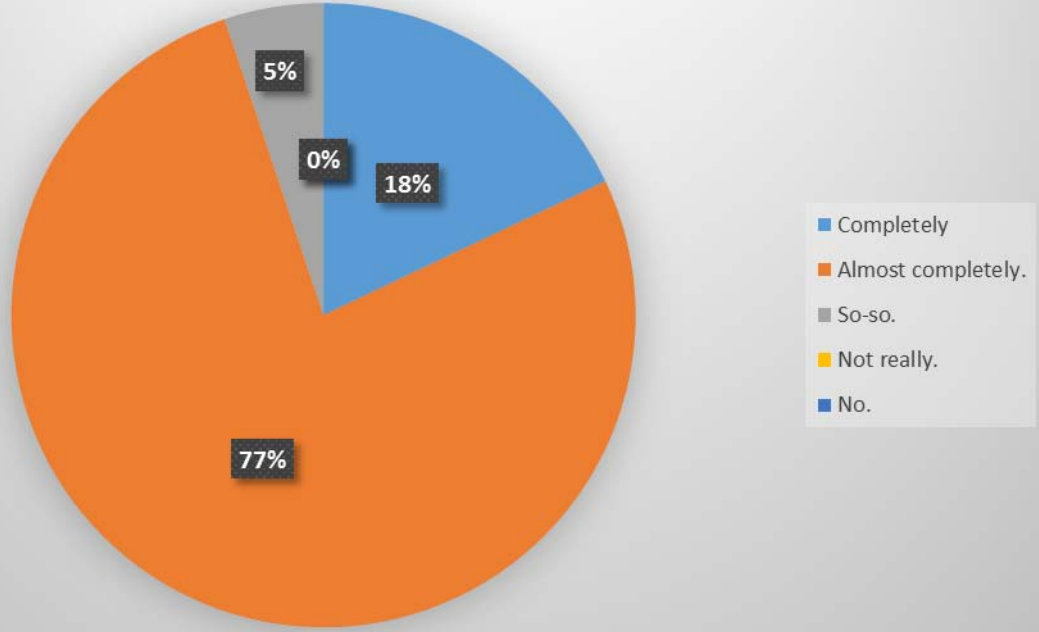
	Number of parents
Completely	5
Almost completely.	15
So-so.	5
Not really.	0
No.	0



Angela's kindergarten:

	Number of parents
Completely	7
Almost completely.	30
So-so.	2
Not really.	0
No.	0

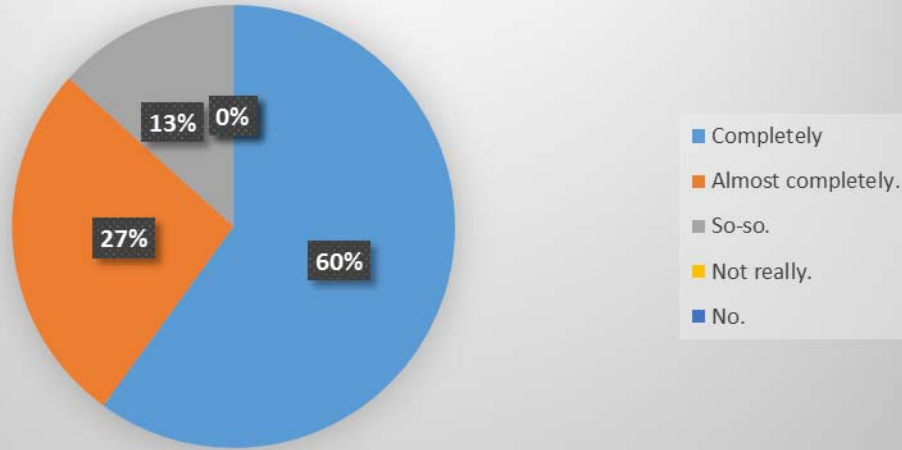
**DO YOU THINK YOUR VALUES ARE SIMILAR TO
THE VALUES OF THE KINDERGARTEN?
(Angela's kindergarten)**



Gulten ve ömer ünlükahraman anaokulu:

	Number of parents
Completely	18
Almost completely.	8
So-so.	4
Not really.	0
No.	0

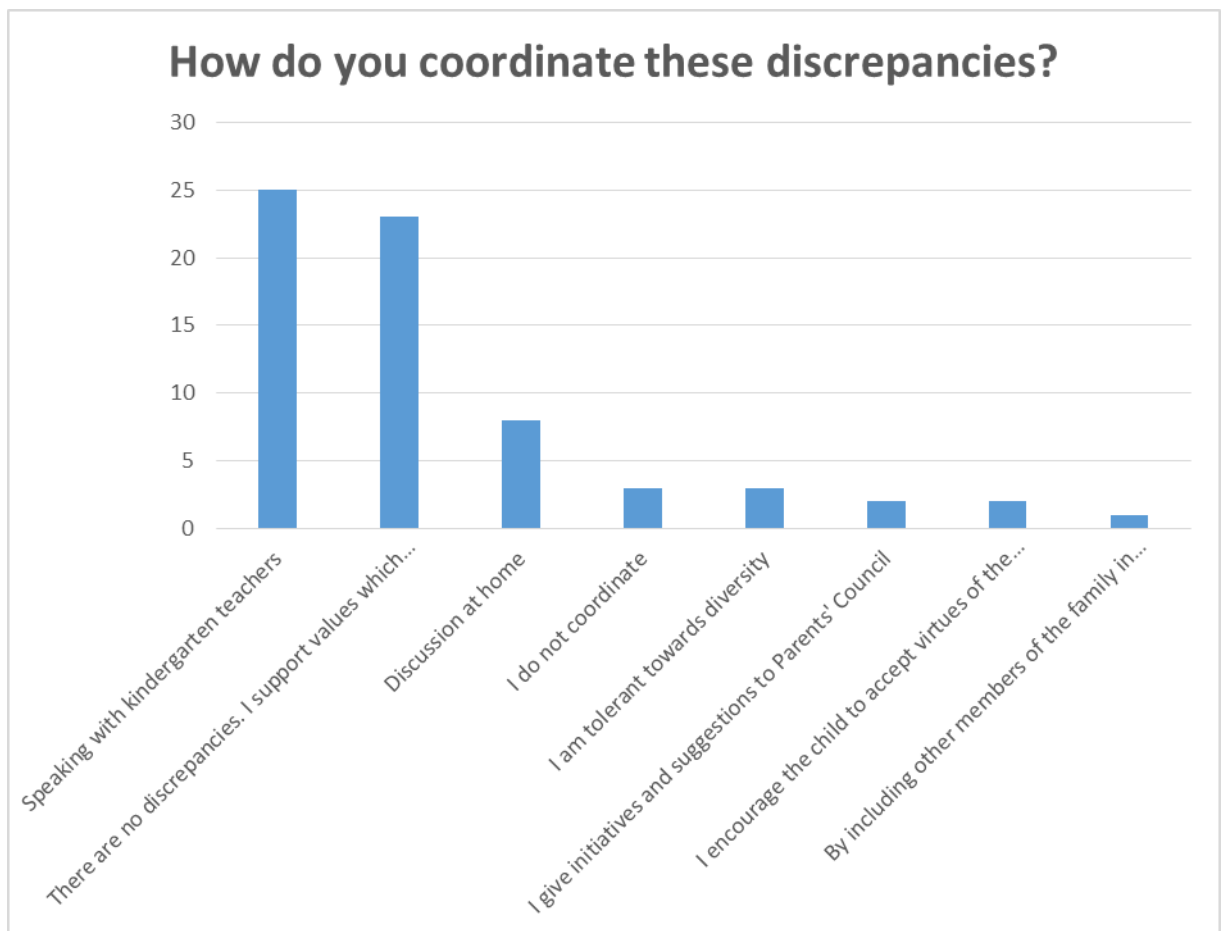
DO YOU THINK YOUR VALUES ARE SIMILAR TO THE VALUES OF THE KINDERGARTEN? (Gulten ve ömer ünlükahraman Anaokulu)



The two Slovenian kindergartens are almost equal in percent while the Turkish kindergarten has a higher percent of parents whose values are completely identical with those of the kindergarten. Percent of parents whose values are completely identical with those of the kindergarten is smaller than percent of those who mentioned almost completely.

7. How do you coordinate these discrepancies?

- Speaking with kindergarten teachers (25)
- There are no discrepancies. I support values which are taught by the kindergarten because I trust kindergarten teachers (23). It is more about ranking importance of certain values and not discrepancies (4).
- Discussion at home (8)
- I do not coordinate (3)
- I am tolerant towards diversity (3)
- I give initiatives and suggestions to Parents' Council (2)
- I encourage the child to accept values of the kindergarten and do not discuss possible discrepancies in his presence (2)
- By including other members of the family in education of children (grandparents, uncles, aunts) (1)



Question no. 7 asked parents how they coordinate discrepancies between the values in the kindergarten and their own values. This was an open question and parents were free to describe their ways of coordination.

Question no. 6 shows that there are no important discrepancies and this is confirmed also by answers to this question. A number of parents (23) say that there are no discrepancies and that they trust the kindergarten and the teachers. They solve less important discrepancies with personal discussion with the teacher.

It is interesting that parents prefer to use personal discussion with the kindergarten teacher for collaboration and coordination of discrepancies.

Also analyses of individual kindergartens showed the above mentioned finding: that there are no discrepancies and/or that they solve them by discussion with teachers.

La petite academy:

- Discussion with teachers (7)
- No discrepancies (5)

Angela's kindergarten:

- Discussion with teachers (8)
- No discrepancies (11)

Gulten ve ömer ünlükahraman anaokulu

- Discussion with teachers (10)
- No discrepancies (7)

The analysis of the questionnaires for parents offers the following findings:

- *Parents believe that a preschool child comprehends education of ethical values and that he/she understands values.*
- *Parents find important the following values: responsibility, courtesy and respect, understanding what is right and what is wrong, truthfulness and self-confidence.*
- *Parents expect from the kindergartens to transmit to their children the following values: courtesy and respect, helping others, cooperation, responsibility, friendship, understanding what is right and what is wrong and develop child's imagination.*
- *There are two effective ways to transmit values on children: adults as role model and daily talks with children that include different situations.*
- *Parents need personal discussions with kindergarten teachers to help and cooperate in the education of the child and to solve discrepancies concerning values and education.*
- *The majority of parents support values that are transmitted by kindergarten.*

The analysis of parents' opinion between Slovenia and Turkey does not show important differences although we expected some because the two countries have rather different history, geographical position, religion, social habits etc.

It is interesting that parents emphasize/find important the following values:

Responsibility

Courtesy and respect

What is right and what is wrong

Truthfulness

Self-confidence.

but they expect that the kindergarten should convey to the children the below values:

Courtesy and respect

Helping others

Cooperation

Developing imagination

Responsibility

Friendship

What is right and what is wrong.

This means that parents find important truthfulness and self-confidence but these two values are not on the priority list of values that kindergarten teachers are expected to transmit to preschool children. On the other hand developing imagination and friendship are not among the most important values of parents while they expect that kindergarten teachers should transmit them to children.

The answers on the above questions show that parents are most interested in ethics education of their preschool children. We found that it was not at all difficult to get parents who would answer the questionnaires. Parents were interested in the results and often asked us to publish them as soon as possible. Also the answers show parents' interest in ethics. This brings the conclusion that parents would like to have their children educated in ethics.

6 ANALYSIS OF QUESTIONNAIRES WITH KINDERGARTEN TEACHERS

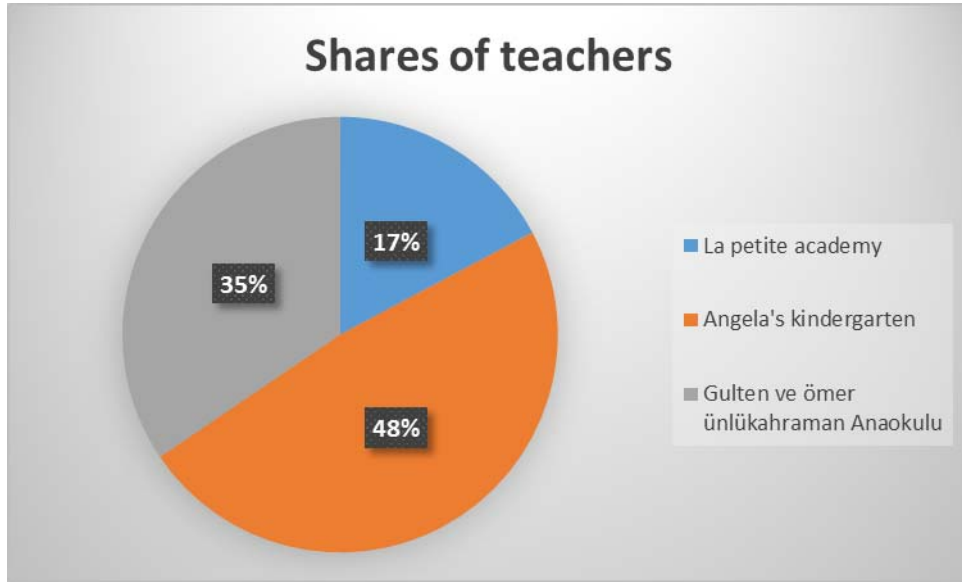
The questionnaire for kindergarten teachers consists of 14 questions which were designed to get **an insight in the values of kindergarten teachers of the participating and other organizations.**

The questionnaire is divided in four groups of questions. The first group of questions refers to values in the lives of kindergarten teachers: which are most important and how much they are prepared to invest in deepening their values. The second group of questions concern teachers' view on values that should be transmitted to preschool children: to what degree teachers transmit values to children during their educational work, if this is planned, which values he/she wishes to transmit to children and in what way he does it. The third group of questions refers to teachers' cooperation with parents: are values of teachers and parents equal, do they discuss values with parents and how they coordinate different views on values with parents. The fourth group of questions touches values of the kindergarten: do kindergartens provide for personal growth of the kindergarten teachers, in what way, are values also in written form. The last question is about colleagues in the team – if they strive to the same values.

The questionnaires were answered by kindergarten teachers of several kindergartens: teachers of the private kindergarten La petite academy and some kindergarten teachers from the public kindergarten Log Dragomer (both working on the basis of Slovenian national curriculum); the teachers of the Catholic private kindergarten Angela's kindergarten which performs the Montessori programme and some teachers of other Montessori and Catholic kindergartens in Slovenia, and teachers of the kindergarten Gulden ve ömer ünlükahraman Anaokulu.

We distributed 150 questionnaires and received 87 answers. Kindergarten La petite academy distributed 50 questionnaires and received 15 answers. Angela's kindergarten sent 70 questionnaires and received 42 answers. Gulden ve ömer ünlükahraman Anaokulu distributed 30 questionnaires and received 30 answers. The teachers were mainly female, aged between 20 and 45 years.

