

C740650 : MAJOR EARLY CHILDHOOD EDUCATION

KEY WORD : TEACHERS ROLE / PROBLEM SOLVING SKILLS/PRESCHOOLERS

NUTANONG TUDBUAKHUM : A STUDY OF TEACHERS ROLE IN DEVELOPING PROBLEM SOLVING SKILLS OF PRESCHOOLERS IN SCHOOLS UNDER THE JURISDICTION OF THE OFFICE OF NONTHABURI PROVINCIAL PRIMARY EDUCATION. THESIS ADVISOR: ASSI. PROF. UDOMLUCK KULAPICHITR, Ed. D. 207 pp. ISBN 974-637-644-6.

The purpose of this research was to study teachers' role on developing problem solving skills of preschoolers in schools under the jurisdiction of the office of Nonthaburi Provincial Primary Education in the aspects of instructional planning to develop problem solving skills of preschoolers, and problem solving instruction skills by using problem solving process. State of the instructional problems were also investigated.

The findings were as follows:

1. Most teachers had planned instructional activities to practice problem solving skills by planning activities only in the units that the contents or objectives related or emphasized problem solving. The methodologies used were selecting the real problem situations to be sample situations for children to discuss and conclude problem solving methods. The problem solving activities occurred most during the circle activity time. The instructional media used to encourage children's interesting in problem solving the most was story tales. The method teachers used to assess children's problem solving was the observation of children's ability in selecting or telling the problems.

2. In terms of teaching process in problem solving instruction by planning activities in the classrooms, most teachers taught problem identification skill by showing pictures concerning problems, allowing children to show their opinions about problems and conclude the causes of problems. Decision making skill was taught by allowing children to show their opinions freely, conclude and decide together in small groups to select their problem solving methods. For teaching trying out skill, teachers widely allowed children to solve problems with the methods they selected and teachers also helped them. For teaching evaluation and conclusion skill, teachers allowed children to tell their methods of problem solving and encouraged them to revise their problem solving.

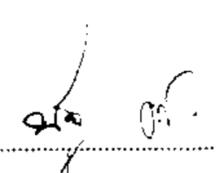
For teaching process in problem solving skills by actual problems, most teachers taught problem identification skill by asking question to encourage children for problem understanding. To teach decision making skill, teachers asked children to select their methods by themselves. For teaching trying out skill, teachers allowed children to solve problems according to their ways and also helped them. However, teachers rarely taught the evaluation and conclusion skill.

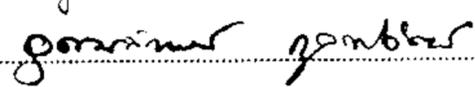
3. In terms of teacher's problems and difficulties, children were immature, unhealthy and having background differences in child rearing practices. Teachers were lack of knowledge and understanding in problem solving instruction. Teachers did not allow children to solve problems by themselves and children were lack of supervision. Parents also did not allow children to solve problems by themselves either, and daily instructional activities were too many as well as the insufficients of problem solving activities in the instructional plans.

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