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THE EFFECTS OF INTERACTIVE BOOK READING ACTIVITIES ON THE DEVELOPMENT OF PRESCHOOL CHILDREN

***Annotation.** Early childhood is one of the irreversible periods of life. Especially this period is the foundation of the learning future of the child. The first years of childhood are a period when cognitive, physical and language development is faster than other years. For this reason, it is very important to determine the achievements of interactive book reading activities to be done with children in the preschool period and to manage the process accordingly. The purpose of this research is to determine the effects of interactive storybook reading activities in and out of school on the developmental areas of children, according to the opinions of preschool teachers, preschool teacher candidates and parents. The study group of the research is affiliated to the Ministry of National Education in Konya City Center in the 2020-2021 academic year; It consists of an independent kindergarten, 5 preschool teachers in this school, and 15 pre-school teacher candidates, a total of 20 people. Qualitative research method was used in this study.*

Key words: interactive, book reading, preschoolers, activities, qualitative

***Анотація.** Раннє дитинство – один із незворотних періодів життя. Саме цей період є основою навчання майбутнього дитини. Перші роки дитинства - це період, коли когнітивний, фізичний і мовний розвиток відбувається швидше, ніж в інші роки. З цієї причини дуже важливо визначити досягнення інтерактивної діяльності з читання книг, яку потрібно проводити з дітьми в*

дошкільний період, і відповідно керувати процесом. Мета цього дослідження – визначити вплив інтерактивних занять з читання оповідань у школі та поза нею на сфери розвитку дітей, згідно з думками вихователів, кандидатів у дошкільні вихователі та батьків. Дослідницька група дослідження є філією Міністерства національної освіти в центрі міста Конья в 2020-2021 навчальному році. Він складається з самотійного дитячого садка, 5 вихователів у цій школі та 15 кандидатів у дошкільні вихователі, всього 20 осіб. У цьому дослідженні використовувався якісний метод дослідження.

Ключові слова: *інтерактив, читання, дошкільники, діяльність, якісний*

Introduction. Having a qualified early childhood period is important in terms of making a good start in life and preventing future problems (Yıldız Bıçakcı, Er and Aral, 2018) [13]. The first condition of ensuring the all-round development of children in early childhood is to prepare enriched learning environments for children. These environments can be created with many methods, materials and tools that can change according to children's interests, individual differences and needs. One of the most important of these tools is children's literature products (Kılınçcı, Duran, 2019) [8].

Thanks to picture story books, children can grow up as individuals who are in harmony with their environment mentally and socially, have a healthy character and a sensitive mindset (Erdal, 2008) [3].

The visuals in the book should have artistic qualities and develop the child's creativity and visual perception (Gönen, Uludağ, Tanrıbuyurdu and Tüfekçi, 2014) [5].

Interactive book reading; It is based on a series of classical behaviors that enable the educator reading the story and the children listening to the story to change their roles over time, requiring the educator to be a good listener and questioner (Ergül, Karaman, Akoğlu, Tufan, Sarica, and Bahap Kudret, 2014) [4].

The interactive book reading process is extremely important for the child. The child's early childhood in an environment where stimuli are few, emotional and physical support is not adequately provided, and new learning environments are not created adversely affect the child's brain development (Kotaman, 2008) [9].

In this model, the adult directs the child to tell the story by asking questions within the framework of certain rules. The adult reassures, supports, accompanies and motivates the child while ensuring the active participation of the child. In this way, the child takes the position of telling, explaining and elaborating the story (Whitehurst, Arnold, Epstein, Angell, Smith, & Fischel, 1994 [12].

The number of studies on the effects of reading books on preschool children is increasing in Turkey, and studies examining the effects of the interactive book reading approach are beginning to be included. In these studies, it was seen that the interactive reading model contributed to the development and should be widespread (Yurtseven & Kurt, 2013) [14]; (Işıkoğlu Erdoğan, Şimşek, Canbeldek, 2017 [7]; (Çelebi Öncü, 2016) [1]; (Tepetaş Cengiz, Sara Gönen, 2015) [10].]; (Halat, 2017) [6].

The purpose of this research is to determine the effects of interactive storybook reading activities in and out of school on the developmental areas of children, according to the opinions of preschool teachers, preschool teacher candidates and parents.