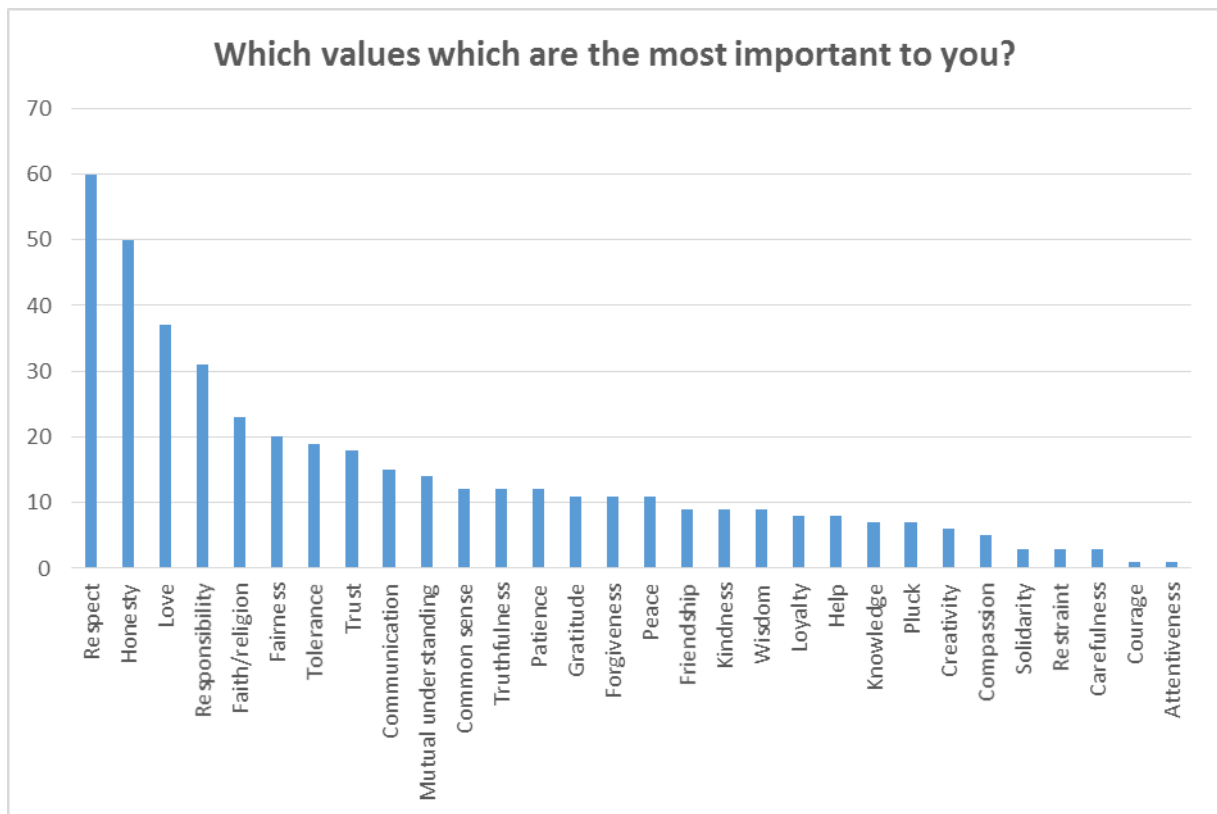
Shares of each kindergarten are presented on the below graph:



1. Which values which are the most important to you. Choose 5 values.

Virtue	Number of teachers
Honesty	50
Courage	1
Fairness	20
Respect	60
Trust	18
Faith/religion	23
Responsibility	31
Loyalty	8
Tolerance	19
Mutual understanding	14
Friendship	9
Kindness	9

Wisdom	9
Knowledge	7
Common sense	12
Truthfulness	12
Attentiveness	1
Love	37
Pluck	7
Solidarity	3
Patience	12
Gratitude	11
Help	8
Forgiveness	11
Restraint	3
Carefulness	3
Peace	11
Compassion	5
Creativity	6
Communication	15



When responding which values they find the most important in their lives the teachers could choose 5 values which they find the most important. The chosen 5 values were ranked from the most important (1) to less important (5). The analysis did not consider ranking from 1 to 5 but only how many teachers chose a value as important.

The answers show that kindergarten teachers find as the most important the following values:

- | | | |
|----|----------------|----|
| 1. | Respect | 60 |
| 2. | Honesty | 50 |
| 3. | Love | 37 |
| 4. | Responsibility | 31 |
| 5. | Faith/religion | 23 |

The below values are also important but were chosen by less teachers:

Fairness	20
Tolerance	19
Trust	18
Communication	15
Mutual understanding	14
Common sense	12
Truthfulness	12
Patience	12
Gratitude	11
Forgiveness	11
Peace	11

An even smaller number of teachers chose the following values as important in their lives:

Friendship	9
Kindness	9
Wisdom	9
Loyalty	8
Help	8
Knowledge	7
Pluck	7
Creativity	6
Compassion	5
Solidarity	3
Restraint	3
Carefulness	3
Courage	1
Attentiveness	1

Teachers from individual kindergartens most often chose as 5 most important values the following listed in the table below:

La petite academy

1. Respect	13
2. Honesty	8
3. Responsibility	8
4. Love	5
5. Friendship	4

Angela's kindergarten:

1. Respect	27
2. Honesty	23
3. Love	18
4. Responsibility	15
5. Faith/religion	13

Gulten ve ömer ünlükahraman Anaokulu:

1. Respect	20
2. Honesty	19
3. Love	14
4. Tolerance	11
5. Fairness	11

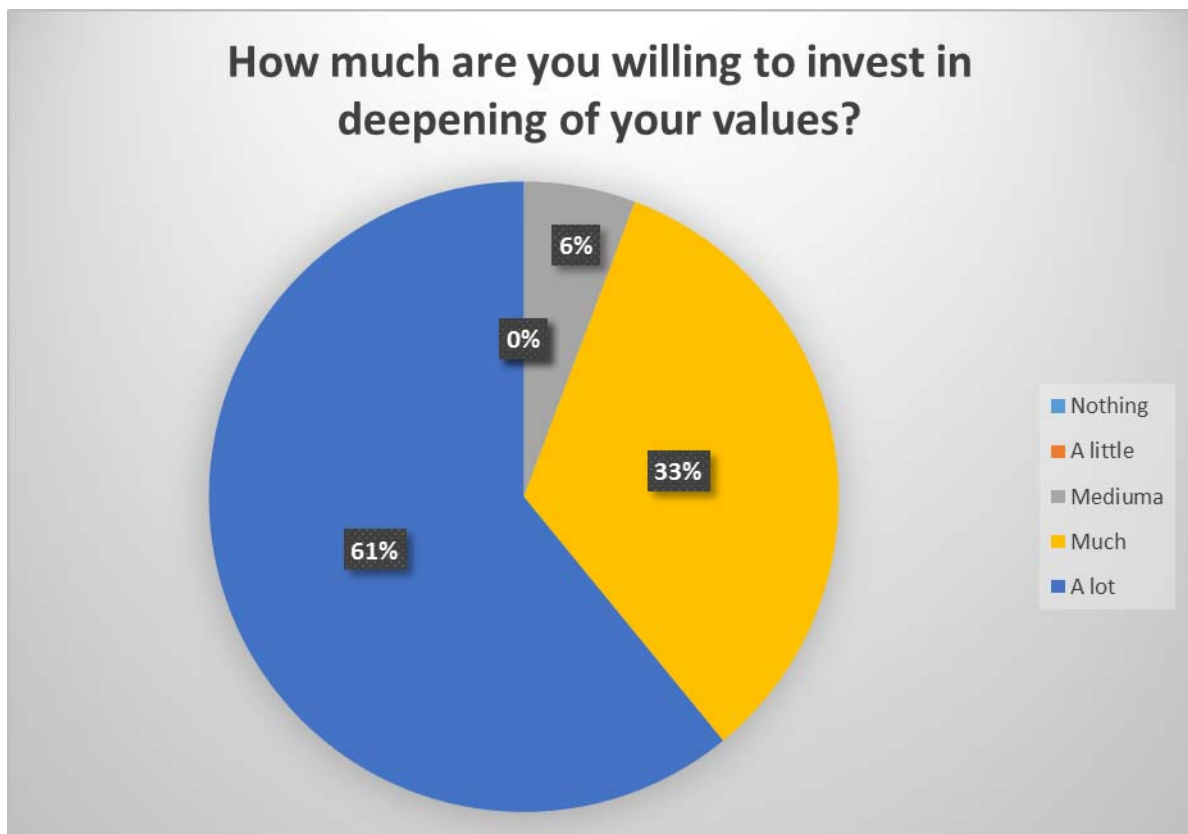
Among 5 listed values all three kindergartens appreciate respect and honesty. Religion is more important in catholic and montessori kindergartens.

Kindergarten teachers appreciate values: respect, responsibility, honesty, love.

2. How much are you willing to invest in deepening of your values?

	Willing to invest in values
--	-----------------------------

Nothing	0
A little	0
Mediuma	5
Much	29
A lot	53



A good half of the teachers are ready to invest in deepening their values a lot and one third much. These answers show that kindergarten teachers find values important and wish to develop them.

Teachers in individual kindergartens showed their interests in deepening their values in rather similar numbers:

La petite academy:

	Willing to invest in values
Nothing	0 = 0 %
A little	0 = 0 %
Medium	2 = 13 %
Much	4 = 27 %
A lot	9 = 60 %

Angela's kindergarten:

	Willing to invest in values
Nothing	0 = 0 %
A little	0 = 0 %
Medium	1 = 3%
Much	14 = 33 %
A lot	27 = 64 %

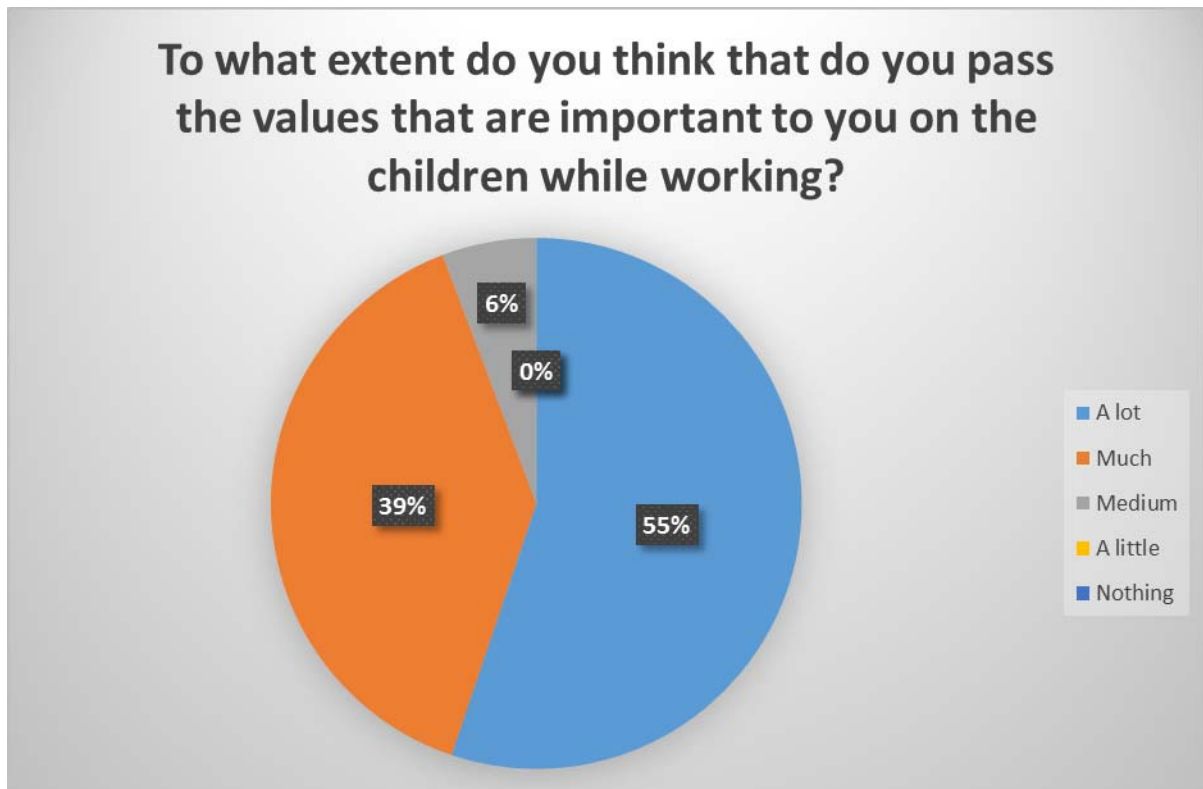
Gulten ve ömer ünlükahraman Anaokulu

	Willing to invest in values
Nothing	0 = 0%
A little	0 = 0%
Medium	2 = 7%
Much	11 = 37%

A lot	17 = 56%
-------	----------

3. To what extent do you think that do you pass the values that are important to you on the children while working?

	Passing values on children
A lot	48
Much	34
Medium	5
A little	0
Nothing	0



A good half of the kindergarten teachers (55 %) think that they pass a lot of values on children; weak half of the teachers (39 %) transmits values on children only partly. There are also some teachers (6 %) who do not pass values on children.

Answers of teachers show that they include values in their work.

Teachers from individual kindergartens confirmed in a rather similar proportion that they find passing values on children important.

La petite academy:

	Passing values on children
A lot	8 = 57 %
Much	4 = 29 %
Medium	2 = 14 %
A little	0 = 0 %
Nothing	0 = 0 %

Angela's kindergarten:

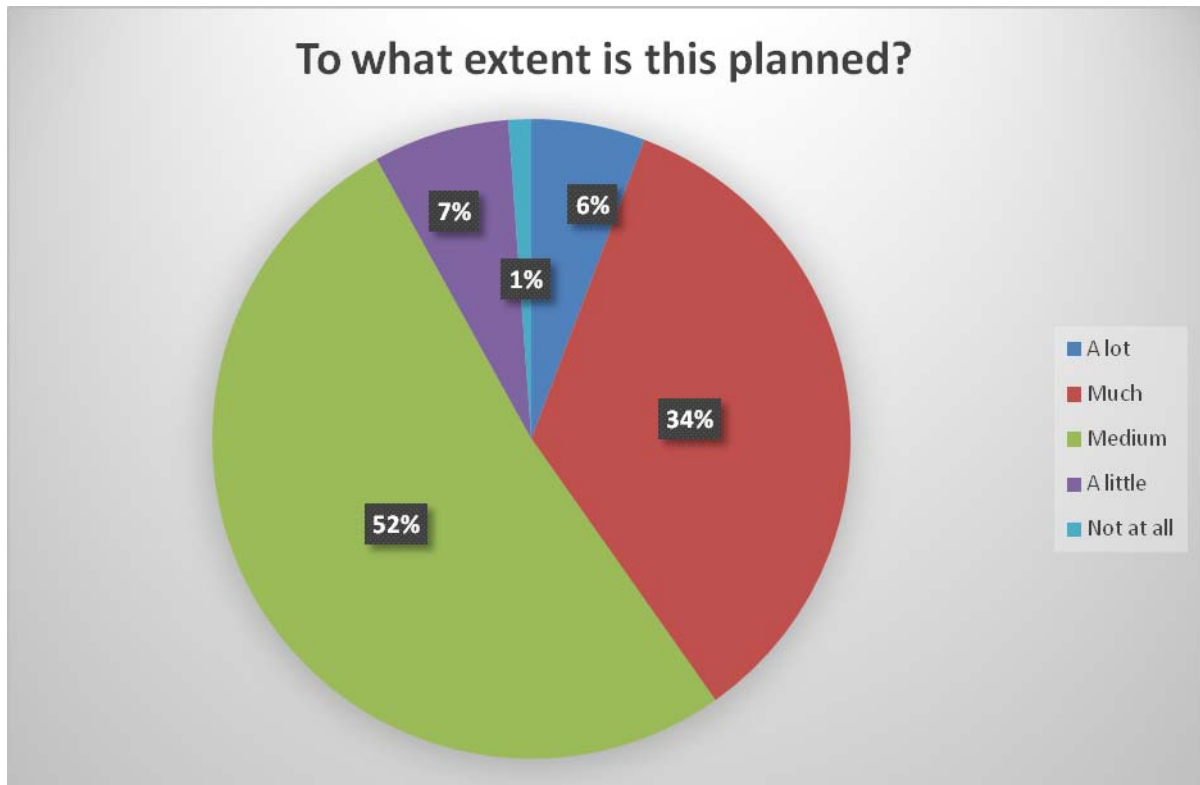
	Passing values on children
A lot	26 = 63 %
Much	15 = 37 %
Medium	0 = 0 %
A little	0 = 0 %
Nothing	0 = 0 %

Gulten ve ömer ünlükahraman Anaokulu:

	Passing values on children
A lot	12 = 40 %
Much	15 = 50 %
Medium	3 = 10 %
A little	0 = 0 %
Nothing	0 = 0 %

4. To what extent is this planned?

	To what extent is this planned?
A lot	5
Much	30
Medium	45
A little	6
Not at all	1



A good half of the teachers (52 %) partly plans transmitting of values to children while the others make it spontaneously. 6 % kindergarten teachers pass on values with a lot of planning, 34 % more or less of planning.

The answers show that the majority of teachers should have more opportunities to transmit the values on children with more planning.

