



Research Article

Systematic analysis of theses about art education in the preschool period in Türkiye

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Abstract

Preschool period is a very important period in terms of art education. Increasing studies in this field is important for both art education and child development. In this research, it is aimed to systematically examine the theses written in the field of preschool education and art in Turkey. In this research, systematic analysis technique, one of the qualitative research methods, was used. In this research, theses written between 2010 and 2023 were included in the scope of the research. After the literature review, each thesis and article reached was first examined according to the determined criteria. It was determined that 8 theses were suitable for the study, 7 of which were master's theses and 1 was a doctoral thesis. These studies, which were determined to be appropriate, were examined in line with the research purposes. Content analysis method was used to analyze the data in the research. When looking at the keywords of the theses; Preschool (6), art activities (6), pre-school education (5), teachers (4), activity (4) are the concepts used in high numbers. When looking at the research methods of the theses, 2 of them used quantitative research methods and 6 of them used qualitative research methods. Only one of the theses is a doctoral thesis, the others are master's theses. Interview forms were generally used as data collection tools. Most of the theses were made in the department of preschool education. All theses were made at the state university. It has been determined that there are not many studies on art education in the preschool period in Turkey, and it may be recommended to increase the number of these studies. For future research, it may be recommended to investigate other studies in the articles.

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Introduction

Preschool period covers the period from the child's birth until he/she starts primary school. This process is a period that allows children to be guided and raised in line with the culture and values appropriate to the society they live in, with rich stimuli that will support their development (Poyraz and Dere, 2001). In this context, the quality of education that children receive and the healthy design of the stimuli provided to them are very valuable in terms of children's learning processes in this period, which is important in the development of the individual (Aykanat, 2018). The first artistic movements as a reflection of the child's character begin in this period (Artut, 2004). It is known that these art activities carried out in preschool period shape the creative characteristics of children by making them aware of their existing abilities (Yazıcı, Baydar, & Pınarcık, 2016).

Art education has been defined as an education that covers all kinds of creative artistic activities, including all branches of art since the early 1900s (Erbay, 2000). In the pre-school period, art education is an educational field that

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supports the mental, physical and spiritual development of the individual and plays an important role in developing a healthy personality. According to Piaget (1953), the art education that children receive in this period enables them to acquire new abilities by enriching their emotional and mental schemas (Kırıçoğlu, 2005). It should be seen as a right for every individual to benefit from art education. If art education is organized on a modern basis and integrated into the system, positive changes are possible in the quality of the education system and the social framework (Kurtuluş, 2005). Preschool education encourages the development of various skills. These skills and competencies are generally aesthetics, communication, creativity, cultural awareness, personal awareness and social skills (Tuğrul et al. 2004). There is a need in every period of history for creative individuals who have developed aesthetic reasoning skills, can look at problems from more than one perspective, and surround themselves with others. Art education is one of the most effective ways to develop such characteristics in children. If well-integrated arts education can be transformed into an education system, it can act as one of the most indispensable components of that education. Because developing aesthetic sensitivity in children, helping them realize their potential, providing socialization opportunities, and developing their creative and constructive capacities are important parts of art education. Through art, preschool children learn to follow directions, share materials, tell stories, express emotions, focus, and cooperate (Gökaydın 2002; Klorer and Robb 2012). Recently, it has been observed that the emphasis on art education in preschool education programs has increased due to the understanding of the necessity of providing art education at an early age.

The fact that the preschool period is critical for many areas of development also shows the educational importance of this period (Aykanat, 2018). The scarcity of practices related to art education in the preschool period also reveals the scarcity of research in this field. It is seen that the number of theses written in this field in Turkey is low. This research is important in terms of contributing to the field by examining the studies in the field in quantity and quality and presenting them from a broad perspective. In this context, it is important to consider all aspects of the research when evaluated in terms of originality.

Problem

The main problem of this research is;

- What are the theses about art education in the preschool period in Turkey?

The sub-problems of the research are;

- In which universities were theses on art education in the preschool period in Turkey studied?
- What data collection tools did the theses about art education in the preschool period in Turkey use?
- What methods were used in theses about art education in the preschool period in Turkey?

Method

Systematic analysis method was used in this study, which aims to examine research on pre-school and art education. Systematic analysis is a type of method that makes sense of large amounts of information (Petticrew and Roberts, 2008). It attempts to identify all available conclusions regarding a given opinion. Systematic reviews have the advantage of including all positive/negative studies in one field. From here, the reader can decide whether to accept the assumption or not from the sum of the results. These results are collected, scanned and examined as a general summary of the research in the field. Generally, systematic reviews are more objective studies than other methods (Torgerson, 2003). In addition, the systematic analysis method is a method of determining whether new studies are needed by determining whether research on themes is sufficient (Petticrew and Roberts, 2008).

Data Analysis

After the literature review, each thesis reached was first examined in terms of compliance with the determined criteria. It was determined that 8 theses were suitable for the study, 7 of which were master's theses and 1 was a doctoral thesis. These studies, whose suitability was examined, were examined in line with the research purposes. Content analysis method was used to analyze the data in the research. What is essentially done in content analysis is to bring together

similar data around certain concepts and themes and synthesize them in a way that the reader can understand (Yıldırım and Şimşek, 2013).