Method. Research Model. Qualitative research method was used in this study. Qualitative research is a type of research in which qualitative data collection methods such as interview and document analysis are used, and a qualitative process is followed to reveal perceptions and events in a natural environment in a realistic and holistic way. . phenomenology pattern; It is a qualitative research method that aims to reveal people's experiences, perceptions and the meanings they attribute to a phenomenon that they are aware of but do not have a deep and detailed understanding of. Qualitative research method was used to obtain information about how often preschool children do interactive book reading activities within the scope of Turkish

activities, and the effects of sharing with children in the process, by using the opinions of preschool teachers and their parents, and the data obtained from the interviews were analyzed using content analysis.

Working group. The study group of the research is affiliated to the Ministry of National Education in Konya City Center in the 2020-2021 academic year; It consists of an independent kindergarten, 5 preschool teachers in this school, and 15 pre-school teacher candidates, a total of 20 people.

The study group of the research was determined by using the easily accessible case sampling method, which is one of the purposive sampling methods used in qualitative research. In purposive sampling, a sample determined for a specific purpose is studied. In this context, in the determination of the study group of the research, easily accessible case sampling, which is one of the purposeful sampling methods that allows the selection of voluntary and easily accessible preschool teachers and preschool teacher candidates, was used.

Data Collection Tools. An interview form was created by the researchers in order to obtain the data in the study. The interview is to get detailed information about the subject by asking verbal or written questions about a subject to the person to be interviewed.

During the preparation of the interview form; A literature review was made by the researcher, similar studies in the field were examined and a draft interview form consisting of 15 open-ended questions was prepared. In the next stage, 10 questions suitable for the purpose of the research were selected by taking the opinion of 1 academician who is an expert in the field of preschool period, and the interview form was prepared and finalized.

Findings. In this study, the opinions of teachers and pre-service teachers about the effects of interactive book reading activities on the development of preschool children were examined. In order to determine the opinions of the teachers and prospective teachers about the effects of interactive book reading activities on the development of preschool children, the answers given to the questions prepared with

the semi-structured interview technique were analyzed. In this section, the findings obtained with the data collection tools, the analysis of the data and the comments on the findings are included.

1) How often should interactive (mutual) reading activities be done?

- While 70% of the teachers were of the opinion that interactive book reading activities should be done 2-3 times a week, 20% stated that they should be done every day and 10% stated that they should be done 4-5 times a week.

In general, the majority of the opinion is that interactive book reading activities should be done 2-3 times a week.

- 50% of teacher candidates stated that interactive book reading activities should be done 2-3 times a week, 30% stated that they should be done 4-5 times a week and 20% stated that they should be done every day.

The opinion of the majority of teacher candidates also focused on the need to do 2-3 times a week.

2) In your opinion, what is the average attention span of children in interactive (mutual) reading activities?

- 50% of the teachers stated that the average attention span of children will vary according to the book and topic that will attract their attention, while they said that it is 10-15 minutes on average, 40% of them stated that it is 15-20 minutes and 10% stated that it is 20-30 minutes.

In general, the majority of teachers are of the opinion that the average attention span of children is 10-15 minutes, depending on the subject of the book and the interaction between the teacher and the child.

- 50% of the pre-service teachers stated that the average attention span of children during the activity was 10-15 minutes, 30% of them thought that this time was 15-20 minutes and 20% of them thought that this time could increase to 20-30 minutes.

In general, pre-service teachers think that this time is 10-15 minutes depending on the reader's attitude during the activity process and the interaction between the child.

3) How should the questions be asked in order to involve children in the interactive (mutual) book reading activities?

- While 50% of the teachers stated that there should be open-ended questions that would encourage children to think and develop their creativity and imagination, 20% said that they should be intriguing and interesting questions, and 10% said that they should be questions with a simple and only answer.

In general, the majority of teachers have the view that open-ended questions should be asked that will make children think and develop their creativity and imagination.

S2: «There should be questions that will prompt children to think and that will stimulate their imagination and creativity». Children's interest and curiosity in the story should be increased with questions.

S6: «While involving children in this process, interesting, creative and curious questions should be asked as much as possible».

- While 50% of the pre-service teachers stated that creative questions that support children's imagination should be asked, 40% said that they should be asked questions that could attract children's attention and connect with their daily lives, and 10% said that they should be questions aimed at understanding what children read. In general, the majority of teacher candidates have the view that open-ended questions should be asked to support children's imagination and creativity.

4) Interactive (mutual) book reading activities are among the developmental areas of children; What are their contributions to cognitive development, language development, social-emotional development?

100% of the teachers stated that they contributed positively to all development areas except the physical development area. These contributions are;

- 100% of the pre-service teachers stated that they contributed positively to their development areas.

5) What are the effects of interactive (mutual) book reading activities on children's empathy skills?