The teachers from individual kindergarten answered the question on planning the education on values in a similar proportion:

La petite academy:

To what extent is this planned?	
A lot	1 = 6 %
Much	5 = 31 %

Medium	8 = 50 %
A little	2 = 13 %
Not at all	0 = 0 %

Angela's kindergarten:

	To what extent is this planned?
A lot	1 = 3 %
Much	8 = 20 %
Medium	29 = 70 %
A little	3 = 7 %
Not at all	0 = 0 %

Gulten ve ömer ünlükahraman anaokulu:

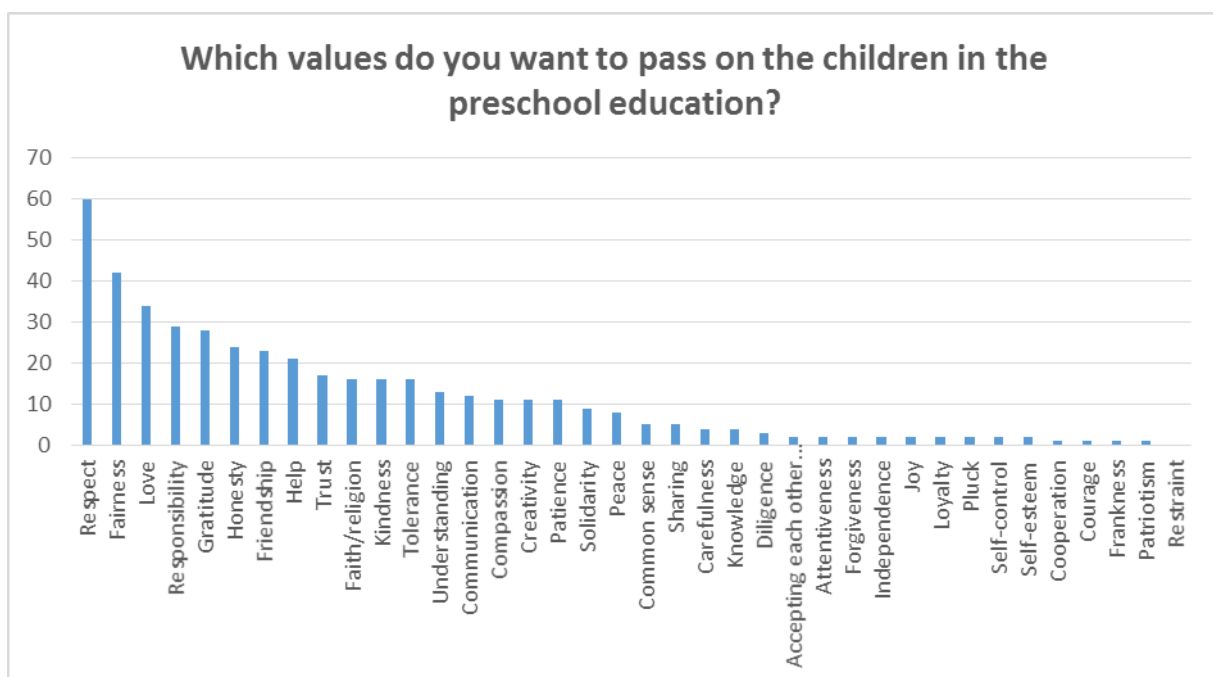
	Passing values on children
A lot	3 = 10 %
Much	17 = 57 %
Medium	8 = 27 %
A little	1 = 3 %
Nothing	1 = 3 %

5. Which values do you want to pass on the children in the preschool education?

Value	Number of teachers
-------	--------------------

Accepting each other and diversity	2
Attentiveness	2
Carefulness	4
Common sense	5
Communication	12
Compassion	11
Cooperation	1
Courage	1
Creativity	11
Diligence	3
Fairness	42
Faith/religion	16
Forgiveness	2
Frankness	1
Friendship	23
Gratitude	28
Help	21
Honesty	24
Independence	2
Joy	2
Kindness	16
Knowledge	4
Love	34
Loyalty	2

Patience	11
Patriotism	1
Peace	8
Pluck	2
Respect	60
Responsibility	29
Restraint	0
Self-control	2
Self-esteem	2
Sharing	5
Solidarity	9
Tolerance	16
Trust	17
Understanding	13



Kindergarten teachers chose the below listed five values which they find the most important for education of preschool children:

Respect	60
Fairness	42
Love	34
Responsibility	29
Gratitude	28

The values listed below were chosen by a smaller number of teachers but they still find them important:

Honesty	24
Friendship	23
Help	21
Trust	17
Faith/religion	16
Kindness	16
Tolerance	16
Understanding	13
Communication	12
Compassion	11
Creativity	11
Patience	11

The below listed values are less important for education of preschool children:

Solidarity	9
Peace	8
Common sense	5
Sharing	5
Carefulness	4
Knowledge	4
Diligence	3

Accepting each other and diversity	2
Attentiveness	2
Forgiveness	2
Independence	2
Joy	2
Loyalty	2
Pluck	2
Self-control	2
Self-esteem	2
Cooperation	1
Courage	1
Frankness	1
Patriotism	1

Teachers from individual kindergartens most often chose the below listed 5 values as most important:

La petite academy

Respect	9
Fairness	9
Friendship	8
Patience	7
Helping others	5
Kindness	5

Angela's kindergarten:

Respect	28
Fairness/Honesty	20
Love	15
Responsibility	14
Friendship	13

Gulten ve ömer ünlükahraman anaokulu:

Respect	21
Fairness/Honesty	16
Love	15
Responsibility	11
Righteousness	11

Also these answers show that among the listed 5 most important values all three kindergartens appreciate especially respect and honesty.

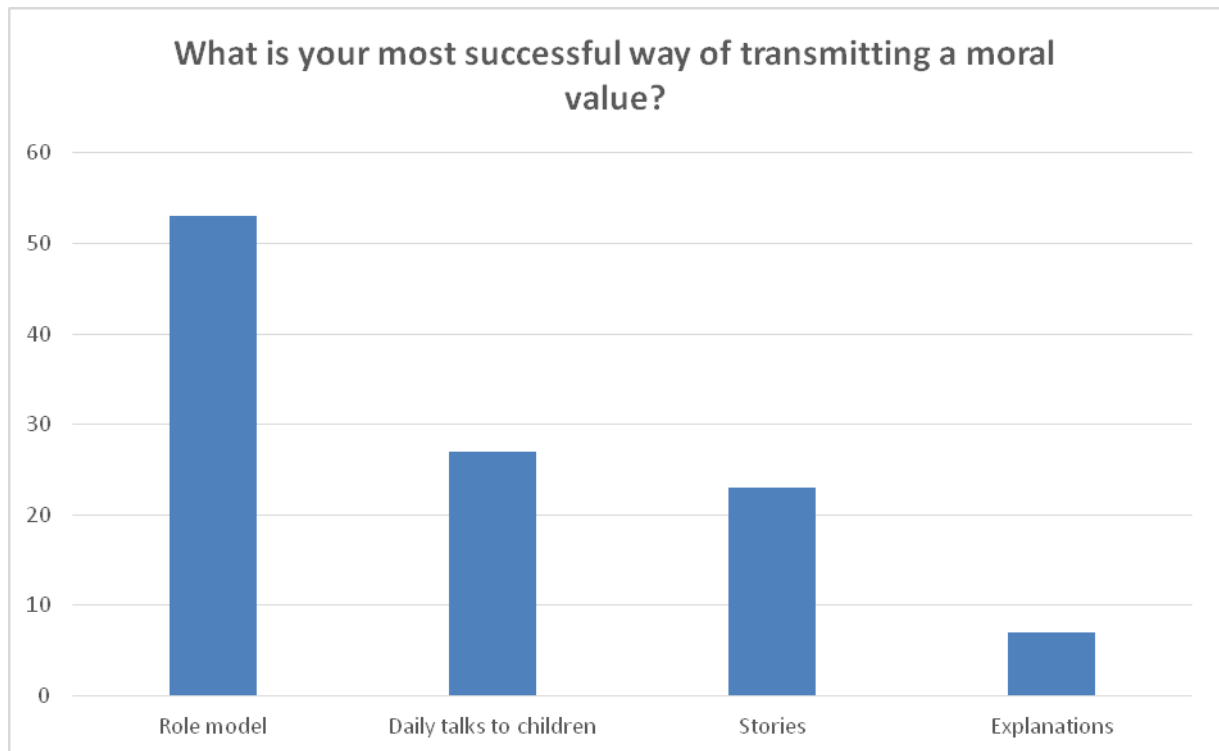
If comparing this question and question no. 1 (which virtues are most important to teachers in their lives and which virtues they wish to transmit to children) we can see that these are the same five virtues and that they are even written in the same order.

Respect
Honesty /Fairness
Love
Responsibility
Faith/ Gratitude

6. What is your most successful way of transmitting a moral value?

	Most successful way of transmitting a moral value
Stories	23
Explanations	7
Daily talks to children	27

Role model	53
Other	0



Teachers could choose among the following ways: stories; explaining why a certain mode of behaviour is right; daily talks to children which include different situations about themselves or others; by being a role model; or describe another way (none decided for this possibility). Teachers could choose more ways as suitable for transmission of values.

The majority of teachers (53) think that the best way is teacher being a role model whom the child imitates. (We found the same also with the questionnaires for parents).

Some teachers use daily talks to children (27), and stories (23). Less teachers (7) explain the values to children.

Teachers from individual kindergartens chose the way of transmitting values to children very similarly:

La petite academy:

	Most successful way of transmitting a moral value
Stories	7
Explanations	0
Daily talks to children	7
Role model	11

Angela's kindergarten:

	Most successful way of transmitting a moral value
Stories	1
Explanations	1
Daily talks to children	17
Role model	25

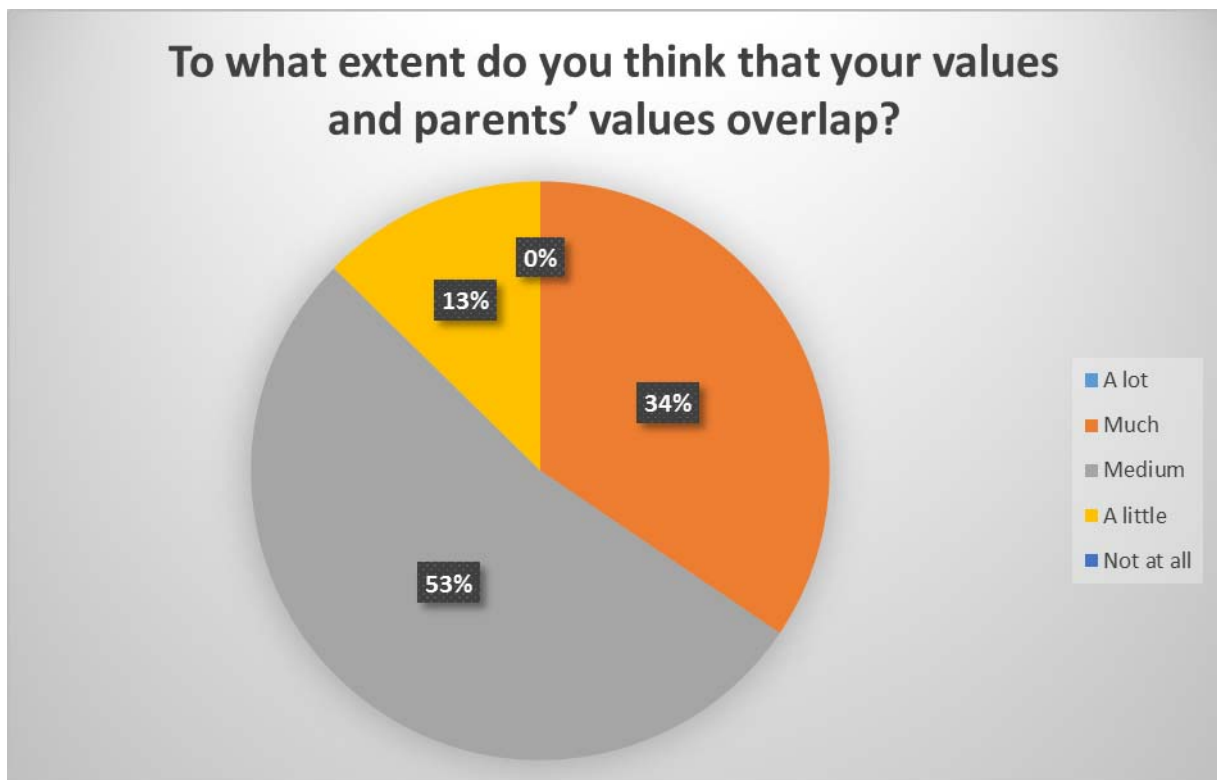
Gulten ve ömer ünlükahraman anaokulu:

	Most successful way of transmitting a moral value
Stories	15
Explanations	6

Daily talks to children	3
Role model	17

7. To what extent do you think that your values and parents' values overlap?

	Extent to which values of teachers and parents overlap
A lot	0
Much	30
Medium	46
A little	11
Not at all	0



Half of the teachers (53 %) answered that their values and values of parents are similar and one third (34 %) that they are very similar. None of the teachers thinks that values are quite equal or different.

If we compare this result with the questionnaire for parents, we find out that more parents are convinced that their values and values of the kindergarten are equal or almost equal. This fact is certainly interesting and should get appropriate attention either in the rest of the project.

Teachers from individual kindergartens evaluated the extent to which values of teachers and parents overlap.

La petite academy:

	Extent to which values of teachers and parents overlap
A lot	0 = 0 %
Much	2 = 14 %
Medium	11 = 79 %
A little	1 = 7 %
Not at all	0 = 0 %

Angela's kindergarten:

	Extent to which values of teachers and parents overlap
A lot	0 = 0 %
Much	14 = 34 %

Medium	22 = 54 %
A little	5 = 12 %
Not at all	0 = 0 %

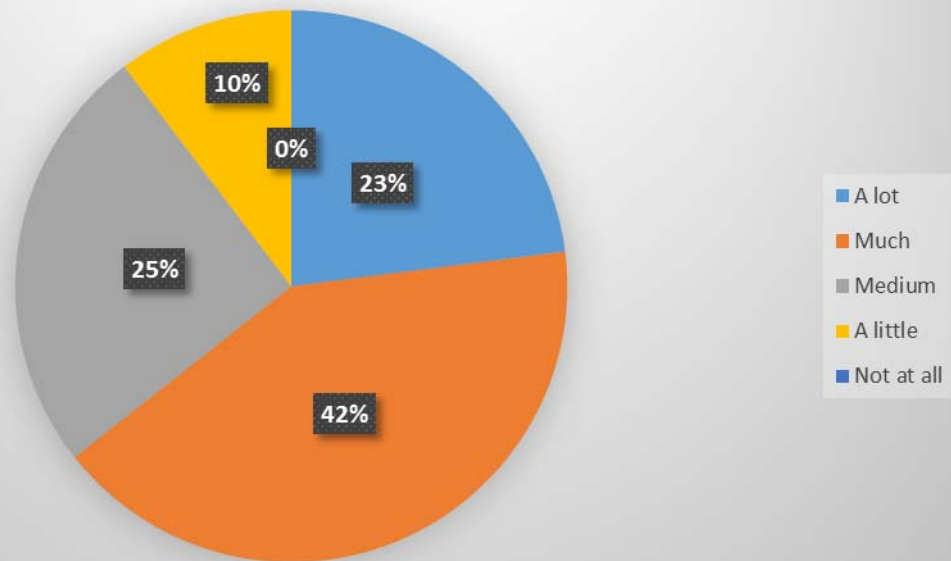
Gulten ve ömer ünlükahraman anaokulu:

	Extent to which values of teachers and parents overlap
A lot	0 = 0 %
Much	10 = 33 %
Medium	18 = 60 %
A little	2 = 7 %
Not at all	0 = 0 %

8. To what extent do you include talking about values when dealing/talking to the parents?

	Extent to which teachers include values in communication with parents
A lot	20
Much	36
Medium	22
A little	9
Not at all	0

To what extent do you include talking about values when dealing/talking to the parents?



Teachers include talking about values when speaking with parents: 23 % a lot, 42 % much. None of the teachers does not include values at all. 17 % teachers include these topics less. Teachers from individual kindergartens answered this question in similar proportion:

La petite academy:

	Extent to which teachers include values in communication with parents
A lot	1 = 6 %
Much	7 = 47 %
Medium	7 = 47 %
A little	0 = 0 %
Not at all	0 = 0 %

Angela's kindergarten:

	Extent to which teachers include values in communication with parents
A lot	9 = 22 %
Much	14 = 35 %
Medium	10 = 25 %
A little	7 = 18 %
Not at all	0 = 0 %

Gulten ve ömer ünlükahraman anaokulu:

	Extent to which teachers include values in communication with parents
A lot	10 = 33 %
Much	13 = 43 %
Medium	5 = 17 %
A little	2 = 7 %
Not at all	0 = 0 %

9. Describe the most successful example of how you passed a certain value on children.

Teachers described what exactly they did to pass certain values on children. We collected the same answers and gave a more detailed description of some cases:

- Discussion with a child or children (29)
- model (14)

- stories (13)
- social games and drama (12)
- learning (9)
- repeating (7)
- solidarity (5)
- sharing toys (5)
- tasks for children (4)
- warning (4)
- learning how to accept diversity (3)
- by drawing (3)
- by praying with children (3)
- quietness of children (2)
- by children's telling about their own personal cases (2)
- by a project on a certain value (2)
- thanking together (2)
- discussion at unexpected opportunities (2).

Some concrete cases:

- If a child gets hurt, all the other children should try to cheer him/her up, to embrace him, to caress him. In this way the children get used to showing compassion and kindness in the group. All the children show mutual understand, exchange toys, they do not fight, push each other, bite. Thus they are acquainted with friendship and fairness.
- I read the children a story that speaks about a bear who did not want to share his toys with others. The story ends with showing the children that it is nice to share toys and that it is possible to get friends in this way. We spoke about it with children and then we made some activities to strengthen the acquired knowledge.
- We made a trip with children aged about 5 years. One of the children did not have a snack with him. The other children shared their snack with the one who came without it. Some children even offered him biscuits. The child without the snack said: I will give you some of my snack next time. I continued with conversation on when and how we can help each other.

