Analysis of the Objectives and Teacher Practices in Preschool Curriculum in Terms of Revised Bloom's Taxonomy

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Abstract:

The aim of the study is to investigate the learning objectives and teacher practices in the preschool curriculum implemented in the present in terms of the revised Bloom's taxonomy. A case study design of qualitative research methods is used in the study. In collecting research data, the convenience sampling method of purposive sampling is used. For this purpose, planned classroom practices of five teachers in a preschool are observed, and then the same teachers are interviewed. Additionally, the learning objectives of the preschool curriculum in 2013 are examined. Teacher observation and interview forms are used to collect the data. Descriptive content analysis is conducted using "QSR NVivo 10" and "Microsoft Excel 2010" software in the analysis of the research data. The study results indicate that learning objectives in the preschool curriculum are gathered at the knowledge level, that teacher practices supported this finding, but that the results obtained in the interviews do not support this finding.

Introduction

In a world where science and knowledge are constantly changing, the conditions of life are also changing. Accordingly, social expectations require being global rather than national (Töremen, 2013). This perspective also affects the development of curriculum in education as a branch of science, because curriculum development has a constantly evolving and renewed structure when examined in the context of historical foundations (Akpınar, 2015; Ari, 2014; Demirel, 2009).

The elements of the curriculum are objectives, content, learning-teaching processes, and assessment and evaluation (Akpınar, 2015; Demirel, 2009; Sönmez, 1985). There is a dynamic relationship among these elements, and changes in one element affect the others. Objectives are of distinct importance because they have the ability to be a starting point for other elements (Helmen, 2006). The concept of "aim" has started to be expressed as "objective" in the constructivist curriculum that started to be implemented in Turkey in 2005 (Akpinar, 2015). When considered in terms of preschool curriculums, this "objective" expression is used as "aims and expected actions" in the 2002 curriculum, "aims and objectives" in the 2006 curriculum, and "aims and indicators" in the 2013 curriculum (MoNE, 2013; 2006; 2002). Therefore, the concept of "objective" is to be used instead of "aim" in this study. Based on the process of curriculum development in Turkey, the learning objectives are defined as the required characteristics that can be gained through education (Ertürk, 1984), the desired feature that was decided to be observed in the person (Sönmez, 1985), qualifications desired to be brought to the individual (Özçelik, 1992), and the characteristics that can be gained through education determined for the individual (Akpınar, 2015; Demirel, 2009).

Objectives are the statements that determine what the child knows, understands, and can do at the end of the learning period. Expressed as knowledge, skills, and attitudes, objectives focus more on what the child achieves than on the content of the subject being taught (Donnelly and Fitzmaurice, 2005). In other words, the objective is not the content of the course and what the teacher wants to do, but the results that must be achieved by the children. According to Senemoğlu (1998: 403), unlike the meaning of the aim, objectives guide the preparation and selection of educational situations and evaluation activities that will be organized in the child's learning process. In this case, objectives are among the basic elements of the planned organization of education and teaching processes. Therefore, it is important that objectives reflect the knowledge and skills expected to be present in children (Gezer, Şahin, Öner Sünkür and Meral, 2014). It is also a must to establish a consistent educational curriculum to determine

the correct objectives, to try to help students gain them as determined, to guide the efforts to know the child and to use them as guidance to evaluation.

In terms of facilitating and guiding the determination of the objectives, the different classifications put forward in the 1950-60s have gained attention all over the world and have become an indispensable tool despite various criticisms (Helmen, 2006: 3). Therefore, educators attempted to classify the objectives with the idea that the objectives in the educational curriculums would be useful in expressing them in a clear way that would make them understood in the same way and in transforming them into observable and evaluable behaviors (Ari, 2011; Tekin, 2009). Among these initiatives, the taxonomy introduced by Bloom et al. is widely accepted (Gezer, Şahin, Öner Sünkür and Meral, 2014; Özden, 2011; Bümen, 2006: 3). The original version of Bloom's taxonomy has a cumulative and hierarchical structure consisting of six levels. Taxonomy follows a sequence from simple to complex. Comprehension, application, analysis, synthesis, and evaluation steps follow the knowledge step in the lowest step of the cognitive field. In order for the behavior in the next step to be acquired, the behavior in the previous step must be acquired. Each step is a prerequisite for the next step. While knowledge, comprehension, application are considered lower-level cognition, analysis, synthesis, evaluation are considered higher-level cognition (Ari, 2011; Küçükahmet, 2005).