- 40% of the teachers stated that interactive book reading activities gave children different perspectives, 30% of them made it easier for the other person to understand their feelings, 10% of them stated that they related their creativity, problem solving skills and events with daily life.

In general, the majority of teachers; the effect of interactive book reading activities on children's empathy skills; She believes that it helps children gain different perspectives and makes it easier for the other person to understand their feelings.

S1: «They learn to handle events from a different perspective».

S7: «It allows the characters in the story to think about what they are going through and to respond on their behalf». That is, he identifies with the heroes. In this case, it enables the child to adapt to social life and to see the value judgments of the society.

- 60% of the pre-service teachers stated that interactive book reading activities positively affected children's empathy skills, gave them different perspectives and made it easier to understand the feelings of the other person, while 30% stated that they developed problem-solving skills and gained common sense, while 10% stated that they did not affect empathy skills.

In general, the vast majority of pre-service teachers think that children gain different perspectives and that putting themselves in someone else's shoes makes it easier for the other person to understand their feelings.

PT2: «... The child understands the other person better with interactive book reading activities. It becomes easier for the other person to understand their feelings».

PT4: «As the characters in the book embody the subject we want them to empathize with, it is easier for children to empathize».

6) How do interactive (mutual) reading activities affect children's understanding of concepts?

- While 80% of the teachers emphasized that it positively affects children's understanding of concepts, 20% stated that it facilitates the understanding of concepts.

S3: «Concept development increases in children and transfers it to daily life».

S10: «They perceive it more easily because it is embodied».

- While 50% of the pre-service teachers state that they encourage the use of different words in daily life, 20% state that it develops a sense of curiosity, and 20% state that it accelerates their understanding of concepts.

PT4: «They learn the concepts in a shorter time and use them on a daily basis».'

PT9: «It develops the sense of curiosity and asking more questions in order to understand the concepts».

7) How do interactive (mutual) reading activities affect children's imagination and creativity?

- It was stated that 100% of the teachers had a positive effect. In general, they were of the opinion that open-ended questions asked during the activity, story completion activities and post-story art activities contributed positively to children's creative thinking and imagination.

S2: «Children's imagination and creativity are developed through activities such as story completion».

S6: «New thoughts create imaginary worlds for children».

- 100% of the pre-service teachers also stated that they contributed positively. In general, pre-service teachers think that encountering events that they do not have the opportunity to encounter in daily life in the books affect the imagination and creativity of children positively.

PT10: «They have positive effects as they offer the opportunity to encounter more examples and produce creative solutions to problems».

8) *What are the effects of interactive (mutual) book reading activities on children's speaking and listening skills?*

- 90% of teachers have children's speaking skills; while it is of the opinion that it improves the sense of correct sentence, proper pronunciation and self-confidence, it has effects on listening skills such as waiting for the right to speak, while 10% of them think that these activities will not contribute anything if they are not regular.

S6: «...It increases the self-confidence of the child and this ensures the development of the child's speaking skills. Since it is a book-reading activity that children actively participate in, their interest is constantly in the book, so their listening skills increase».

- 100% of the pre-service teachers are of the opinion that children's speaking skills have effects on using complex sentence structures in daily life, learning the correct pronunciation of words, and listening skills without interrupting the other person, asking for the right to speak and listening effectively.

PT9: «It supports the child's basic speaking skills. It teaches listening. It enables them to communicate more verbally and use complex sentences...».

9) *What are the differences between the traditional method in which children are only listeners and the method in which children interact with the story reader on children?*

- While 80% of the teachers think that children are more passive in the traditional method, they stated that children are more active in the interactive book reading method and that the effect of this on children is that they learn by doing and what they learn is more permanent. 20% of them stated that the difference improves children's creativity.

S3: «As the child is passive in the traditional method, creativity and imagination are in the background, while in the interactive reading method, the child is more active and reveals the imagination and creativity of the children by supporting the cognitive, social-emotional development areas of the child.».

- While 70% of the pre-service teachers stated that children's developmental areas were supported and more permanent learning was provided, unlike the traditional method, 30% of them stated that by putting themselves in the place of the characters, their empathy skills improved and the activity process was more fun because the children were more active.

PT4: «The child is more passive when he is a listener, he can get bored from time to time. He can break away from the story. In the mutual reading activity, the child is active. He gives more attention to the story and expresses his thoughts».

10) How do you think interactive (mutual) book reading activities affect future book reading habits?

- While 90% of the teachers stated that interactive book reading activities will positively affect the habit of reading in older ages, 10% of them are of the opinion that if these activities are applied in the home environment by raising the awareness of the families, they will affect the reading habits positively.

