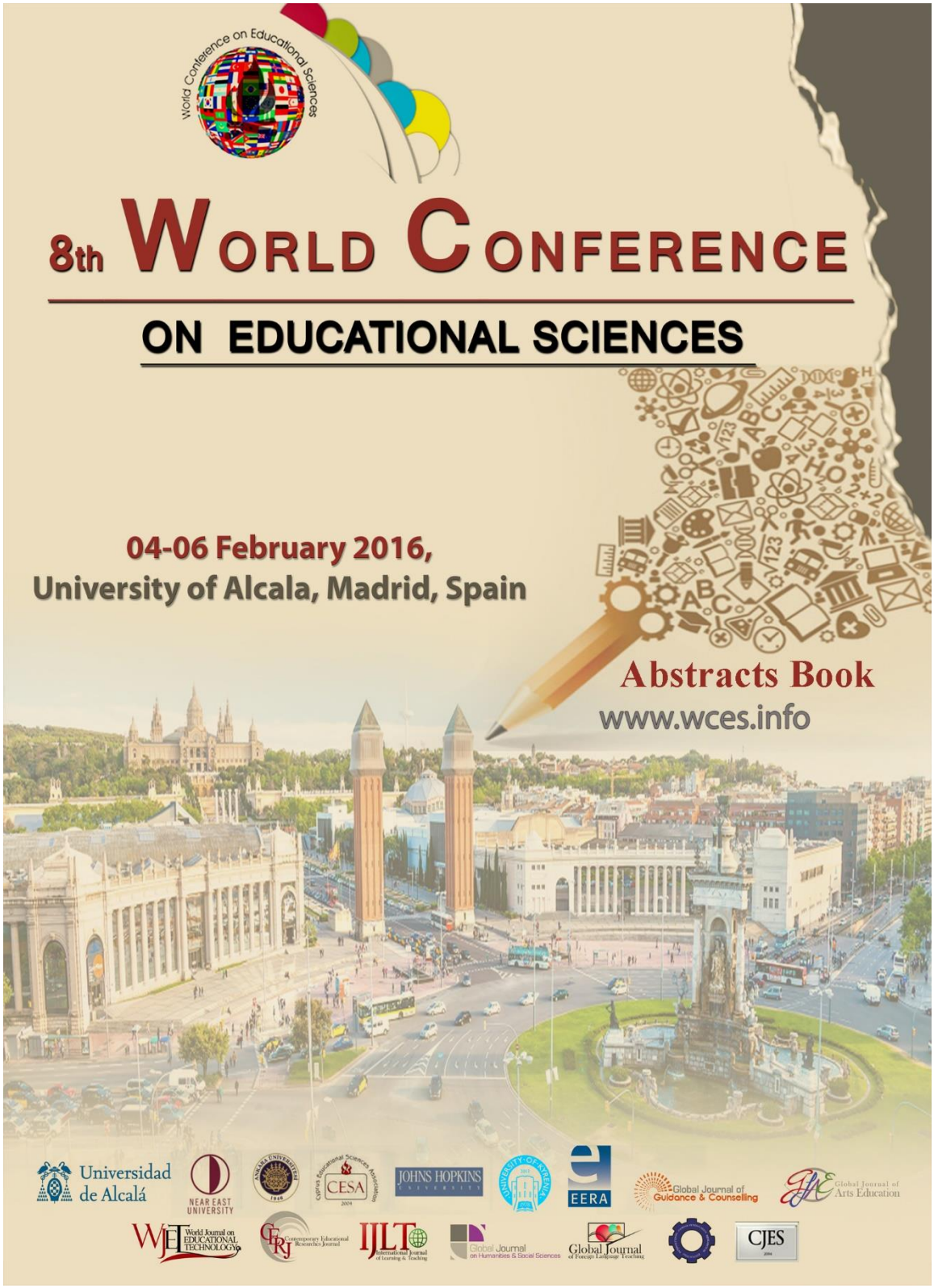

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8th WORLD CONFERENCE
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ABSTRACTS BOOK

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administered as post-test.The data obtained from the research were analysed using the appropriate statistical package program. The data showed that working with mind maps had a significant effect on children's mathematics and science skills development. When the development of mind maps among themselves was examined, it was seen that while preparing mind maps, children used skills requiring high-level mind organization in mind maps. This method, which can be used in all areas of life, is believed to be supportive of children's development areas and to be important for children to experience from childhood.