- I try to show children that we may have conflicts but we should apologize to each other and continue being friends. E. g. when two children fought, I held the one who started fighting and told him off. The child told about it to his parents and the next day the child's father came in the kindergarten and required a meeting. We discussed the conflict and I apologized to the father and to the child.
- In the group of children aged 3-5 years I had a boy with serious muscular dystrophy. Therefore he was not able to perform certain tasks, e.g. washing his hands. I spoke about the illness with children and also about how this boy is different from other because he is ill. I asked the children to be cautious when walking near him because also balance caused him troubles. The children spontaneously started to help the boy with everyday activities: to put his shoes on, to wash his hands etc. I found it interesting that I did not expect and/or ask them to do this.
- We speak about everyday situations which cause both positive and negative feelings. We discuss them when they arise and we speak especially about feelings that are consequence of an event or situation so that the children can connect the cause and the consequence.
- Compassion and solidarity. I have a child with autism in my class. I support my students not to exclude him or find his unusual attitudes strange by being a role model myself, teaching to show kindness and affection towards him. Now this student demonstrate much more positive behavior and very happy here.
- With the toys day that we practise one day a week, each students takes home his classmates toys , uses and brings back the second day without damaging them. This way we help to gain them both sharing virtues and responsibilities.
- I think the values I mostly give them is responsibility. I wanted each child to take a task at home which is only his or her responsibility and to take photos of this task and that I would exhibit these photos them . When we exhibited these photos later, each picture represented good examples of values for other children and we got very nice feedback from them.
- I think that 'Eating Nuts Together Day ' which is conducted in our institution in collaboration helped a lot to to teach them the virtues of sharing and unity.
- We carry out acitivites to teach them values. We teach compassion and common-sense. We teach these with activities in which they say ' Don't cry my friend. You can take my crayons'. After eating their meals I used to make them pray 'Lord! Give the

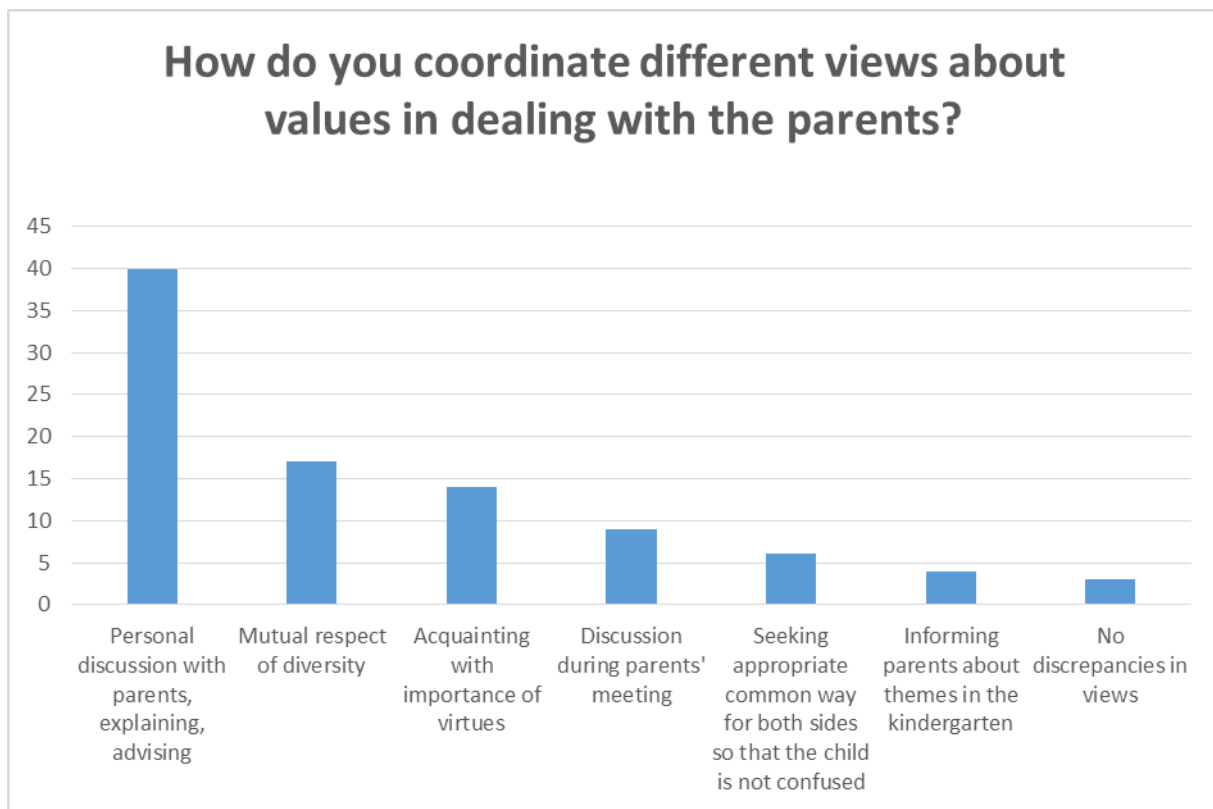
Syrians food . They are hungry!' I taught them to eat bread crumbs with his fingers to teach them gratitude and good faith. In some activities we teach them justice and respect such as ' Teacher, it's my friend's turn' activity.

- There were students in class who lacked self-confidence and used to say ' I can't do it'. I talked to them and said it's important to trust themselves. I said to them ' You definitely fail if you say 'I can't do' . Could you try saying ' I can do' ' . Now these advice worked and all my students trust in themselves and start their task saying ' I can do'.
- I had children in my class that didn't like sharing. I read the children a story on this topic. After the story finished, I asked children questions about the story. We especially asked children that didn't like sharing to put themselves in the place of that child and asked how they felt. I gave each child that shared something in that week a smiling face ☺ . A prize was also given to the child who shared the most. After that, I observed that my students who never shared something till that time, started to share in that week and after.
- After we read a story about 'solidarity' in my class we dramatized it. Afterwards, I consolidated with an award and gave a smiley face to each student who helped each other and shared most in that day. The next day when they come to school, the children were helping to each friend who need help voluntarily. And the best of all, we had a sentence children since then have continually said and have become our slogan 'sharing is BEAUTIFUL'.

Teachers most often described the following four ways of successful transmitting values on children: discussion with a child (29), model (14), stories (13), social games and drama (12).

10. How do you coordinate different views about values in dealing with the parents?

- Personal discussion with parents, explaining, advising (40)
- Mutual respect of diversity (17)
- Acquainting with importance of virtues (14)
- Discussion during parents' meeting (9)
- Seeking appropriate common way for both sides so that the child is not confused (6)
- Informing parents about themes in the kindergarten (4)
- No discrepancies in views (3)



Each teacher described more ways how he/she coordinates different views about values when dealing with parents. Many teachers (40) pointed out personal discussion with parents which includes also explanation and advising.

Quite some teachers emphasized importance of mutual respect of diversity (17) and informing about importance of values (14). Some teachers say that they coordinate different views during parents' meetings (9) and that they seek appropriate ways for both sides that children are not confused (6). Some teachers often inform parents about the topics that are dealt with in the kindergarten (4).

Very few teachers say that there are no different views (3).

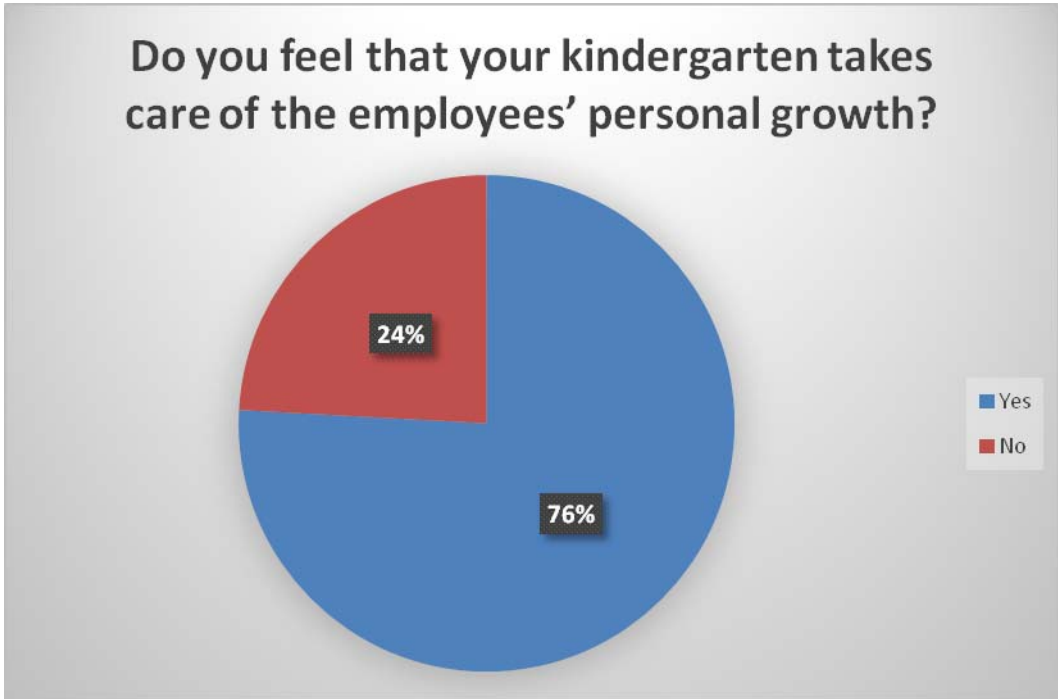
Teachers from individual kindergartens highlighted as the most frequent way of coordination personal discussion with parents:

- La petite academy: 11
- Angela's kindergarten: 22
- Gulden ve ömer ünlükahraman anaokulu: 7

If we compare this analysis with the one made among parents also the latter highlighted as the most effective way of coordination different views by personal discussion with the teacher.

11. Do you feel that your kindergarten takes care of the employees' personal growth?

Yes	66
No	21



The majority of teachers say (76 %) that their kindergartens take care of employees' personal growth. 39 % of teachers think that institutions do not pay enough attention to this question.

Teachers from individual kindergartens answered this question in similar proportions:

La petite academy:

	Kindergarten takes care of the
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	employees' personal growth:
Yes	8 = 61 %
No	5 = 39 %

Angela's kindergarten:

	Kindergarten takes care of the employees' personal growth:
Yes	32 = 80 %
No	8 = 20 %

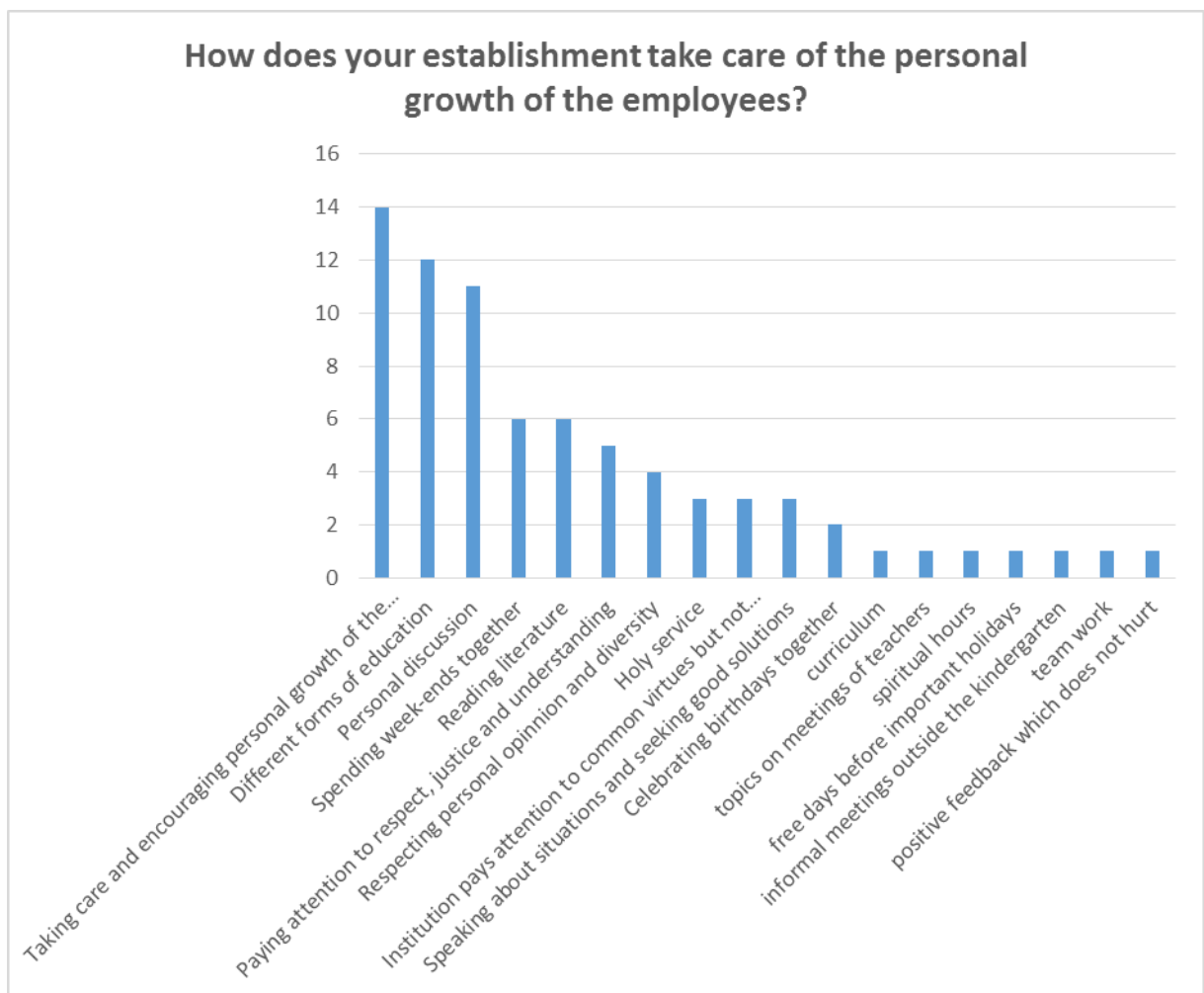
Gulten ve ömer ünlükahraman anaokulu:

	Kindergarten takes care of the employees' personal growth:
Yes	24 = 88 %
No	3 = 12 %

**12. How does your establishment take care of the personal growth of the employees?
please describe with a couple of words.**

- Taking care and encouraging personal growth of the employees (14)
- Different forms of education (12)
- Personal discussion (11)
- Spending week-ends together (6)
- Reading literature (6)
- Paying attention to respect, justice and understanding (5)
- Respecting personal opinion and diversity (4)
- Holy service (3)

- Institution pays attention to common values but not to individual ones (3)
- Speaking about situations and seeking good solutions (3)
- Celebrating birthdays together (2)
- curriculum (1)
- topics on meetings of teachers (1)
- spiritual hours (1)
- free days before important holidays (1)
- informal meetings outside the kindergarten (1)
- team work (1)
- positive feedback which does not hurt (1)

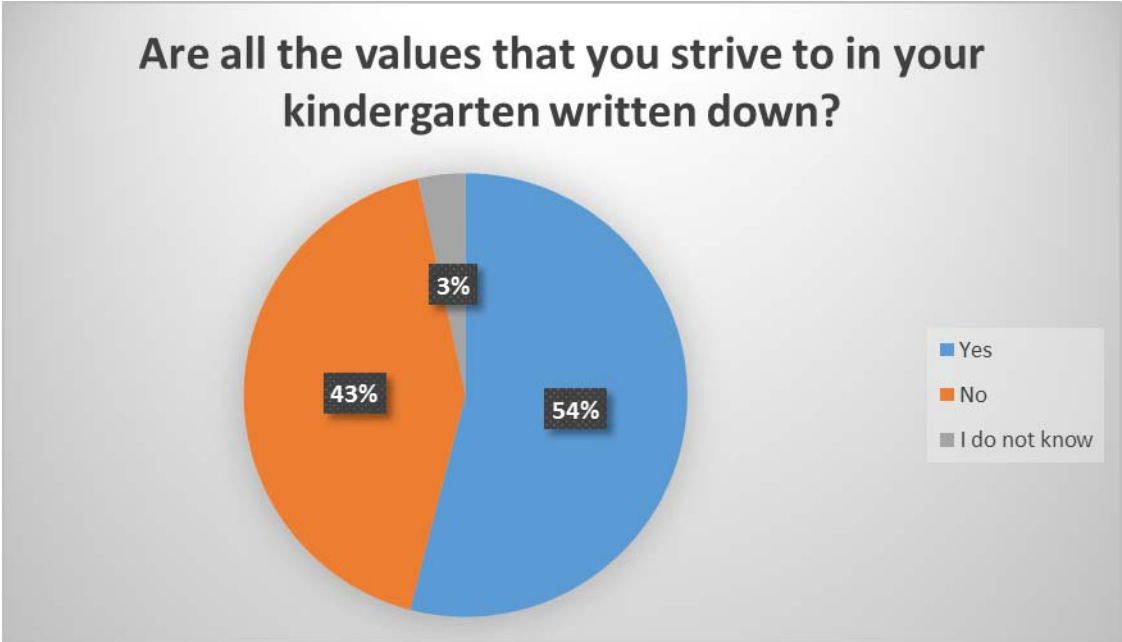


Each teacher could give more answers to this question.