Results

Table 1. Included thesis selected for systematic review

Thesis No	Year	Thesis Type	Method Type	Research Model	Data Collection Tools	Art Field	Department	University
Thesis 1	2016	Master thesis	Quantitative	Descriptive survey model	Preschool Teachers' Art Education and Environment Features Evaluation Survey	Art Education	Pre-school teaching	Istanbul University
Thesis 2	2015	Master thesis	Quantitative	Survey model	Visual Art Education Criteria Form	Visual Art Education	Pre-school teaching	Marmara University
Thesis 3	2019	Master thesis	Qualitative	Phenomenology	interview technique Semi-structured interview form	Art Education	Educational Sciences	Kahramanmaraş Sütçü Imam University
Thesis 4	2018	Master thesis	Quantitative	Metodologic type	Attitude Scale Towards Art Education	Art Education	Pre-school teaching	Başkent University
Thesis 5	2022	Master thesis	Qualitative	Mixed research design	Semi-structured interview form	Art Education	Pre-school teaching	Burdur Mehmet Akif Ersoy University
Thesis 6	2010	Doctoral thesis	Qualitative	Case study	Semi-structured interview form Class observations	Art Education	Pre-school teaching	Middle East University
Thesis 7	2010	Master thesis	Qualitative	Descriptive survey model	Opinion Form	Music	Child development	Gazi University
Thesis 8	2016	Master thesis	Quantitative	Experimental research model	Social Skills Monitoring Scale	Dance-Music	Pre-school teaching	Abant İzzet Baysal University

Department and Universities

In the research conducted, it was determined that 6 theses were written in the field of pre-school education. While 5 of them were master's theses, 1 was used as a doctoral thesis. Based on this, it can be seen that the theses were made by researchers studying at a state university.

Methods of Thesis

It was determined that qualitative research method was frequently used in theses conducted from 2010 to 2022. Of these, thesis 1 and thesis 7 are based on descriptive research method, thesis 2 is a survey model, thesis 3 is a phenomenological design, thesis 4 is a methodological type, thesis 5 is a mixed research method, thesis 6 is a case model and finally thesis 8 is a research model. It was determined that experimental research method was used in .

Fields of Arts

In the research conducted, while the relationship between pre-school and art education is examined in most of the theses (f: 4); art education attitude 1 (thesis 6), visual art education 1 (thesis 2), music 1 (thesis 7), dance and music 1 (thesis 8) art subgenres were examined.

Table 2. Most frequently keywords used in thesis

Keywords	f
Art activity	10
Preschool	6
Preschool education	5
Teachers	4
Candidate teachers	2
Child	2
Preschool period	2
Attitude	1
Attitude scale	1
Basic arts education	1
Dance	1
Educational environment	1
Integrated skills	1
Music	1
Music education	1
Musical instruments	1
Psychomotor development	1
Scale	1
Scale development	1
Science	1
Science teaching	1
Social skill	1
Social skill education	1
Teacher attitude	1
Teacher opinions	1
Visual Arts	1
Visual arts education	1

tried to prepare preschool teachers for basic education with their hand-eye coordination through the work they had done within the scope of art and creativity.

While it was revealed that quantitative research method was frequently used in the studies conducted in the literature review in Thesis 4, content or descriptive analysis methods were mostly used in studies using qualitative research method. As a result of the research conducted in Thesis 5, it was seen that the candidates' attitudes towards art education were high, and it was concluded that female candidates developed a more positive attitude towards art education compared to male candidates. In this context, Hızıılmaz and Adanır (2019) stated that prospective teachers' approaches to art products were positive.

In Thesis 6, the researcher found that preschool teachers used art activities as a tool in science teaching and stated the importance of art in helping children express themselves better through art. Dizdar Terwiel (2010), when it comes to art education, it should be understood as an education that includes all forms of expression as well as purely visual or plastic elements. Based on this, the education to be developed should be created by making use of all fields of art.

Conclusion of the research conducted in Thesis 7, it was revealed that teacher candidates did not consider themselves competent in musical approaches (Suzuki, Dalcroze, Kodaly and Orff) and did not recognize some instruments. In Thesis 8, he stated that dance music activities and only music activities have a positive impact on children's social emotional skill levels.

Conclusion

As a result of this research, it was determined that the number of theses on art education in the preschool period in Turkey is quite low. Many of these theses were conducted according to qualitative research methods. It is seen that the research was conducted in pre-school education departments. It was determined that research was not conducted in art education departments. When my theses keywords are examined according to their frequency; preschool (6), art activities (6), preschool education (6), teachers (4), activity (4). It is quite interesting that the word "Art" is not among the most frequently used ones. It has been determined that thesis topics generally focus on music activities as art activities in the preschool period. In addition, since only one of the theses examined is a doctoral thesis, it may be recommended to increase the number of doctoral theses in this field.

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Appendix 1. Thesis

No	Title
Thesis 1	Investigation of views of preschool teachers on art education and environmental characteristics
Thesis 2	A research into the directives of the visual arts education activities between the years 2007 and 2014 prepared by preschool teachers within the criteria of preschool visual arts education
Thesis 3	Teachers opinion on art activities practiced in preschools
Thesis 4	Scale development study for early childhood educators' attitudes towards to art education
Thesis 5	Examination of attitudes of pre-school teacher candidates towards art education
Thesis 6	Exploring the change in preschool teachers' views about and practices of integration of visual art into science activities: A case study
Thesis 7	The candidates of pre-school and music teacher 's determination of efficiency and requirements on pre-school
Thesis 8	Impact of musical activities with dancing on social skills of 60-72 months old pre-school children