

## **A Study on the Change Process of the Infant-Teacher through Project Approach: Focused on the 'Television' Project**

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### **Abstract**

*The purpose of this study is to examine the process of the project of the 17 - year - old 5 - year - old infant in H Kindergarten, a kindergarten of B university located in K city. The project went through three steps: setting a topic, field trip and exploring activities, and presenting and sharing the results. In order to determine the topic, TV was selected as the most frequently encountered TV in everyday life of infants. In field trips and inquiry activities, we visited the broadcasting stations to find out about the programs that were broadcasted on TV and explored the machines and roles needed to record the programs. Finally, in the announcement and sharing of the results, the children recorded a program that told the news and the fairy tale. The children and the teachers actively participated in the activities carried out in the project process. The teacher encouraged the children to be actively accepted and realized. In addition, children expressed their information and knowledge in various ways through the final presentation.*

**Keywords:** *Early childhood education, Children-Teacher, Project approach.*

### **1. Introduction**

Human has a desire for creation. This means that as humans use tools they make tools and machines for various conveniences. When humans create or make new things, they feel pleasure and alive. When they express their thoughts or feelings in different media, they are ecstatic by expressing that feelings accurately and sympathizing with this with others. As Chard [1] commented, the developing process of the project approach proceeds in the order of beginning, developing and ending, and generally goes through three stages. Therefore in this study, the project was preceded through three stages.

These activities about creation are often performed at kindergarten, where children express creatively with language, art, and body, or express their opinions in story-telling. They also express their opinions in various ways such as writing and sculpting. Therefore, getting a sense of sympathy from others in a variety of ways, by raising the power of creating own opinions and emotions, will be a very important element in expressing own opinions

The project focuses on the process of exploring through the topics selected by the children. The children go through a variety of exploring processes on the subject of television they encounter in everyday life. In this process, they sometimes satisfy their curiosity and get into trouble. As the children experience these various situations, they achieve the holistic growth.

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Also, as in the study of Katz, L. G. & Chard. S. C. [2], project activities not only increase behavioral and representational instruction, but also develop into the desirable tendencies for effective learning such as creativity, problem-solving ability, autonomy and originality, and curiosity.

Therefore, analyzing the process and case of the project and examining the change process of the teacher and the children will be meaningful as the basic data of the teacher, conducting project approach in the field of early childhood education, and the various teaching method researches.

Therefore, this study is to present cases in the implementation of the project approach conducted in the field of early childhood education and to provide basic data for teaching methods researches such as development of early childhood education programs and project approach, by looking at process of the television-themed project and considering the change process of the child-teacher.

What is the change process of teacher and children in the project process of research problems?

## 2. Research method

The subjects of this study were 17 infants of 5 years old in Bada class, H-kindergarten of B University, located in K. The study period was from May 11, 2015 to June 1, 2015 for 4 weeks. The teacher holds a master's degree and has 2 years experience in the field. Teacher was also interested in various teaching-learning methods, in particular in the project approach. The process of the broadcasting station project through the project approach was, as the project process presented by Katz [3]. In this study, we conducted triangulation of data collection[4], continuous and intensive observation, and expert feedback on the analysis of the research results based on the validity criteria of qualitative research [5].

## 3. Results and Interpretation

### 3.1. Step 1, Setting a Topic / Organizing a Topic network : My favorite cartoon is run on television!

During the course of the living tool theme among the living subjects presented in the Nuri curriculum, the children talked about the tools around them.

Teacher: I think there are some people who want to do as interesting broadcasting stations and some people do not. What should I do?

Hyun-min: Then, ask friends.

Teacher: That's a good idea. How would you like to ask?

Hyun-min: Uh, uh, ask at play time.

Teacher: Okay. Let's ask and decide at free choice activity time.

Hyun-min: (Going around with paper during free choice activity, he asks friends.) What name do you like?

Yeon-du: Well. Sea Station? That's good.

Hyun-min: (Write the name of Yeon-du at the sea station.)

(May 13, 2015, among the story sharing)

I didn't know children decided how to name stations in role play like this. In the meantime, they just decided in the story sharing. I think this is the first time I've asked them to investigate. It seemed like a good idea to do this, so I tried hard to encourage the children's thought.

(May 13, 2015 among teacher's interview)



Figure 1. Investigate the station name

**3.2. Step 2, field trips and expert visit / inquiry activities: this is a prompter.**

Children visited a broadcasting station to satisfy the curiosity. They made a question list of what they are curious about before visiting the station. There are various programs in the broadcasting station for educational institutions that visit there. The children conducted various activities related to television in the area of interest of free choice activities. In the language area, they made a script for the news, and in the role area, they broadcasted through broadcasting stations play.



Figure 2. Television made in the pavement area



Figure 3. Making a television in the molding area

The children expressed their opinions that they would like to tell the story like the stations during the various activities related to television in free choice activities, The children recalled what they experienced in the station field trips and talked about their roles in making machines for broadcasting and broadcasting programs.



Figure 4. Tour of broadcasting station



Figure 5. Making a prompter

### 3.3. Step 3, Present and Share the results: Making Bada calss news

The children produced a news center to shoot the news. They talked with the teacher about what roles would need to shoot the news, and talked about how they would change the structure of the classroom. They took the news in the building field with the recommendation of the teacher as how about anchoring the news in the building field with television. As the children prepare for broadcasting, they are confronted with various problem situations, where they suggest opinions for solving the problem and found a solution.

## 4. Discussion and conclusion

This study examine the process of the television project targeting the 17 infants of 5 years old in Bada class, H-kindergarten of B university, located in K, (with the purpose) to consider the change process of the Infant-Teacher through the project approach. The project approach is a purpose-oriented activity in which children in subgroups are guided by a teacher under the guidance of a teacher on topics that are worth learning, through in-depth research on specific topics[6][7]. The project was gone through three steps: setting a topic, field trip and exploring activities, and presenting and sharing the results.

The children played various roles to record the broadcast. The children became both cameramen and news anchors. In various roles, they continued to share the stories to solve problems with others, and, after finding out how to solve problems, the children tried to implement the solution. As a result, the children acted as the subject and actively participated in the overall activities of the project. Teacher's attitudes were also influenced, by reflecting children's opinions. As structuring the activities and proceeding with the project, the teacher gathered children's idea, supported that those can be realized and encouraged children to present various opinions. We could see that teacher is changing to children-centered teaching out of unilateral activity suggestion or teacher-centered.

As shown in the course of the project, children acquire information and develop knowledge, skills, tendencies, and emotions by linking information related to themes to activities of young children[8].The purpose of this study was to investigate the process of change of children-teacher through project approach. The children actively participated in the activities by presenting their opinions according to the theme and reflecting their opinions in their activities. The teacher also actively participated in the project according to the aggressiveness of the children. In addition, the teacher encouraged the children by reflecting and realizing their opinions.

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