Most frequent answers were: encouraging for personal growth of the employees (14), different forms of education (12) and personal discussion (11).

13. Are all the values that you strive to in your kindergarten written down?

Yes	47
No	37
I do not know	3



If the kindergarten has no written values, the teachers transmit children their own personal values. If values are in written form, the teacher must first accept values of the kindergarten as his own and can only then authentically transmit them to children.

More than half of the teachers (54 %) answered that their kindergarten has written values, and 43 % that they have not. Some teachers do not know it.

Teachers from individual kindergartens answered this question in very similar proportion:

La petite academy:

	Are all the values that you strive to in your kindergarten written down?
Yes	7 = 50 %
No	5 = 36 %
I do not know	2 = 14 %

Angela's kindergarten:

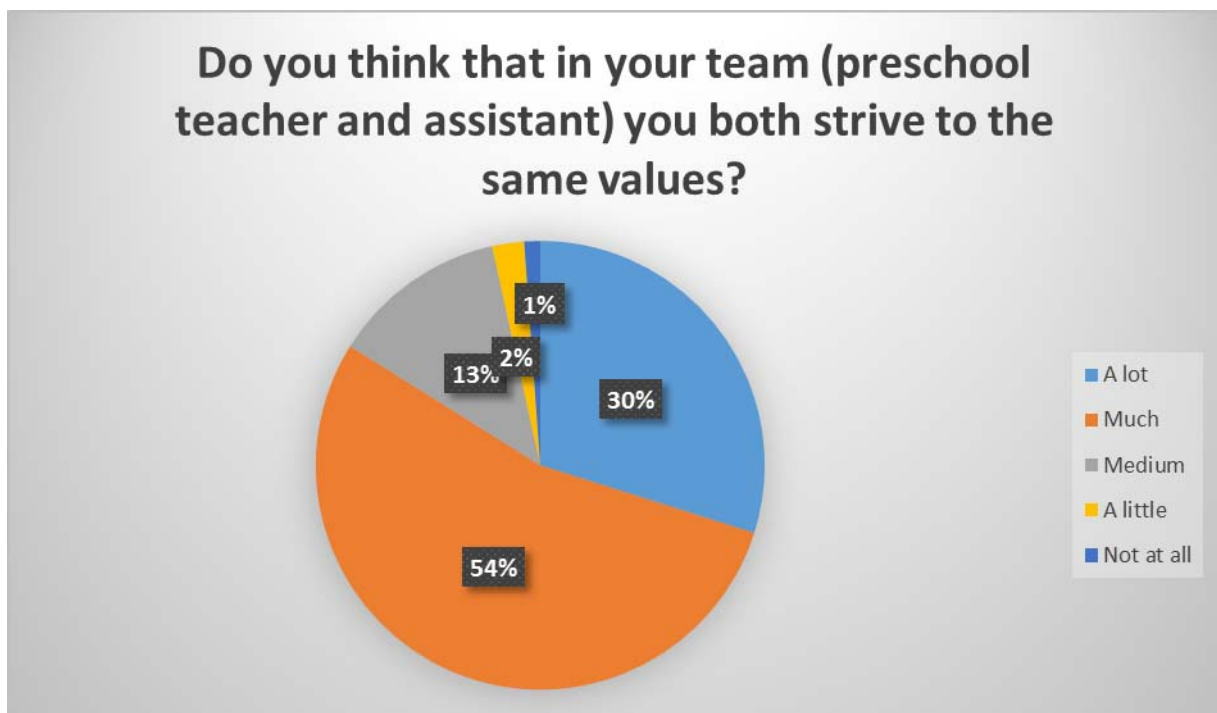
	Are all the values that you strive to in your kindergarten written down?
Yes	19 = 59 %
No	13 = 41 %
I do not know	0 = 0 %

Gulten ve ömer ünlükahraman anaokulu:

	Are all the values that you strive to in your kindergarten written down?
Yes	16 = 53 %
No	14 = 47 %
I do not know	0 = 0 %

14. Do you think that in your team (preschool teacher and assistant) you both strive to the same values?

	Preschool teacher and assistant have the same values
A lot	26
Much	47
Medium	11
A little	2
Not at all	1



54 % of teachers say that the team (teacher and assistant) have almost the same values. 30 % have the same values. 13 % of teachers face more different views.

Teachers from individual kindergartens answered this question in a very similar proportion:

La petite academy:

	Preschool teacher and assistant
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	have the same values
A lot	2 = 13 %
Much	8 = 53 %
Medium	5 = 34 %
A little	0 = 0 %
Not at all	0 = 0 %

Angela's kindergarten:

	Preschool teacher and assistant have the same values
A lot	11 = 28 %
Much	25 = 62 %
Medium	1 = 2.5 %
A little	2 = 5 %
Not at all	1 = 2.5%

Gulten ve ömer ünlükahraman anaokulu:

	Preschool teacher and assistant have the same values
A lot	12 = 40%
Much	13 = 43%
Medium	5 = 17%
A little	0 = 0%

Not at all	0 = 0%
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The analysis of the questionnaires for preschool teachers offers the following findings:

- *Preschool teachers find values important and they wish that they could deepen them.*
- *Teachers find important the following values: respect, honesty, love, responsibility and religion.*
- *Teachers include in their educational work also values but very often these are not planned.*
- *Teachers think that they should pass on children the following values: respect, honesty, love, responsibility and gratitude. These values correspond with their personal virtues.*
- *Teachers think that the best way of transmitting values is being role model. This way is emphasized also by parents. Other successful ways are discussion with the child, stories, social games and dramas.*
- *Teachers often speak about values with parents. If they have different views they try to solve the situation by speaking with parents. This way is supposed as the most effective also by parents.*
- *54% of kindergartens have written values and 76% take care for personal growth of teachers.*
- *84 % of teachers and their assistants have similar or almost similar values.*

Preschool teachers find values very important, among them especially respect, honesty, love, responsibility, gratitude, and religion (because one of the kindergarten is Catholic). Teachers try to include values in their work with preschool children but very often these are not planned which means that teachers must act on the spur of the moment and that they do not prepare their educational work as is the case with e.g. mathematics, nature, arts etc. With other words, kindergarten teachers are ready and eager to teach children about ethics. Therefore the kindergarten curricula should offer them better conditions for their work by including descriptions of numerous possible activities in the curricula. Preschool teachers should acquire much more education on ethics and values during their university studies. Students should have at their disposal at least one course (preferably more) on ethics when they study. The courses should contain enough practical and concrete themes and should be obligatory, not elective. Preschool teachers who just graduated should be offered a short

training courses, online courses and other methods that would help them to teach ethics. One more possibility to develop the teachers' personal growth are yearly interviews which the kindergarten management could regularly perform with their employees.

7 GUIDELINES FOR DEVELOPMENT OF VALUES AMONG PRESCHOOL CHILDREN

7.1 SWOT ANALYSIS OF THE VALUE EDUCATION IN KINDERGARTENS

This analysis involves information about internal and external factors that have or might have influence the value education of preschool children. It contains internal analysis of the strengths and weaknesses of value education and analysis of external opportunities and threats.

Strengths

Factors that give kindergartens an edge for development of value education among their children are:

Preschool children are able to understand a lot of values and they accept them especially by observing their parents and kindergarten teachers as role models. Therefore there are numerous possibilities to transmit to preschool children as many values as possible by example, by discussions and stories.

Parents of preschool children are interested in development of values among their children. A number of parents are aware that they are a model for children and are prepared to accept appropriate training to help their children. Since parents are burdened with work and with their family, they should be offered especially e-training, literature and other suitable ways.

Preschool teachers have good core education and would like to develop also knowledge in the area of values. They are prepared to improve their personal development by additional trainings and literature can contribute to their value education.

Preschool curricula emphasize the importance of values and expose some of them in aims, and principles but not in activities. Policy makers have the possibility to introduce in the curricula also activities that can help kindergarten teachers.

Weaknesses

Factors that can be harmful towards development of value education among preschool children are:

The majority of parents do not know how to transmit value education to their children and they even do not have time to be properly trained because they do not have enough time and because such education causes stigma.

Preschool teachers do not acquire enough education on ethics, morals and values during their studies. Universities offer them numerous pedagogical and didactic courses in different areas such as mathematics, language, arts, nature, movement/sports, society etc. Courses on ethics or values are rare and they are not obligatory.

The curricula for kindergartens do not offer enough concrete activities that could help to develop values among preschool children. In the areas of mathematics, languages, nature, society etc. curricula quote many possible activities but this is not so in the area of ethics and/or values.

Opportunities

Favourable external situations that the kindergartens should anticipate and react to them, are:

Contemporary information technology enables e-learning of ethics and thus offers an opportunity for e-education of parents and preschool teachers. It is possible to spread knowledge by e-handbooks, by online courses and by printed books.

Slovenian kindergartens are among the most developed in the world and the state and/or local communities have always invested in both premises, equipment, employees and other elements of kindergartens. It is possible that the Republic of Slovenia starts to invest also in the education of its employees and starts supporting value education.

Some universities already acquaint students of preschool education with ethics, morals, values, sustainable development etc. although the majority through elective courses. There are

still many possibilities to introduce new obligatory courses on ethics and thus support future kindergarten teachers with more knowledge about values.

Threats

Unfavourable political, economic, social, technological, and legal situations that can have negative effects on value education in kindergartens:

It is possible that the **governments might reduce the finances for additional courses at universities** and that this would prevent universities from introducing new obligatory courses of ethics in study programmes for preschool teachers.

University study programmes cannot be changed quickly so there is a danger that it will take several years before the first preschool teachers are acquainted with courses on ethics.

Also kindergarten curricula cannot be changed quickly and it is questionable if kindergartens have enough power to actively cooperate and influence the necessary changes. It might take several years that preschool teachers will get descriptions of the activities in the area of values.

7.2 GUIDELINES FOR FURTHER DEVELOPMENT

Children are according to opinions of relevant authors able to understand many values. The research literature suggests that moral development of children starts already in the preschool period therefore it is necessary to pay more attention to this area. Piaget, Kohlberg, Montessori, Jarc, Kroflič, Johansson, Peterson, Siegal, Wainman, Kopnina and many other researchers claim that it is possible to teach rather young children that they respect work of other children, wait with patience, resign to certain things, that discipline is necessary. They say that children understand if we explain them what is right and what is wrong, if we encourage them to care for others, to share things, not hurt other people, and teach them to be polite, friendly, to include other children in play, to speak the truth, to be aware of the nature etc. Children who will learn these values already in the preschool period will remember them and will use them also when they grow up. It is a pity that parents and kindergartens that have most strong influence on children's education, leave such an important area as values to unplanned work. If parents and kindergartens made a list of five to ten values which their children should develop in a school year and made a plan how to do this, it would help that moral education would become more planned and that children would be acquainted and would accept much more values.

Preschool teachers need a better support to perform moral development among preschool children. The teachers will be able to transmit values like caring for other people, responsibility, honesty, courage, justice, human and/or children's rights (democracy, active role of children), respect (also respect of different values), empathy (supporting and accepting others), peace etc. if they are acquainted with these values and with the ways how to transmit them to children. The teachers must learn about it already during their university studies and should be further acquainted with ethical topics by literature and by short courses. Syllabi for students of preschool education should contain more courses on ethics, morals, values, sustainable development and at least one of them should be obligatory. Preschool teachers who are already employed should be offered training on how to transmit values to children because many had no courses on moral development of children. In this way it would be possible to reduce the differences that exist between the the image of the preschool teacher described in literature, codes of ethics and personal values of each teacher.

Curricula and/or programmes for kindergarten should contain more concrete activities that would offer preschool teachers ideas about development of values among young children. The curricula described above contain aims, principles and activities in different areas e.g. language, arts, society, nature, mathematics etc. Some aims, principles and activities (these are not frequent) contain also certain values. There is also no evidence that values mentioned by curricula are harmonized with the values of parents and preschool teachers. Curricula expect that preschool teachers will include moral development in the activities of different areas but it is difficult to expect this from people (especially from beginners) who did not acquire any university education in ethics and do not have at their disposal ideas or descriptions of such activities. Therefore we produced a handbook with cases of activities that can help parents and teachers to transmit moral education. This handbook should be completed by further examples of good practice.

Parents should be informed that they are the most important factor of transmitting values to preschool children. Therefore education/training is necessary also for parents and not just for teachers. As mentioned in the survey of literature some countries provide schools for parents of preschool children. However, there are not many and the majority are organized to help parents who have problems with their children (e.g. aggressive children). There is not much literature how parents should acquaint their preschool children with values, little training and no planned, systematic education. Schools for parents would help, and so would shorter and online training as well as literature with concrete examples how to transmit values. Of course it is necessary to point out that examples can be used or not – as parents find appropriate. But concrete descriptions would provide ideas how to teach values. Our project includes two outputs that can help parents: a handbook with descriptions of practice and online training. It is necessary to continue with similar and different ideas.

Parents who are aware of the importance of values should take the initiative that their children receive a systematic moral development and in which areas. The above survey of literature lists a number of values that parents wish to transmit to their children: what is right and what is wrong, what is truth and what is lie, what is good and what is bad, what means to hurt somebody, to treat somebody unfairly, what is politeness and respect, obedience, caring for younger children, help, generosity (e.g. sharing food and toys with younger children and with their friends in the kindergarten), responsibility, cooperation, friendship, reliability, independence, hard work, self-confidence, energy, cleverness, imagination, ambitions, healthy

way of life, sport, saving etc. It is not necessary to start teaching children about all these values. It is possible to make a list of values that are important for the majority of parents and start transmitting them to preschool children at home and in kindergartens. However parents should require that values are taught in a more systematic way.

The information that values should be transmitted to preschool children should be sent also to the employees in the public sector who are responsible for preschool education.

The area of ethics, morals and values belongs to the most demanding tasks in each country because opinions about the priority of values are very different. Values are a popular theme of political parties during elections but they are often forgotten especially if it is necessary to accept such an important document as the national curriculum. However, curricula change or should be changed; it is also possible to confirm supplements of documents. Slovenia has been speaking about the necessary changes of the curriculum for quite some time therefore it is necessary to suggest that the Ministry of education, members of parliaments and other who can influence changes of the curriculum introduce the changes.

The empirical research made within this project developed questionnaires for parents and preschool teachers that can be used as basis for a research of values on the national level. Such a research could find out which values should be transmitted to children with regard to children's parents and preschool teachers. The findings could serve as a basis for the new curriculum for preschool children.

8 CONCLUSIONS

This research is the first output of the Erasmus+ project Ethical values for preschool children.

It is the basis for further work on the project:

- a handbook that contains a number of activities for teachers and for parents of preschool children and can help them acquaint their children with values.
- detailed syllabi of 3 courses on ethics, morals, values, sustainable development etc.
- a video training for preschool teachers and parents.

The first part of the research contains **a critical evaluation of the contemporary literature about values in preschool education** and quotes a number of relevant scholars who claim that preschool children acquire values from two main social institutions: their families and kindergartens. The first part of the study discusses values that can be transmitted to preschool children: respect of other children's work, waiting, patience, resign, discipline, what is right and what is wrong, caring for others, not hurting others, help, sharing things, reciprocity, friendliness, politeness, to do what is expected in the classroom, to work hard, to be nice, to include in play others, to appreciate the truth, to encourage children in thinking what is right and what is wrong, to develop children's sensitivity toward nature and human made environment, respect, less consumption etc. The literature overview discusses also a number of values that parents wish to transmit to their children: what is right and what is wrong, what is truth and what is lie, what is good and what is bad, what it means to hurt somebody, to treat somebody unfairly, what is politeness and respect (especially toward older people), obedience, caring for younger ones, help, generosity (e.g. sharing food and toys with younger children, responsibility, friendship, reliability, independence, hard work, self-confidence, energy, cleverness, imagination, ambitions, healthy life style, sports, saving, etc. The theoretical research shows also the importance of kindergarten teachers and which values they should consider in education of preschool children: caring for others, responsibility, frankness, fairness, courage, justice, human and/or social rights (democracy, active role of children), respect (also respect of different values), empathy (supporting and accepting others), peace, creativity, tradition and good communication. Many authors claim that preschool teachers should follow the values of their institutions and that they must adapt their

own values with institutional ones. Preschool teachers should be acquainted with values already during their university studies. This chapter also tried to quote concrete examples that show how preschool teachers transmit values in practice (although we did not find many).

The second part of the research contains **analysis and comparison of three curricula for kindergartens**: Slovenian, Turkish national curriculum and Programme Montessori.