There are criticisms that there are limitations and deficiencies in the implementation of Bloom's cognitive classification. The fact that cognitive processes are listed from simple to complex in one dimension has been criticized by researchers as an important deficiency. The reason is that some objectives in the knowledge level may emerge in a more complex structure than some objectives in the analysis and evaluation level (Arı, 2011; Amer, 2006; Bümen, 2006). Another criticism is that the hierarchical classification contains some inconsistencies in itself. According to the hierarchical classification, each level of an objective is based on the previous one and is preparative for the next. That is, it is not possible to reach the next level of an objective without reaching the bottom level of an objective. However, in some areas, higher-level behaviors can be shown without showing the behaviors required by a lower level (Senemoğlu, 1998).

In recent years, the need to revise the taxonomy and adapt it to learner-centered approaches has led to systematic studies on the subject (Amer, 2006). After the studies carried out, some important differences were revealed without making a radical change in Bloom's taxonomy. Accordingly, the lower steps of all the steps in the original taxonomy were made wider, comprehensive, and understandable and presented to the service of educational science (Yüksel,

2007). As seen in Table 1, changes brought by Bloom's revised taxonomy are analyzed in three groups in terms of terms, structure, and purpose.

Terms	Bloom's six important categories have been converted from noun to verb, accordingly, "knowing" was revised as "remembering," "comprehending" as "understanding" and "synthesis" as "creating," and the latter was taken to the last step of the cognitive process.
Structure	While Bloom's original taxonomy was one-dimensional, the revised taxonomy was covered in two categories: "knowledge dimension" and "cognitive process dimension."
Purpose	The expanded current taxonomy has been made to appeal to even wider groups (Ari, 2007; Forehand, 2005).

Table No. 1: Changes Brought by Revised Bloom's Taxonomy

It is understood that the update was accepted at the international level and that the limitations and weaknesses in the criticism of the original taxonomy were corrected with the update. However, the knowledge dimension has been discussed in four categories (factual information, conceptual information, transactional information, and information beyond cognition) and it has been understood that the revised taxonomy provides the opportunity to apply to all subject, grade, and school levels (Ari, 2011; Bekdemir and Selim, 2008; Rudim, 2007).

Excellent development of the curriculum alone and effective presentation of the objectives may not be sufficient for the students to learn. It can be more appropriate to suggest that teachers should organize and implement their educational setting in accordance with the approach envisaged by the curriculum (Seferoğlu, 20014; Gelbal and Kelecioğlu, 2007). In order to effectively implement the curriculum prepared by using contemporary educational approaches, teachers should organize educational activities in accordance with the objectives in the curriculum.

There is a long history of curriculum development activities in Turkey. Especially in the last period, the renewal process of the curriculums at every education level and for all courses has accelerated. In this context, education curriculums at primary education level have been renewed as of 2005-2006 academic year. For this reason, there has been a great increase in the

studies on the evaluation of the items in the programs in terms of Bloom's taxonomy, especially after 2005.

In the literature, there are many studies that analyze the questions prepared for the evaluation of students' academic achievements in terms of Bloom's taxonomy (Tarman & Kuran, 2015; Eroğlu & Kuzu, 2014; Koç, Sönmez & Çiftçi, 2013; Çakıcı & Girgin, 2012; Kavruk, 2013; Gökler, Aypay and Arı, 2012; Güler, Özdemir and Dikici, 2012; Çalışkan, 2011; Tanık and Saraçoğlu, 2011; Ayvacı and Türkdoğan, 2010; Geçit and Yarar, 2010; Gündüz, 2009; Köğçe and Baki, 2009; Özcan and Oluk, 2007; Dindar & Demir, 2006; Karaman, 2005). In general, these studies focused on ÖSS, TEOG, YGS, written, and unit evaluation questions. When the studies carried out at primary, secondary, and high school education levels are examined, it is concluded that the questions prepared are not evenly distributed in terms of the dimensions of Bloom's taxonomy and categorized under certain dimensions.

