

SOMKID YOUKAEW: THE IMPLEMENTATION OF PROCESS SKILLS IN INSTRUCTION OF TEACHERS IN THE LIFE EXPERIENCES AREA IN THE CURRICULUM DEVELOPMENT CO-ORDINATING SCHOOLS, EDUCATIONAL REGION FIVE.  
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This research aims to study process skills in teaching, their implementation and problems of Prathom Suksa five teachers who teach the Life Experiences Area subject in the curriculum development co-ordinating schools in Educational Region five. The research population consists of twenty-seven school administrators, and teachers in the area of the Life Experiences including selected twenty -seven classes of Prathom Suksa five students as well as six selected teachers for understudying in this area. The research itself has been carried out through (1) a test (2) an observation form and (3) questionnaires.

The results of the research are as follows:

1) The Prathom Suksa five teachers who instruct the subjects in this area have sufficient knowledge of the process skills in teaching by acquiring from books and documents of the Academic Division.

2) In terms of the implementation of process skills in teaching, most of the Prathom Suksa five teachers use the techniques of asking questions and group process techniques. Of the nine stages in the process skills in teaching, all the teachers use the first stage.. realizing the problems and their importance for studying and the sixth stage.. teaching with pleasure. The fourth stage..evaluation and decision-making.. is rarely used. Most of the teachers are unable to apply all the nine stages to one teaching period. Nor can they do so in each segmental unit. Yet, they can make use of the nine stages after they have finished teaching one whole study unit.

3) As for problems arising from the implementation of process skills in teaching faced by the Prathom Suksa five teachers, it is found that all of the problems are at the moderate level. They are, for example, teachers' lack of an opportunity to take part in seminars or workshops on the implementation of process skills in teaching, and inadequate supplies of books and documents from the Academic Division.