Although the curricula have similar structure we can see that there are also considerable differences among them, especially as regards values. All three curricula quote just four concrete values: self-confidence, cooperation, responsibility and tolerance. Two curricula mention values like politeness, health/hygiene, sensitivity toward nature, human/children's rights, respecting rules, aesthetics, acquiring knowledge, self-control, tolerance, love. Beside these values curricula mention also others. It is interesting that relevant authors in the first part of this research quote many other values that are not present in the curricula: caring for others, what is right and what is wrong, helping others, generosity (sharing things), honesty, being nice, non-discrimination, truthfulness, less consumption, patience, religion, waiting, resign, discipline, obedience, justice, friendship, reliability, independence, hard work, energy, being clever, imagination, unselfishness, empathy, positive attitude, peace, creativity, tradition etc. These differences mean that it will be difficult to include in the curricula values that will be suitable for parents and preschool teachers and that their inclusion will be supported also by the scientific literature.

Since many scholars emphasise the importance **of kindergarten teachers' education**, we investigated the study programmes for kindergarten teachers in the participating countries. According to the concept, formal structure and contents the two Slovenian and the Turkish programmes are comparable. They belong among education sciences, last 3 to 4 years, at the end of the study the student collects 180 ECTS. The compared programmes all include courses from pedagogy, psychology, didactics, music, national language, literature, science, sports, social environment, technology, mathematics. All three programmes include also practical work. In Slovenia there are only two BA programmes for preschool education that include courses on morals, ethics, values etc. In Turkey there are 53 public BA programmes for preschool education and only 10 courses on values and ethics. All these courses except one in Turkey are electives. This means that students of preschool education do not receive much education about how to transmit values to children. If we connect this fact with the information that also kindergarten curricula do not include the area of values, it is impossible

to expect that preschool teachers will include values in their everyday work with children. They did not have appropriate course at the university and there is no grounding in the curricula. In comparison with other areas: e.g. teachers are well acquainted with mathematics, languages, arts, nature etc. already during their university studies and they have at their disposal also numerous activities in the preschool curriculum.

The empirical part of the research consists of interviews with children (performed by kindergarten teachers) and questionnaires that were distributed to kindergarten parents and teachers. Analysis and comparison of opinions acquired from three main participants of preschool education should give us an insight into what they understand under ethics and suggest concrete ideas what to include in ethics education in each of the participating kindergartens.

The interviews with children showed that preschool children understand a number of values like sharing, cooperation, agreement, nice behaviour, kindness, help, attention, politeness, respect, and are even acquainted with some basic rules of sustainable development. These findings confirm the opinions in the literature.

The questionnaires for parents wished to investigate what parents think about values that should be transmitted to their children: which values they find most important; if parents think that the preschool period is appropriate for education in values and/or children can accept values, which ways are the best to transmit values to preschool children, and if parents can cooperate with the kindergarten as regards moral education – if values of the family and of the kindergarten are similar. We found out that parents believe that a preschool child comprehends education of ethical values and that he/she understands values. Parents find important the following values: responsibility, courtesy and respect, understanding what is right and what is wrong, truthfulness and self-confidence. Parents expect from the kindergartens to transmit to their children the following values: courtesy and respect, helping others, cooperation, responsibility, friendship, understanding what is right and what is wrong and develop child's imagination. They emphasize several effective ways to transmit values on children, the most efficient seem to be adults as role models and daily talks with children that include different situations. Parents need personal discussions with kindergarten teachers to help and cooperate in the education of the child and to solve discrepancies concerning values

and education. The majority of parents supports values that are transmitted by the kindergarten.

We found out that **preschool teachers** find values important and they wish that they could deepen them. Teachers find important the following values: respect, honesty, love, responsibility and religion. Teachers include in their educational work also values but very often these are not planned. Teachers think that they should pass on children the following values: respect, honesty, love, responsibility and gratitude. Teachers think that the best way of transmitting values is being a role model. This way is emphasised also by parents. Other successful ways are discussion with the child, stories, social games and dramas. Teachers often speak about values with parents. If they have different views they try to solve the situation by speaking with parents. This way is perceived as the most effective also by parents. 54% of kindergartens have values written down and 76% take care of the personal growth of teachers.

All the questionnaires represent a basis for further research in this area and could be used also by the policy makers who might wish to make a research of parents' wishes.

Kindergartens should be the right place to start moral development of children and for development of their interests for moral questions. The possibilities of children to develop values depend too much on knowledge, will and time of the preschool teachers. The teachers have much more skills to teach mathematics, languages, arts, sports etc. because they learn about them during their university studies and find a number of activities also in the kindergarten curricula. With moral development this is not so: only a couple of university programmes offer their students of preschool education how to transmit moral development to children and also the curricula do not quote concrete activities and/or examples for moral development. Perhaps we might get interesting results if we could observe how preschool teachers perform moral development. However, this research did not foresee this method that would also exceed the available time.

Considering ethics in the research study

During the interviews with children, preschool teachers and parents we informed teachers and parents about the aims of the study and about the research methods. Preschool teachers agreed to answer without pressure and could withdraw from cooperation. Parents in the kindergartens were informed about the study in written form and during parents' meetings. Parents had the possibility to refuse the statement that they allow children's cooperation in interviews. They could also refuse that their children were recorded for video training. Parents of the children gave permission that they allow participation of their children in video recording.

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ENCLOSURES:

Enclosure A: Interview with children

Questions pertaining the child himself

1. Two children are arguing in the sandbox about who will use the shovel. How would you solve this problem?
2. What can you do so that other people feel good?
3. Which nice words do you know how to use?
4. Do you think your friends like you? Why?

Questions about the relationships in the kindergarten

5. What do you like in the kindergarten? (we want to know about the relationships, not about the things)
6. Do you talk to your teachers and parents about what is right and wrong? What do you talk about?
7. Have we got rules in the kindergarten? Name 3. Why do we have rules?

Questions about the relationships in the environment

8. Do people destroy nature? How do we destroy it?
9. Do people care about nature? Do you know how we care about nature?
10. Not all the children in the world can eat every day. What would you be willing to renounce in order to help them?
11. Would you donate your toys? Have you ever done it?

Enclosure B: Questionnaire for parents

1. Which values do you emphasize in raising your children? Please circle 5 values and rank them from 1 to 5 (1 being the most important).

What is right and what is wrong

What is good and what is bad

Courtesy and respect

Obedience

Taking care of others

Helping others

Generosity

Responsibility

Cooperation

Friendship

Truthfulness

Independency

Hard work

Self-confidence

Decisiveness

Cleverness

Developing imagination

Ambitiousness

Healthy life style

Sports

Religiousness

To be cautious with money

External appearance

2. Which of the below values do you expect your child to learn in the kindergarten?

What is right and what is wrong

What is good and what is bad

Courtesy and respect

Obedience

Taking care of others
Helping others
Generosity
Responsibility
Cooperation
Friendship
Truthfulness
Independency
Hard work
Self-confidence
Decisiveness
Cleverness
Developing imagination
Ambitiousness
Healthy life style
Sports
Religiousness
To be cautious with money
External appearance
Other

3. Do you think you child understands/comprehends when you teach him about the values? Yes./Partly./No.

4. What do you feel is the best way of transmitting moral values to your children?
Please circle or underline.

Stories; explaining why a certain mode of behaviour is right; daily talks to children which include different situations about themselves or others; encouraging my expectations; by being a role model; other (please write down).

5. In what way do you try to collaborate with the kindergarten in establishing/raising your child's moral values? Please put down.

6. Do you think your values are similar to the values of the kindergarten?

Completely./Almost completely./So-so./Not really./No.

7. How do you coordinate these discrepancies?

Enclosure C: Questionnaire for preschool teachers

1. **Name/underline 5 values which are the most important to you.** Rank them from 1 to 5 (1 being the most important).

Honesty, courage, fairness, respect, trust, faith/religion, responsibility, loyalty, tolerance, mutual understanding, friendship, kindness, wisdom, knowledge, common sense, truthfulness, attentiveness, love, pluck, solidarity, patience, gratitude, help, forgiveness, restraint, carefulness, peace, compassion, creativity, communication.

2. **How much are you willing to invest in deepening of your values?** (nothing, a little, medium, much, a lot)
3. **To what extent do you think that do you pass the values that are important to you on the children while working?** (a lot, much, medium, a little, nothing)
4. **To what extent is this planned?** (a lot, much, medium, a little, not at all)
5. **Which values do you want to pass on the children in the preschool education?** Name five.
6. **What is your most successful way of transmitting a moral value? (Please circle or underline)**
Stories; explaining why a certain mode of behaviour is right; daily talks to children which include different situations about themselves or others; by being a role model; other (please describe).
7. **To what extent do you think that your values and parents' values overlap?** (a lot, much, medium, a little, not at all)
8. **To what extent do you include talking about values when dealing/talking to the parents?**
(a lot, much, medium, a little, not at all)

9. **Describe the most successful example of how you passed a certain value on children.**

(Please describe in detail)

10. **How do you coordinate different views about values in dealing with the parents?**

11. **Do you feel that your kindergarten takes care of the employees' personal growth?**

Yes-no

12. **How does your establishment take care of the personal growth of the employees?**

Please describe with a couple of words.

13. **Are all the values that you strive to in your kindergarten written down?**

Yes-no

14. **Do you think that in your team (preschool teacher and assistant) you both strive to**

the same values? (a lot, much, medium, a little, not at all)

Enclosure D:

Programmes of the preschool education in the University of Ljubljana, Montessori Institute and Dokuz Eylül University, Turkey

1 Univerza v Mariboru, visokošolski program Predšolska vzgoja

<http://www.pef.um.si/205/predsolska+vzgoja>

Visokošolski strokovni študijski program 1. stopnje Predšolska vzgoja

Pridobljen strokovni naziv: **diplomirana vzgojiteljica/diplomirani vzgojitelj predšolskih otrok**, študij traja 3 leta oziroma 6 semestrov in se zaključi z diplomom. V času študija študenti pridobijo 180 ECTS.

Študijski program predvideva praktično usposabljanje v vseh treh letnikih. Obseg praktičnega usposabljanja znaša 660 ur oziroma 22 ECTS.

V okviru dodiplomskega študijskega programa Predšolska vzgoja bodo študentke in študenti pridobili naslednje splošne kompetence:

- sposobnost analize in sinteze ter predvidevanja rešitev ter posledic,
- sposobnost uporabe znanj v praksi,
- razvoj kritične in samokritične presoje,
- spretnosti komuniciranja in delovanja v timu,
- iniciativnost v procesu vseživljenjskega učenja,
- senzibilnost za okolje, kulturno in narodno identiteto,
- načrtovanje in izvajanje dejavnosti,
- razumevanje posameznika, njegovih vrednot in vrednostnih sistemov.

Tabela 1: Število in poimenska navedba učnih enot

Štev.	Učni predmeti	ECTS
1. SEMESTER		
1	Osnove metodologije pedagoškega raziskovanja	4
2	Teorija vzgoje	3

3	Predšolska pedagogika	7
4	Motorika otroka	5
5	Razvojna psihologija	6
6	Vokalno-instrumentalni praktikum I	3
7	Praktično usposabljanje 1	2
		Sk. 30
2. SEMESTER		
8	Didaktika	3
9	Slovenski jezik	5
10	Začetno naravoslovje	7
11	Vokalno- instrumentalni praktikum II	5
12	Pedagoška psihologija	3
13	Mladinska književnost	5
14	Praktično usposabljanje 2	2
		Sk. 30
3. SEMESTER		
15	Didaktika gibalno športne vzgoje	7
16	Didaktika spoznavanja naravnega okolja	7
17	Didaktika glasbene vzgoje	7
18	Didaktika plesne vzgoje	7
19	Praktično usposabljanje 3	2
		Sk. 30
4. SEMESTER		
20	Specialna pedagogika	5
21	Motorični praktikum	3
22	Didaktika uvajanja v družbeno okolje	7
23	Didaktika jezikovne vzgoje	7
24	Elementarni likovno pedagoški praktikum	3
25	Praktično usposabljanje 4	1
26	Praktično usposabljanje 5	4
		Sk. 30
5. SEMESTER		

27	Lutkovno-gledališka vzgoja	7
28	Didaktika tehnične vzgoje	4
29	Didaktika likovnih dejavnosti	7
30	Izbirni predmet - predmet iz sklopa I	4
31	Izbirni predmet - predmet iz sklopa II	4
32	Izbirni predmet - predmet iz sklopa III	3
33	Praktično usposabljanje 6	1
		Sk. 30
6. SEMESTER		
34	Didaktika matematike	5
35	Sociologija družine in predšolskega otroka	3
36	Izbirni predmet - predmet iz sklopa II	4
37	Izbirni predmet - predmet iz sklopa III	3
38	Praktično usposabljanje 7	1
39	Praktično usposabljanje 8	7
40	Diplomsko delo	7
		Sk. 30
IZBIRNI PREDMETNI SKLOP I (notranje izbirni predmeti - predmeti stroke)		
1	Uporabni psiholološki prijemi v predšolskem izobraževanju	4
2	Metodologija kvalitativnega in kvantitativnega pedagoškega raziskovanja	4
3	Otroška igra in navezanost	4
4	Otroci s posebnimi potrebami in gibalna terapija	4
5	Vzgojni koncepti v teoriji in praksi	4
6	Senzomotorika	4
7	Slovenska govorna besedila	4
8	Knjižna vzgoja	4
9	Dejavniki uspešnega poučevanja	4
10	Moralna vzgoja in etika	4
IZBIRNI PREDMETNI SKLOP II (notranje izbirni predmeti - predmetne didaktike)		
1	Jezikovne dejavnosti v vrtcu	4
2	Šport v doživljajski vzgoji	4

3	Plesna dramatizacija v vrtcu	4
4	Likovno izražanje in prostor	4
5	Glasbene dejavnosti v vrtcu	4
6	Igra in raziskovanje v naravnem okolju	4
7	Vloga odraslega pri otrokovem uvajanju v družbeno okolje	4
IZBIRNI PREDMETNI SKLOP III (zunanji izbirni predmeti)		
1	Poučevanje angleščine na predšolski stopnji	3
2	Učenje matematike skozi igro	3
3	Pedagoška komunikacija in partnerstvo med vrtcem, šolo in družino	3
4	Timsko delo v vrtcu in v šoli	3
5	Priprava in izvedba lutkovnega projekta – predstave	3
6	Govorne in jezikovne motnje pri otrocih	3
7	Interpretacija mladinskih književnih besedil	3
8	Instrumentalna igra – Orffova glasbila	3
9	Motorično nadarjeni otroci	3
10	Likovne dejavnosti v muzeju in galeriji	3

Izbirni predmeti izbirnih sklopov št. I (notranje izbirni predmeti – predmeti stroke) in III (zunanji izbirni predmeti) se bodo izvajali, če se bo prijavilo najmanj 15 študentov, izbirni predmeti izbirnega sklopa II (notranje izbirni predmeti – predmetne didaktike) se bodo izvajali, če se bo prijavilo najmanj 10 študentov. V primeru manjšega števila študentov od predlaganega, se bodo pri vseh izbirnih sklopih izbirni predmeti izvajali v obliki konzultacij.

2 Univerza v Ljubljani, Predšolska vzgoja

<https://www.pef.uni-lj.si/246.html>

Temeljni cilj programa je usposobiti študentke in študente za kakovostno vzgojno delo z mlajšimi otroki - predšolskimi in otroki v prvem razredu devetletne osnovne šole (Zakon o osnovni šoli, 1996) ter za sodelovanje z njihovimi starši, sodelavci in drugimi strokovnjaki.

Študenti predšolske vzgoje se v procesu izobraževanja seznanijo z različnimi pojmovanji otroštva in vzgoje ter pridobijo osnovna teoretična in praktična znanja iz posameznih področij dejavnosti v vrtcu (Kurikulum za vrtce, 1999). Diplomanti programa morajo znati komunicirati z otroki in odraslimi ter biti sposobni načrtovati, izvajati in kritično analizirati vzgojno delo. Izbirni predmeti programa spodbujajo študente, da se bolj poglobljeno usposobijo za tista področja dela v vrtcih, za katera imajo poseben interes in sposobnosti. Pomemben cilj študija je pridobitev temeljnih in široko transfernih znanj, ki bodo diplomantom omogočala, da si v procesu vseživljenjskega učenja sami iščejo vire in načine za pridobitev specifičnih znanj in veščin, ki jih potrebujejo pri delu.