There are also studies that analyze the objectives in curriculums in terms of Bloom's taxonomy (Özdemir, Altıok & Baki, 2015; Eroğlu & Kuzu, 2014; Çakıcı & Girgin, 2012; Gökler, Aypay & Arı, 2012; Bekdemir & Selim, 2008). When the results of these studies are examined, objectives are found to be concentrated in the dimensions of factual and conceptual knowledge. The sampling groups of the above-mentioned studies were found to be at primary, secondary, and high school education levels. In this context, it is considered important to analyze the objectives in the pre-school education curriculum and especially the classroom practices of teachers in terms of Bloom's taxonomy. Therefore, this study will make important contributions to the educational sciences in general and to preschool curriculum development in particular.

The aim of the study is to examine the objectives and teacher practices in the preschool curriculum implemented in the present in terms of the revised Bloom's taxonomy. For this purpose, the following research questions are answered:

a) What is the level of the objectives in the preschool curriculum put into practice in the present in terms of the revised Bloom's taxonomy?
b) What are the classroom practices in terms of the revised Bloom's taxonomy?

Methodology

In this study, the case study methodology, which is one of the qualitative research methods, is used to examine the objectives and teacher practices in the preschool curriculum in terms of the

revised Bloom's taxonomy. A document review form was used to examine the objectives given in the curriculum in terms of the revised Bloom's taxonomy.

Study Group

To collect the necessary data for the research, the convenience sampling method of purposive sampling was used. Convenience sampling is used to select appropriate situations on the basis of convenience (Glesne, 2013). The reason for choosing the convenience sampling method is the possibility of the collection of data through observation.

The study group of the research consists of five teachers who work at the preschool level. All of the teachers are women and pre-school graduates, three of whom have the experience of 16 years and older, one of 1-5 years and the other of 6-10 years. Both observations and interviews were conducted with the teachers in the study group. In addition, 63 objectives in the 2013 Preschool Curriculum were analyzed in terms of revised Bloom's taxonomy.

Data Collection Tools

In this study, the research data was collected with "Teacher Interview Form," "Teacher Observation Form," and "Document Analysis Form." The study used semi-structured interviews and structured observation to examine teachers' in-class practices in terms of updated Bloom's taxonomy. Merriam (2013) describes interviewing as a process of collecting in-depth information in qualitative research. Structured observation, on the other hand, is the process of collecting data by focusing on certain targets such as human, society or nature, not only with the naked eye but by using all sensory organs or a tool (Büyüköztürk et al., 2013: 117; Karasar, 2011: 157).

The preparation of Teacher Interview and Observation Forms is mainly based on the theoretical explanations collected as a result of literature review about Bloom's taxonomy (Tarman & Kuran, 2015; Arı, 2011; Anderson & Kratwohl, 2010; Demirel, 2009) and data obtained from expert opinions as well as the other researchers.

The preparation of the teacher interview form was based on the chapter titled "The Difference between Subject Area Content and Knowledge: A History of Four Teachers" in Anderson and Kratwohl's book (2010: 50-51). For the interview form, the teachers were given a picture storybook titled "Good Hearted Sunflower," and the teacher was requested to read the book. Later, questions were asked about how to tell the story of the book to children in the classroom

environment and how to gain the values mentioned in the story to children. The expressions of the teachers were recorded in written form.

The observation form was designed in accordance with the knowledge dimension of the revised taxonomy. This is because; a) the dimension of knowledge covers the cognitive process dimension, b) it determines how teachers express information. The procedures in the development process of "Teacher Observation Form" (TOF) are as follows: In the classroom practices of the teacher, items that describe the behaviours that include Bloom's taxonomy have been created. The theoretical explanations mentioned above were taken into consideration in the creation of these items. In the draft form, a total of 12 items, including teacher behaviors for conceptual information (1-4 items), factual information (5-8 items), and operational information (9-12 items), were included to describe the classroom environment. When determining the rating on the form, expressions such as "observed" and "not observed" were used. The obtained draft form was submitted to the opinions and evaluations of three academic members, one in the field of curriculum development and two in the preschool field, for validity studies.