S4: «It increases the interest in the book, and it enables children to enjoy reading books in the coming years».

- While 60% of the pre-service teachers state that reading activities at a young age make it easier for them to become a habit in later ages, 40% of them think that reading activities positively affect the habit of reading books as they will arouse curiosity in children and gain a love of books.

PT6: «I think it will affect positively. It leaves a good mark for the child, and this mark will enable him to gain the habit of reading books in the future».

Conclusions. The majority of teachers and teacher candidates found it sufficient to do interactive book reading activities 2-3 times a week. He is of the opinion that the implementation of storybook reading activities related to the topics that children are interested in that week or that are on their agenda, spread over 2 or 3 days without boring them, increases the efficiency of these activities.

Teachers and pre-service teachers stated that the average attention span of children in interactive book reading activities is 10-15 minutes. However, they agree

that this period may decrease or increase depending on the age group of the children and the attitude of the reader. It has been shown that it takes longer for children to focus on storybooks that interest them, and they are more active in the activity process.

When the answers given by the teachers and teacher candidates were examined, the majority stated that the questions to be directed to the children in the interactive book reading activities should be open-ended questions. It is of the opinion that these questions are interesting and interesting questions that support the imagination of children.

All of the teachers and pre-service teachers agreed that it contributed positively to their development areas. All of the participants said that they support cognitive, language and social-emotional development areas. In the results of many researches investigating the effect of interactive book reading method on developmental areas, teachers' opinions overlap and it is seen that they affect development areas positively.

Interactive book reading leads children from abstract thinking to concrete thinking in the field of cognitive development, improves their vocabulary, supports problem solving and analytical thinking skills.

Teachers and teacher candidates who apply this method, where interactive book reading activities contribute to language development with their gains such as improving receptive language and expressive language skills, gaining awareness of writing and phonology, recognizing sentence structures, ensuring correct pronunciation of words, improving vocabulary and improving communication skills. expressed by.

In studies examining the effects of the interactive book reading model on language development, it has been observed that it affects receptive and expressive language skills, writing and phonological awareness (Yıldız, Eer & Aral, 2018) [13].

Interactive book reading method helps children to understand and express their and others' feelings and thoughts more easily by improving their empathy skills, increase their self-confidence by improving their communication skills, gain skills

such as being cooperative, respecting different ideas and helping each other. revealed by the opinions of the teacher candidates.

When we look at the effects on the field of social development, it is seen that interactive reading helps children adapt, enables children to produce various solutions to their problems, gives children confidence, enables them to distinguish between right and wrong, enables children to use their imaginations, and supports them to connect with their own feelings, thoughts and experiences (Yurtseven & Kurt, 2013) [14]; (Kotaman, 2008) [9].

The majority of teachers and pre-service teachers think that it affects empathy skills positively. He stated that it provides children with different perspectives, makes it easier for them to understand the feelings of the other person, and enables them to find creative solutions to the problems they encounter by associating them with daily life. Some of the pre-service teachers stated that the children would learn the emotions of the characters in the story, but they would not contribute to their empathy skills by stating that the same events had to be experienced one-on-one for the development of empathy skills.

Most of the teachers and pre-service teachers think that children's perception is clearer in interactive book reading activities, and they encourage the use of newly learned words in daily life by making the concepts easier to understand and permanent learning. It is thought that preschool children can learn more easily by embodying abstract concepts that they will have difficulty in understanding.

The majority of teachers and pre-service teachers stated that children's imagination and creativity were positively affected by open-ended questions and story completion activities during the activity. They emphasized that creative thinking skills are supported by the art activity after reading.

The majority of teachers and pre-service teachers are of the opinion that it positively affects children's speaking and listening skills. They stated that speaking skill has important effects in terms of creating complex sentence structures and learning the correct pronunciation of words. He is of the opinion that by gaining

active listening skills, children gain behaviors such as demanding the right to speak and not interrupting others.

While the majority of teachers and prospective teachers stated that children are passive and get bored quickly in the traditional book reading method, they stated that in interactive book reading activities, children participate more actively in the activity, permanent learning is provided by supporting their developmental areas, and the activity process is more fun by improving empathy skills.

While most of the teachers and pre-service teachers thought that interactive book reading activities would make it easier for them to gain the habit of reading books in the future, as they provide children with a love of books and enjoy this process, some of the teachers argued that the habit of reading would not be sustainable if these activities were not implemented in the home environment by raising the awareness of the families.

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