Podatki o študijskem programu

Ime:	PREDŠOLSKA VZGOJA
Vrsta:	prvostopenjski visokošolski strokovni študijski program
Trajanje:	3 leta
Število ECTS:	180

A - OBVEZNI SPLOŠNI PREDMETI

1. [Inkluzivna vzgoja in izobraževanje](#)
2. [Izbrana poglavja iz filozofije](#)
3. [Motorika predšolskega otroka](#)
4. [Pedagoška metodologija](#)
5. [Predšolska pedagogika](#)
6. [Pedagoška psihologija](#)
7. [Razvojna psihologija](#)

8. [Slovenski jezik](#)
9. [Sociologija vzgoje](#)
10. [Šolska pedagogika z didaktiko](#)
11. [Teorija vzgoje](#)

B - OBVEZNI STROKOVNI PREDMETI

- [Družboslovne študije](#)
- [Glasba](#)
- [Glasba v zgodnjem otroštvu](#)
- [Gibanje - Terenske vaje](#)
- [Jezik in književnost](#)
- [Likovna vzgoja](#)
- [Lutke, drama, mediji](#)
- [Medpredmetne povezave – projekti](#)
- [Otrok v družbi](#)
- [Plesno izražanje](#)
- [Začetno naravoslovje - biologija](#)
- [Začetno naravoslovje - fizika](#)
- [Začetno naravoslovje - kemija](#)
- [Tehnična vzgoja](#)
- [Zgodnje učenje matematike](#)

C - STROKOVNI IZBIRNI PREDMETI

1. [Angleški jezik I. - strategije za učenje tujega jezika](#)
2. [Gibanje – metoda igre](#)
3. [Družinska pismenost](#)
4. [Igra in naravoslovje](#)
5. [Komunikacija z glasbo](#)
6. [Likovna ustvarjalnost](#)
7. [Lutkarstvo](#)
8. [Matematični izzivi v vrtcu](#)
9. [Matematika skozi angleščino](#)
10. [Medijska vzgoja](#)

11. [Medosebna komunikacija](#)
12. [Mladinska književnost](#)
13. [Narava v vrtcu, vrtec v naravi](#)
14. [Otroci v kraljestvu živali](#)
15. [Otrok z izkušnjo nasilja](#)
16. [Pedagoški govor v vrtcu](#)
17. [Plavanje](#)
18. [Planinstvo](#)
19. [Plesno gledališče](#)
20. [Raziskovanje na področju vzgoje in izobraževanja](#)
21. [Specialna pedagogika](#)
22. [Ustvarjalne tehnične delavnice](#)
23. [Vrtec – demokratična skupnost](#)

D - SPLOŠNI IZBIRNI PREDMETI

1. [Angleški jezik II. - jezikovne zmožnosti](#)
2. [Atletske vsebine in igre z loparji v osnovni šoli](#)
3. [Gibanje - metoda igre za vsa življenjska obdobja](#)
4. [Gimnastične vsebine v osnovni šoli](#)
5. [Igre z žogo v osnovni šoli](#)
6. [Narava v vrtcu, vrtec v naravi](#)
7. [Oder PeF](#)
8. [Pedagoški govor v vrtcu](#)
9. [Pevski zbor III](#)
10. [Planinstvo](#)
11. [Razvoj, učenje in poučevanje v zgodnjem otroštvu](#)
12. [Splošna športna vzgoja](#)
13. [Ustvarjalne tehnične delavnice](#)

E- PRAKSA

1. [Praksa v oddelku do 3. leta](#)
2. [Praksa v 1. razredu osnovne šole](#)
3. [Praksa v oddelku od 3. do 6. leta](#)

F - DIPLOMSKI PROJEKT

1. [Diplomski projekt](#)

3 Montessori izobraževanje za vzgojitelja otrok

v starosti od rojstva do treh let

<http://www.montessori-institut.si/dejavnostiizobrazevanjadaljsa.html>)

Izobraževanje organizira montessori inštitut v sodelovanju s Seton Montessori institute iz Chicaga ZDA ter zunanjimi predavatelji in slovenskimi predavatelji.

Trajanje: eno leto in pol

Število ur: 440 ur predavanj, 230 ur izdelava študijskih nalog

Pogoji za vpis v študijski program:

- osebni pogovor pred vpisom
- informativno srečanje
- izdelava portfolia,
- paraprofesionalno izobraževanje v pedagogiki montessori
- pridobljena višja ali visokošolska izobrazba (v primeru končane srednje šole je potrebno opraviti določeno število ur dodatnega izobraževanja za osebno rast)

Predmeti oz. predavanja:

- Pedagogika montessori
- Otrokov razvoj
- Oblikovanje in priprava okolja
- Opazovanja
- Upravljanje
- Vodenje programa in skupine
- Otrok v družini in skupnosti
- Osebna rast in razvoj

Obveznosti študenta:

- Obvezna prisotnost na predavanjih in vajah
- Študij literature

- Časovni trakovi: prenatalen, motorični (fina in groba motorika), kognitiven, jezikovni (receptivni, ekspresivni), socialni (izražanje čustev, interakcija s seboj, okolico in z drugimi), prehrabeni
- Izdelava materialov montessori
- Seminarska naloga o simbiozi in teorijah razvoja
- Izdelava priročnikov: otrokov razvoj, vodenje vrtca z montessori vzgojnim programom, Okolje in dejavnosti, Opazovanja
- Analiza okolja
- Praksa (200 ur in vodenje opazovalnih listov)
- Obiski drugih vrtcev
- Opazovanje otrok v štirih različnih starostnih obdobjih (0-36 mesecev)
- Projekt
- Samoevalvacija

Pridobljeni naziv po končanem študiju:

Montessori pedagog za otroke v starosti od rojstva do 3 let

Montessori izobraževanje študentu omogoči mnogo informacij in pomaga razviti spretnosti, ki jih pedagog potrebuje za svojo pripravo pri delu z otroki v zelo zgodnjem obdobju življenja. Naloge, ki jih dobi na izobraževanju pomagajo poglobiti znanje o montessori vzgoji, o potrebah otrok ter utrditi sposobnosti opazovanja, oblikovanja okolja in vodenja skupine otrok.

Študijski program se izvaja kot možnost dodatnega izobraževanja za vzgojitelje ali starše. Med načini in oblikami študija so vključena predavanja, vaje, seminarske naloge, projektne naloge, timsko delo, praksa, opazovanja, izdelovanje materialov.

Predavanja, ki temeljijo na poudarku etičnih vrednot

- Susan Tracy: The Family Relationships (3,5 ure)
- Susan Tracy: Role of the adult and staying calm as a teacher (2 uri)
- Susan Tracy: Freedom and limits: Children and discipline (3,5 ure)
- Ulrich Steenberg: »Njihovo oko mora biti šolano ...« in »Odrasel mora biti ponižen in se učiti od otroka, kako postati velik.« Samopodoba in naloge pedagoga montessori (3,5)

- Ulrich Steenberg: »«Kaj je svoboda?» Svoboda – odgovornost – avtonomija kot cilji in pot pedagogike montessori (2 uri)
- Ulrich Steenberg: »O življenju se lahko učimo tiho.« S pomočjo iger in vaj tišine priti do smisla (1,5 ure)
- Anna Perry: Profesionalnost in nenehna osebna rast ter izobraževanje (3,5 ure)
- Melita Kordeš Demšar: Duhovni razvoj otroka (0,5 ure)
- Carolina Gomez del Valle: Montessori filozofija: opazovanja (3,5 ure)
- Carolina Gomez del Valle: Montessori filozofija: odrasli (3,5 ure)
- Ester Fabiani: Svoboda in disciplina (3,5 ure)
- Rosemary Quaranta: Montessori philosophy and pedagogy (3,5 ure)
- Rosemary Quaranta: Being a teacher in a montessori classroom (3,5 ure)
- Melita Kordeš Demšar, Neža Le Roux, Loreto Maria Wille: Komponente skupine otrok prvega starostnega obdobja (8 ur)

Montessori izobraževanje za vzgojitelja otrok

v starosti od 2,5 do 6 let

(<http://www.montessori-institut.si/dejavnostiizobrazevanjadaljsa.html>)

Izobraževanje organizira montessori inštitut v sodelovanju s Seton Montessori institute iz Chicaga ZDA ter zunanjimi predavatelji in slovenskimi predavatelji. Izobraževanje poteka deloma v slovenskem in angleškem jeziku. Za dokončanje študija morajo imeti študenti opravljene vse predpisane obveznosti. Za mednarodno priznano izobraževanje se je potrebno dodatno udeležiti prakse v Seton School Chicago. Praksa traja 3 tedne.

Trajanje: eno leto in pol

Število ur: 420 ur predavanj, 230 ur izdelava študijskih nalog

Pogoji za vpis v študijski program:

- osebni pogovor pred vpisom
- informativno srečanje
- izdelava portfolia,
- paraprofesionalno izobraževanje v pedagogiki montessori

- pridobljena višja ali visokošolska izobrazba (v primeru končane srednje šole je potrebno opraviti določeno število ur dodatnega izobraževanja za osebno rast)

Predmeti oz. predavanja:

- Pedagogika in filozofija montessori
- Opazovanja (teorija, hospitacije in demonstracijski razred)
- Otrokov razvoj
- Področje vsakdanjega življenja
- Področje zaznavanja
- Področje jezika
- Področje družboslovnih in naravoslovnih znanosti
- Področje matematike
- Umetnost in šport
- Vodenje oddelka
- Odnos med starši in vzgojiteljem
- Upravljanje vrtca

Obveznosti študenta:

- Obvezna prisotnost na predavanjih in vajah (90%)
- Študij literature
- Izdelava materialov montessori
- Časovni trak pedagogov
- Seminarska naloga o simbiozi in teorijah razvoja
- Izdelava priročnikov: vsakdanje življenje, zaznavanje, matematika, jezik, znanost, umetnost, šport, uprava
- Analiza okolja
- Praksa (200 ur in vodenje opazovalnih listov)
- Obiski drugih vrtcev
- Študija otroka
- Opazovanje otrok v štirih različnih starostnih obdobjih (0-36 mesecev)
- Samoevalvacija

Montessori izobraževanje študentu omogoči mnogo informacij in pomaga razviti spretnosti, ki jih pedagog potrebuje za svojo pripravo pri delu z otroki v zgodnjem obdobju življenja. Naloge, ki jih dobi na izobraževanju, pomagajo poglobiti znanje o montessori vzgoji, o potrebah otrok ter utrditi sposobnosti opazovanja, oblikovanja okolja in vodenja skupine otrok.

Študijski program se izvaja kot možnost dodatnega izobraževanja za vzgojitelje ali starše. Med načini in oblikami študija so vključena predavanja, vaje, seminarske naloge, projektne naloge, timsko delo, praksa, opazovanja, izdelovanje materialov.

Predavanja, ki temeljijo na poudarku etičnih vrednot

- Loreto Maria Wille: Značilnosti okolja montessori (svoboda, struktura in red, lepota, razvoj skupnosti) (8 ur)
- Jennifer Nolan: Kaj pomeni biti montessori (1 ura)
- Jennifer Nolan: Skrb zase, skrb za sočloveka, skrb za okolje, vljudnost in spoštovanje, tišina (24 ur)
- Susan Tracy: Filozofija Montessori (svoboda, moralni čut, naravni zakoni čustvenega in duhovnega življenja) (16 ur)
- Susan Tracy: Socialni in čustveni razvoj otroka (8 ur)
- Susan Tracy: Disciplina (4 ure)
- Melita Kordeš Demšar: Vzgoja za mir (4 ure)
- Melita Kordeš Demšar: Duhovni razvoj otroka (4 ure)

4 DOKUZ EYLÜL UNIVERSITY, TURKEY

Web site: www.deu.edu.tr

Name Of The Study Programme: Okul Öncesi Öğretmenliği-Preschool Teacher Education

Web Site to the Study Programme: http://www.deu.edu.tr/ders-katalog/2015-2016/eng/bolum_1095_eng.html

ECTS: 240 credit points

Admission Requirements: High school diploma, placement through a nation-wide Student Selection Examination..

Duration of the study: 4 Years

Names of all the courses (obligatory and electives):

Course Structure Diagram with Credits

Academic Plan consists of 52 compulsory and 15 elective courses. The ratio of compulsory courses to elective courses in the curriculum is 180 / 60 ECTS.

T: Theoretical P: Practice L: Laboratory

B: Spring Semester G: Fall Semester H: Full Year

1 .Semester:

SemesterNo	Course Unit Code	Course Unit Title	Course Unit Type	TPLECTS
G	1 ATA 1001	PRINCIPLES OF ATATURK AND HISTORY OF THE TURKISH REVOLUTION I	REQUIRED	2 0 0 2
G	2 BİL 1001	COMPUTER I	REQUIRED	2 2 0 4
G	3 EGİ 1025	INTRODUCTION TO EDUCATIONAL SCIENCES	REQUIRED	3 0 0 4
G	4 OKÖ 1001	INTRODUCTION TO EARLY CHILDHOOD EDUCATION	REQUIRED	3 0 0 5
G	5 OKÖ 1003	HUMAN ANATOMY AND PHYSIOLOGY	REQUIRED	3 0 0 5
G	6 OKÖ 1005	PSYCHOLOGY	REQUIRED	2 0 0 5
G	7 TRÖ 1005	TURKISH I: WRITTEN EXPRESSION	REQUIRED	2 0 0 2

		1011				
		YDA				
G	8	1003	FOREIGN LANGUAGE I (GERMAN)	REQUIRED	3	003
		YDF				
G	9	1003	FOREIGN LANGUAGE I (FRENCH)	REQUIRED	3	003
		YDİ				
G	10	1003	FOREIGN LANGUAGE I (ENGLISH)	REQUIRED	3	003
G	0	-	ELECTIVE COURSE	ELECTIVE	-	- - -6
TOTAL:						30

2. Semester:

SemesterNo	Course Unit Code	Course Unit Title	Course Unit Type	TPLECTS
		PRINCIPLES OF ATATURK AND		
	ATA	HISTORY OF THE TURKISH		
B	1	1002 REVOLUTION II	REQUIRED	2 002
	BİL			
B	2	1002 COMPUTER II	REQUIRED	2 204
	EGİ			
B	3	1004 EDUCATIONAL PHILOSOPHY	REQUIRED	2 003
	OKÖ	MATERNAL AND CHILD HEALTH AND		
B	4	1002 FIRST AID	REQUIRED	3 0012
	RPD			
B	5	1016 EDUCATIONAL PSYCHOLOGY	REQUIRED	3 004
	TRÖ			
B	6	1012 TURKISH II: ORAL EXPRESSION	REQUIRED	2 002
	YDA			
B	7	1002 FOREIGN LANGUAGE II (GERMAN)	REQUIRED	3 003
	YDF			
B	8	1002 FOREIGN LANGUAGE II (FRENCH)	REQUIRED	3 003
	YDİ			
B	9	1002 FOREIGN LANGUAGE II (ENGLISH)	REQUIRED	3 003

B	0	-	ELECTIVE COURSE	ELECTIVE	-	-	-	6
TOTAL:								30

3 .Semester:

SemesterNo	Course Unit Code	Course Unit Title	Course Unit					
			Type	TPLECTS				
G	EPÖ 2007	HISTORY OF TURKISH EDUCATION	REQUIRED	2 0 0 3				
G	EPÖ 2013	PRINCIPLES AND METHODS OF TEACHING	REQUIRED	3 0 0 4				
G	OKÖ 2001	MATERNAL AND CHILD NUTRITION	REQUIRED	2 0 0 5				
G	OKÖ 2003	DEVELOPMENT IN EARLY CHILDHOOD I	REQUIRED	3 0 0 5				
G	OKÖ 2005	CREATIVITY AND EDUCATION	REQUIRED	2 2 0 6				
G	OKÖ 2007	PLAY DEVELOPMENT IN CHILDHOOD	REQUIRED	2 0 0 3				
G	0	-	ELECTIVE COURSE	ELECTIVE	-	-	-	4
TOTAL:								30

3 .Semester: Elective Course

SemesterNo	Course Unit Code	Course Unit Title	Course Unit	
			Type	TPLECTS
G	OKÖ 2011	ELECTIVE COURSE(CHILD ASSESSMENT TECHNIQUES)	ELECTIVE	3 0 0 4
G	OKÖ 2013	ELECTIVE COURSE(CURRICULUM DEVELOPMENT IN EARLY CHILDHOOD EDUCATION)	ELECTIVE	3 0 0 4

4. Semester:

Semester	No	Course	Course Unit Title	Course Unit	
		Unit Code		Type	TPLECTS
B	1	EPÖ 2034	EDUCATIONAL SOCIOLOGY	REQUIRED	2 0 0 3
B	2	OKÖ 2002	DEVELOPMENT IN EARLY CHILDHOOD II	REQUIRED	3 0 0 4
B	3	OKÖ 2004	CHILDREN'S LITERATURE	REQUIRED	2 0 0 4
B	4	OKÖ 2006	MATHEMATICS EDUCATION	REQUIRED	3 0 0 4
B	5	OKÖ 2008	CHILD MENTAL HEALTH	REQUIRED	3 0 0 4
B	6	OKÖ 2010	DRAMA	REQUIRED	2 2 0 5
B	7	OKÖ 2012	TEACHING TECHNOLOGIES AND MATERIAL DESIGN	REQUIRED	2 2 0 6
B	0	-	ELECTIVE COURSE	ELECTIVE	- - - 0
TOTAL:					30

