Preservice Preschool Teachers’ Verbal Problem Posing Skills*

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Abstract

The basic mathematical skills that children should gain in pre-school education are the addition and subtraction processes. Van De Walle, Karp and Bay-Williams (2016) classified the types of problems related to addition and subtraction as “joining, separating, piece-piece-whole, comparison problems”. It is important to present situation, facts and problems as verbal problems so that children can solve the collection and subtraction processes in preschool period. The fact that teachers and prospective teachers have the necessary knowledge and skills to establish verbal problem and high awareness of different types of problems are important for transferring these skills to the classroom environment. The purpose of studying in this direction is to determine what kind of verbal problems pre-school teacher candidates can make about collecting and extracting. In this study, case study was used from qualitative research methods. The data of the study were obtained through the "Verbal Problem Formation Form" and interviews. Verbal problem designing form, a state university in the south of Turkey, pre-school teacher who 2016-2017 academic years studying at the moment the department has been applied to 179 third and fourth grade students. Negotiations were conducted among 179 participants with 5 teacher candidates selected using the easy accessible case sampling method. Frequency and percentage values are available for analysis of the data. In the analysis of the data obtained from the interviews, content analysis was done. According to the findings obtained, it was determined that most of the candidate teachers were able to establish problems such as the cases where the amount of the result was not known from the merging and separation problems and the cases where the amount of change was unknown from the separation problems. Teacher candidates in addition to this pointed out that the pedagogical skills and creative thinking skills of teachers and prospective teachers are important in the process of establishing an effective verbal problem. For the criterion to be considered in the process of problem designing, the level of readiness of the student has been expressed by the teacher candidates that the problem should be concrete and interesting.

Key Words: Verbal problems, mathematics education, pre-school period, teacher candidate, problem designing.

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