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The Investigation of The Relationship Between Maternal Acceptance-Rejection Levels and Preschool Children's Social Competence and Emotional Regulation Skills

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Abstract

The purpose of this research was to examine the relationship between maternal acceptance-rejection levels and preschool children's social competence and emotional regulation skills. Furthermore, it was aimed to examine the effects of children's age and gender variables on the social competence and emotion regulation skills of children and on the maternal acceptance-rejection levels. The sample of the research, which was designed in survey method, consisted of 303 voluntary mother-child dyad. The participant children were attending a preschool in 2014-15 academic year, in Istanbul and they were selected by random cluster sampling method. The "Personal Information Form", the "Parental Acceptance-Rejection Questionnaire-Mother Form (PARQ)", the "Social Competence and Behavior Evaluation-30 (SCBE-30)" and the "Emotion Regulation Checklist" were used as data collection tools. The Personal Information Form was filled by the mothers. Maternal acceptance-rejection levels were evaluated by the mothers, whereas children's social competence and emotional regulation skills were evaluated by the teachers. The obtained data were analyzed by Pearson correlation test and t-test, by using appropriate statistics software. The results indicated that there was a positive significant relationship between maternal acceptance level and the score children got from the "Social Competence" subscale of SCBE-30 and children's emotional regulation skills. Another finding of the research was that the maternal acceptance level did not differentiated according to age and gender of the child; however the average score of PARQ's "Warmth/Affection" subscale differentiated in favor of the girls. The total scores of "Social Competence" and "Anger-Aggression" subscales of SCBE-30 were significantly differentiated according to gender of the children; "Anger-Aggression" scores of the boys were higher than the

scores of the girls, whereas “Social Competence” scores of the girls were higher than the boys. Moreover, “Lability-Negativity” subscale scores of Emotion Regulation Checklist differentiated according to gender; the results indicated that the girls shows less labile/negative emotional reactions. Finally, it was found that children’s social competence and emotional regulation skills increase by age.

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The Investigation of The Relationships Between The Level of Metacognitive Awareness, Self Directed Learning Readiness and Academic Achievement of Preschool Teacher Candidates

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Abstract

The aim of the study was to examine the relationship between the level of metacognitive awareness, self-directed learning readiness and academic achievement of preschool teacher candidates. It was in survey method. The sample of the study included 151 teacher candidates who study in Atatürk Education Faculty, Preschool Teaching Department at Marmara University, Istanbul, Turkey. The Demographic Form, The Metacognitive Awareness Inventory (MAI) that was developed by Schraw and Dennison (1994) and adapted into Turkish by Akın, Abacı and Çetin (2007); The Self Directed Learning Readiness Scale (SDLRS) that was developed by Fisher, King and Tague (2001) and adapted into Turkish by Şahin and Erden (2009) were used as the data collection tools. The academic achievement was determined by looking the grade point average of teacher candidates. The data was collected in spring term of 2013-2014 academic year and it was analyzed by regression test by using a proper statistical program. The results of the research indicated that there was not a significant relation between the level of metacognitive awareness and self directed learning readiness with academic achievement of teacher candidates. A moderate relationship between the total scores of the metacognitive awareness and self directed learning readiness was found. A low relationship was found between the “self-management” subscale of the self directed learning readiness scale and the metacognitive awareness level. A moderate relation was found between the level of metacognitive awareness and two subscales of the self directed learning readiness which were “desire for learning ” and “ self-control”. It could