A document review was also conducted to examine the objectives involved in the preschool curriculum in terms of the revised Bloom's taxonomy. Merriam (2013) defines documents as social records, visual documents, physical materials, and works of art as the third main source of data collection in qualitative research. Explanations on the "knowledge dimension" and "cognitive process dimension" contained in the revised Bloom's taxonomy were taken as base regarding the design of the form. Objectives, in the "metacognitive knowledge," which is in the dimension of knowledge, were not studied. The reason for this is that metacognitive knowledge provides the teaching of strategy. Considering the characteristics of the developmental period of the children, it is more appropriate to teach strategy in the second term of the sixth grade or in the seventh grade (Çalışkan, 2010).

Data Analysis

The data collected through the "Teacher Interview Form" were subjected to descriptive content analysis with the help of the "QSR NVivo 10" package software. According to Yıldırım and Şimşek (2011: 224-227), the main goal in content analysis is to reach concepts, codes, and relationships between them that can explain the collected data. For the analysis of the data obtained in the observation form, the states in which each item was performed by the teachers

were rated as "(1) for observed and (0) for not observed". The data obtained were entered into the Microsoft Excel 2010 package software, and the frequency values were calculated.

Validity and Reliability Studies

In order to increase the validity and reliability of the research, the studies conducted in line with the suggestions of Patton (2014), Merriam (2013), Yıldırım and Şimşek (2011), Miles and Huberman (1994) are described below.

1. In the study, interviews, observation, and document analysis were used in data collection to provide internal validity and external reliability. Thus, the triangulation technique was used.

2. Expert opinion regarding the subject and methodology of the research and the observation items and interview questions were consulted to increase the internal validity.

3. Each teacher was observed twice. During the research process, 10 observations were made. All of these observations were made with two observers. For the reliability of the observation form, the consistency between the observers' evaluations was also ensured. In this case, the commonly used reliability is obtained with Kappa statistics (Yurdugül, 2013). There was a significant relationship between the degree of matching between the two observers (Kappa= .784; p<0.001). Based on this, it can be concluded that reliable data is obtained from the Observation Form.

4. Two researchers conducted document reviews at different times to provide internal reliability in coding. The two codings were compared, and reliability was calculated using the formula of Miles and Huberman (1994) (Reliability = consensus/consensus + divergence X 100). In the reliability study conducted specifically for this study, the consistency between the two codings was calculated as 87%. It was found that the objectives that do not show consistency are in factual information and remembering.

Findings

Analysis of Objectives in Terms of the Revised Bloom's Taxonomy

Document analysis was carried out to analyze the objectives in terms of the knowledge and cognitive process dimensions. First, the objectives were examined in terms of the knowledge dimension. The findings on the knowledge dimension are presented in Table 2.

Developmental characteristics

Knowledge dimension	Cognitive		Language		Social-emotional		Motor development		Self-care		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
Factual	15	72	8	66	15	88	4	80	6	75	48	76
Conceptual	5	4	2	17	-	-	-	-	-	-	7	11
Operational	1	4	2	17	2	12	1	20	2	15	8	13

Table No. 2: Knowledge Dimension of the Objectives

When Table 2 is examined, it can be seen that 76% of the objectives are in factual knowledge, 13% in operational knowledge, and 11% in conceptual knowledge. However, the objectives regarding social-emotional, motor development, and self-care skills at the conceptual level are not included in the curriculum. In terms of these results, it can be claimed that the objectives were mainly focused on "factual information." The distribution of objectives in the preschool curriculum by the cognitive process of the revised Bloom's taxonomy was also analyzed. The findings on the cognitive process are presented in Table 3.