5 .Semester:

Semester	No	Course	Course Unit Title	Course Unit	
		Unit Code		Type	TPLECTS
G	1	EYD 3003	CLASSROOM MANAGEMENT	REQUIRED	2 0 0 3
G	2	OKÖ 3001	TEACHING PHYSICAL EDUCATION AND GAMES	REQUIRED	2 2 0 3
G	3	OKÖ 3003	MUSIC EDUCATION I	REQUIRED	1 2 0 3
G	4	OKÖ 3005	SCIENCE EDUCATION	REQUIRED	2 2 0 3
G	5	OKÖ	VISUAL ARTS EDUCATION	REQUIRED	2 2 0 3

		3007				
		OKÖ				
G	6	3009	SPECIAL TEACHING METHODS I	REQUIRED	2	2 0 5
		OKÖ				
G	7	3011	SCHOOL EXPERIENCE	REQUIRED	1	4 0 7
		OKÖ				
G	8	3013	SCIENTIFIC RESEARCH METHODS	REQUIRED	2	0 0 3
G	0	-	ELECTIVE COURSE	ELECTIVE	-	- - - 0
TOTAL:						30

6. Semester:

Semester	No	Course Unit Code	Course Unit Title	Course Unit Type	TPLECTS
		EPÖ			
B	1	3010	MEASUREMENT AND EVALUATION	REQUIRED	3 0 0 4
		İST			
B	2	3012	STATISTICS	REQUIRED	2 0 0 3
		OKÖ			
B	3	3002	SPECIAL TEACHING METHODS II	REQUIRED	2 2 0 5
		OKÖ			
B	4	3004	MUSIC EDUCATION II	REQUIRED	2 2 0 3
		OKÖ			
B	5	3006	MATERIAL DEVELOPMENT	REQUIRED	2 2 0 5
		OKÖ			
B	6	3008	EFFECTIVE COMMUNICATION	REQUIRED	3 0 0 3
		OKÖ			
B	7	3012	SOCIAL SERVICE PRACTICES	REQUIRED	1 2 0 4
		ÖEB			
B	8	3002	SPECIAL EDUCATION	REQUIRED	2 0 0 3
B	0	-	ELECTIVE COURSE	ELECTIVE	- - - 0
TOTAL:					30

7 .Semester:

SemesterNo	Course Unit		Course Unit Title	Course Unit	
	Code			Type	TPLECTS
G	1	OKÖ 4001	PARENTS EDUCATION	REQUIRED	2 0 0 4
G	2	OKÖ 4003	TEACHING PRACTICE I	REQUIRED	2 6 0 10
G	3	OKÖ 4005	RESEARCH PROJECT I	REQUIRED	1 2 0 5
G	4	RPD 4013	GUIDANCE	REQUIRED	3 0 0 4
G	0	-	ELECTIVE COURSE	ELECTIVE	- - - 7
TOTAL:					30

7 .Semester: Elective Course

SemesterNo	Course Unit		Course Unit Title	Course Unit	
	Code			Type	TPLECTS
G	1	OKÖ 4007	ELECTIVE COURSE(EARLY CHILDHOOD CURRICULUMS IN TURKEY AND IN THE WORLD)	ELECTIVE	2 0 0 3
G	2	OKÖ 4009	ELECTIVE COURSE(PREPARATION TO ELEMENTARY EDUCATION FOR THE CHILDREN WITH SPECIAL NEEDS)	ELECTIVE	2 0 0 3
G	3	OKÖ 4011	ELECTIVE COURSE(EVALUATION AND ASSESSMENT TECHNIQUES OF CHILD DEVELOPMENT)	ELECTIVE	2 0 0 3
G	4	OKÖ 4013	ELECTIVE COURSE(ART ACTIVITIES IN CHILDHOOD)	ELECTIVE	2 0 0 3
G	5	SGK 4001	ELECTIVE COURSE(HISTORY OF THOUGHT AND CIVILIZATION)	ELECTIVE	3 0 0 4
G	6	SGK	ELECTIVE COURSE (CHILDREN'S LAW)	ELECTIVE	3 0 0 4

8. Semester:

SemesterNo	Course Unit		Course Unit	
	Code	Course Unit Title	Type	TPLECTS
B	1	EYD 4002 TURKISH EDUCATIONAL SYSTEM AND SCHOOL MANAGEMENT	REQUIRED	2 0 0 3
B	2	OKÖ 4002 PREPARATION TO ELEMENTARY EDUCATION AND ELEMENTARY CURRICULUMS	REQUIRED	2 0 0 4
B	3	OKÖ 4004 RESEARCH PROJECT II	REQUIRED	1 2 0 6
B	4	OKÖ 4008 ELECTIVE COURSE(TEACHING PRACTICE II)	REQUIRED	2 6 0 10
B	0	- ELECTIVE COURSE	ELECTIVE	- - - 7
TOTAL:				30

8 .Semester: Elective Course

SemesterNo	Course Unit		Course Unit	
	Code	Course Unit Title	Type	TPLECTS
B	1	OKÖ 4010 ELECTIVE COURSE(SEXUAL HEALTH KNOWLEDGE)	ELECTIVE	3 0 0 4
B	2	OKÖ 4012 ELECTIVE COURSE(MUSIC ACTIVITIES IN EARLY CHILDHOOD EDUCATION)	ELECTIVE	3 0 0 4
B	3	OKÖ 4014 ELECTIVE COURSE(CREATIVE DRAMA ACTIVITIES IN EARLY CHILDHOOD EDUCATION)	ELECTIVE	3 0 0 4
B	4	OKÖ 4016 ELECTIVE COURSE(SOCIAL SKILLS EDUCATION IN EARLY CHILDHOOD)	ELECTIVE	2 0 0 3
B	5	OKÖ 4018 ELECTIVE COURSE(EDUCATIONAL ETHICS)	ELECTIVE	2 0 0 3

B	6	OKÖ 4020	ELECTIVE COURSE(CHILDREN AT RISK)	ELECTIVE	2003
B	7	OKÖ 4022	ELECTIVE COURSE(FOREIGN LANGUAGE EDUCATION IN EARLY CHILDHOOD)	ELECTIVE	2003

Enclosure F: Course on Moral education and ethics (syllabus)

OPIS PREDMETA / SUBJECT SPECIFICATION	
Predmet:	Moralna vzgoja in etika
Subject Title:	Moral education and ethics

Študijski program	Študijska smer	Letnik	Semester
Study programme	Study field	Year	Semester
Predšolska vzgoja Pre-school Education		3	zimski Autumn

Univerzitetna koda predmeta / University subject code:

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Predavanja	Seminar	Sem. vaje	Lab. vaje	Teren. vaje	Samost. delo		ECTS
					Individ. work		
Lectures	Seminar	Tutorial	Lab. work	Field work			
15	15		15		75		4

Nosilec predmeta / Lecturer:

Boris Vezjak

Jeziki /

Languages:

Predavanja /

Lecture:

Vaje / Tutorial:

slovenski/Slovene

slovenski/Slovene

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

Prerequisites:

Ni pogojev.

None.

Vsebina:

Contents (Syllabus outline):

Predmet Moralna vzgoja in etika se ukvarja z različnimi moralnimi implikacijami v teoriji vzgoje in njeni praksi. Sokrat je trdil, da cilj vzgoje ni v doseganju razuma, temveč tudi v doseganju Dobrega. Struktura in vsebina

The course on Moral education and ethics considers various moral implications for educational theory and practice. Socrates claimed that the aim of education is not only to be intelligent but to be good as well. The

predmeta je posvečena naslednjih sklopom: (a) moralni značaj poučevanja: različna pojmovanja pouka kot dejavnosti imajo različne implikacije za moralno vzgojo tako na delovnem mestu učitelja kot za vzgojo otrok; (b) moralna teorija: različni pristopi velikih moralnih filozofov, ko gre za vprašanja objektivnosti in moralnih norm lotevali; (c) sodobne moralne teorije sledijo poglavitnim potezam aktualne moralne in družbene razprave, s posebnim poudarkom na emotivizmu, utilitarizmu, deontologiji, etiki vrline, liberalizmu in komunitarizmu; (d) vzgoja za vrednote: kaj so vrednote, ali so objektivne ali subjektivne, katere vrednote so pomembne za vzgojo; (e) moralnost in moralna vzgoja: kaj so moralne vrednote? So učitelji v vrtcu moralni vzgojitelji? Če so, kakšna je dobra oblika moralne vzgoje? Poudarek bo na predstavitvi vzgoje za vrline in etike vrline; (f) kaj so posledice normativne narave vzgoje, ko obravnavamo vprašanje reda in discipline v vrtcu in v širše v družbi: vprašanje avtoritete in odgovornosti. Predstavljeni so različni pristopi glede na avtoritaren, paternalističen, liberalen, libertaren in druge pristope, zadevajoč disciplino in svobodo.

structure and the content of the course is dedicated to the following issues: (a) the moral character of teaching: different conceptions of teaching as an activity would seem to have diverse implications for moral education, both in the professional role of the teacher and in moral education of children; (b) ethical theory: the great moral philosophers diversly attempted to grapple with the problem of the objectivity or otherwise of moral values; (c) contemporary moral theories attempt to trace the main contours of current moral and social debate with specific reference to such conceptions as emotivism, utilitarianism, deontology, virtue ethics, liberalism and communitarianism; (d) values education: what are values and are they objective or subjective ? What kinds of values are of educational significance?; (e) morality and moral education: what are moral values ? Are teachers in kindergarten moral educators ? If so, what is the proper form of moral education? The stress is given on character education and virtue ethics; (f) what are the implications of the normative character of education for questions of order and discipline in kindergarten and wider society, concerning authority and responsibility? Various approaches in relation to authoritarian, paternalist, liberal, libertarian and other conceptions of discipline and freedom will be presented.

Temeljni študijski viri / Textbooks:

- R. Kroflič, Med poslušnostjo in odgovornostjo: procesno-razvojni model moralne vzgoje, Vija, Ljubljana 1999.
- F. Klampfer, Etiški pojmovnik za mlade, Aristej, Šentilj 2003.
- Z. Medveš, Z. Kodelja (ur.), Vzgoja v javni šoli, Znanstveno in publicistično središče, Ljubljana 1991.
- Aristotel, Nikomahova etika, Slovenska Matica, Ljubljana 1994.
- W. J. Bennett, Moralne vrednote za mlade : zgodbe, ki pomagajo oblikovati lastni svet vrednot, Učila, Tržič 2004.

Cilji:

Poglavitni cilj je v vpeljavi študentov v samostojno obravnavo in razumevanje ključnih moralnovzgojnih tem in pojmov. Študente se navaja na avtonomno delo ob interpretaciji moralnih vprašanj, prepoznavanje moralnih rešitev, kot tudi na analitično branje relevantnih besedil.

Objectives:

The main aim is to provide students the comprehension of key themes and concepts in moral education. Students will be accustomed to work autonomously on interpretation of moral issues and recognizing moral solutions as well as analytical reading of relevant texts.

Predvideni študijski rezultati:

Znanje in razumevanje:

Študent pridobi znanja iz osnovnih vzgojnih vprašanj znotraj področja moralne vzgoje, pa tudi ključnih moralnih in etičnih pojmov.

Študent pridobi kompetence za samostojno razmišljanje o teh problemih in prenašanje znanja ali poučevanje.

Prenesljive/ključne spretnosti in drugi atributi:

Intended learning outcomes:

Knowledge and Understanding:

Student gains knowledge of basic educational issues within the field of moral education as well as the key moral or ethical concepts.

Student develops his competences for individual thinking about these issues and transferring the knowledge or teaching others.

Transferable/Key Skills and other attributes:

Sposobnost razpravljanja o poglobljenih temah iz področja moralne vzgoje ali vrednot in njenih filozofskih podlagah.	Ability to discuss some major topics in moral education or values and its philosophical background.
Sposobnost skrbne interpretacije in primerjave različnih stališč glede moralnih vrednot in vzgoje.	Ability for careful interpretations and comparison of variety of views, concerning moral values and education.
Sposobnost uporabljati in razumeti terminologijo in koncepte v navedenem področju.	Ability to use and comprehend terminology and concepts in the field.
Sposobnost moralnega poučevanja otrok.	Ability and knowledge for moral education of children.

Metode poučevanja in učenja:

Learning and teaching methods:

Poudarek ni le za formalni izvedbi predavanj, temveč tudi na interaktivnih poučevalnih strategijah, kot so skupinske razprave in individualno delo doma. Študente se vzpodbuja, da na teh debatah raziskujejo probleme in nadgrajujejo svoje razumevanje.	The focus is not just toward formal lectures but also interactive teaching strategies, such as group sessions, debate and individual home work. Students will be encouraged to use these sessions for problem exploration, discussion and the enhancement of understanding.
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Načini ocenjevanja:

Delež (v %) / **Assessment:**

Weight (in %)

Pisni zpit	100%	Written exam:
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2 Učenje za različnost in socialno pravičnost, Univerza na Primorskem

Število ECTS kreditnih točk: 6

Vrsta predmeta: Izbirni

Cilji:

- Študent/ka razume družbeno pogojenost ohranjanja socialne neenakosti in izključevanja
- Študent/ka razume delovanje principov moči pri oblikovanju in ohranjanju družbene neenakosti
- Študent/ka razvija sposobnost kritičnega prepoznavanja diskriminatornih stališč, sporočil in vedenj

Splošne kompetence:

- Sposobnost za sintetično, analitično, ustvarjalno mišljenje ter reševanje problemov.
- Interdisciplinarno povezovanje vsebin.
- Razumevanje individualnih vrednot in vrednotnih sistemov, občutljivost za profesionalno-etična vprašanja.
- Prepoznavanje in upoštevanje individualnih potreb in drugih razlik med otroki (v osebnostnih lastnostih, sposobnostih, zmožnostih, kognitivnih stilih, družinskem oz. socialno-kulturnem okolju ...) pri vzgojnem delu.
- Poznavanje in razumevanje socialnih sistemov (posebej procesov v vzgoji in izobraževanju).

Predmetnospecifične kompetence:

- Študent/ka razvija sposobnost prepoznavanja diskriminatornih stališč, sporočil in vedenj v družbi
- Študent/ka razvija sposobnost prepoznavanja diskriminatornih stališč, sporočil in vedenj v vzgojno izobraževalnem procesu
- Študent/ka spoznava mehanizme in pristope za zagotavljanje socialno inkluzivnega okolja
- Študent/ka razume transformacijo nivojev delovanja za zagotavljanje aktivne socialne inkluzije

Opis vsebine:

- Cilji in načela oblikovanja multikulturnega in socialno pravičnega kurikula
- Razvoj demokratičnih principov in spodbujanje kulturnega pluralizma
- Definiranje multikulturnega in multijezikovnega izobraževanja, v kontekstu na otroka osredinjene vzgoje in izobraževanja
- Vodila in strategije razvojno, individualno in kulturno primerne spremljanja otrokovega razvoja in učenja
- Družbena pogojenost raznolikosti in enakosti (spol, rasa, socialno ekonomski status, veroizpoved)
- Raznolikost in socialno izključevanje
- Kontekstualizacija in problematiziranje vprašanja družbene moči v povezavi s problemom socialnega izključevanja
- Nivoji delovanja in angažiranja v kontekstu multikulturne vzgoje in izobraževanja
- Prepoznavanje vloge in delovanja subjektivnih teorij učiteja/ vzgojitelja
- Prepoznavanje mehanizmov delovanja prikritega kurikula v kontekstu socialnega izključevanja, vključevanja
- Kritično prepoznavanje diskriminatornih stališč, sporočil, vedenj, delovanj- stereotipov in predsodkov pri sebi in v širši družbi
- Kritično prepoznavanje diskriminatornih stališč, sporočil, vedenj, delovanj- stereotipov in predsodkov kontekstu vzgojno izobraževalnega procesa
- Načela in principi spodbudne interakcije vzgojitelja/ učitelja z otroki ob razumevanju in spoštovanju njihovega socialnega, kulturnega, jezikovnega in religioznega porekla
- Načela in principi uspešne komunikacije z učenci, razvoja pozitivne skupinske klime ter dobrih odnosov z učenci in med njimi samimi
- Socialne veščine, postopki in načela svetovalnega pogovora in dela z otroki
- Načela in principi razvojno, individualno in kulturno primerne učnega okolja- odsev raznolikosti, kritične refleksije, iniciativnosti, angažiranosti, zagovorništva
- Strategije za soočanje z neprimernim vedenjem, agresivnostjo in konflikti
- Vzpostavljane etičnih okvirov profesionalnega delovanja in upoštevanje le- teh