Developmental characteristics

Cognitive process dimension	Cognitive		Language		Social-emotional		Motor development		Self-care		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
Remembering	7	30,43	4	33,33	6	35,29			2	25	19	30,16
Understanding	10	43,48	4	33,33	5	29,41	2	40	1	12,5	22	34,92
Applying	2	8,70	4	33,33	6	35,29	3	60	5	62,5	20	31,75
Analyzing	1	4,35	-	-	-	-	-	-	-	-	1	1,59
Evaluating												
Creating	1	4,35	-	-	-	-	-	-	-	-	1	1,59

Table No. 3: Cognitive Process Dimension of the Objectives

When Table 3 is examined, 34.92% of the objectives are concentrated on understanding, 31.75% on applying, and 30.16% on remembering. On the other hand, it was found that the preschool curriculum did not include any objectives in the evaluation of the revised Bloom's taxonomy. In terms of the child's developmental characteristics (language, social-emotional, motor development, and self-care skills), there are no objectives in the dimension of analyzing, evaluating, and creating. In terms of these results, the objectives are emphasized mainly in the "remembering" and "understanding." Therefore, this refers back to the fact that objectives in the cognitive process as well as in the knowledge were collected in some of the major steps. The results of the objectives in the preschool curriculum on both the cognitive process and knowledge of the revised Bloom's taxonomy are presented in Table 4.

Cognitive process dimension

Knowledge dimension	Remembering		Understanding		Applying		Analyzing		Evaluating		Creating	
	%	f	%	f	%	f	%	f	%	f	%	f
Factual	23,8	15	27	17	22	14	1,59	1	-	-	1,59	1
							-		-		-	-
Conceptual	4,76	3	5	3	1,6	1	--	-	- -	-	- -	-
							-		-		-	-
Operational	1,59	1	3	2	7,9	5	--	-	-- --	-	-- -	

Table No. 4: Distribution of objectives by the revised bloom's taxonomy

When Table 4 is examined, it is observed that 23% of the objectives are concentrated on remembering factual knowledge, 27% on understanding, and 22% on applying. In addition, 4.76% of the objectives are in conceptual knowledge remembering, 5% in understanding, and 1.6% in applying dimension. On the other hand, it is observed that the curriculum does not include any objectives in the dimension of analysis, evaluation, and creation of the conceptual and operational knowledge.

Teachers' In-class Practices

Observations and interviews were conducted to examine teachers' in-class practices in terms of the revised Bloom's taxonomy. The data from the observation results are presented in Table 5.

Items		Observed		Not observed		Total	
		%	f	%	f	%	f[1]
1	Teacher mentions the general framework of the activity.	100	10	0	0	100	10
2	Teacher touches on the details of the subject (activity, place, time, human, animal, date, duration, and number).	50	5	50	5	100	10
3	Teacher tries to have students memorize the knowledge.	60	6	40	4	100	10
4	Teacher asks students about their predictions about an object, situation, activity, etc.	60	6	40	4	100	10
5	Teacher talks about certain concepts related to the subject.	100	10	0		100	10
6	Teacher talks about the relations of concepts with one another.	80	8	20	2	100	10
7	Teacher presents examples from daily life about the concepts.	60	6	40	4	100	10
8	Teacher asks the students what they think of the activity.	20	2	80	8	100	10

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[1] Refers to the number of observations.

9	Teacher asks how they would behave when faced with a similar situation.	20	2	80	8	100	10
10	Teacher discusses with the students about the content of the activity.	0	0	100	10	100	10
11	Teacher explains to the students how the objective of the activity can help them.	20	2	80	8	100	10
12	Teacher asks the students how they could benefit from the behaviours aimed to be gained through the activity.	10	1	90	9	100	10

Table No. 5: Teacher's In-class Practices

Based on the figures in Table 5, it is observed that the item of "teacher mentions the general framework of the activity" in the factual knowledge level and the item of "teacher talks about certain concepts related to the subject" in the conceptual knowledge level were observed in all the courses (100%). Nevertheless, it is seen that the item of "teacher discusses with the students about the content of the activity" in the operational knowledge is never observed. According to these results, it can be stated that teachers include more factual and conceptual information in their lessons. However, it can be said that they benefit less from the level of operational knowledge. The codes and the model for the codes created according to the teachers' opinions are presented in Figure 1.
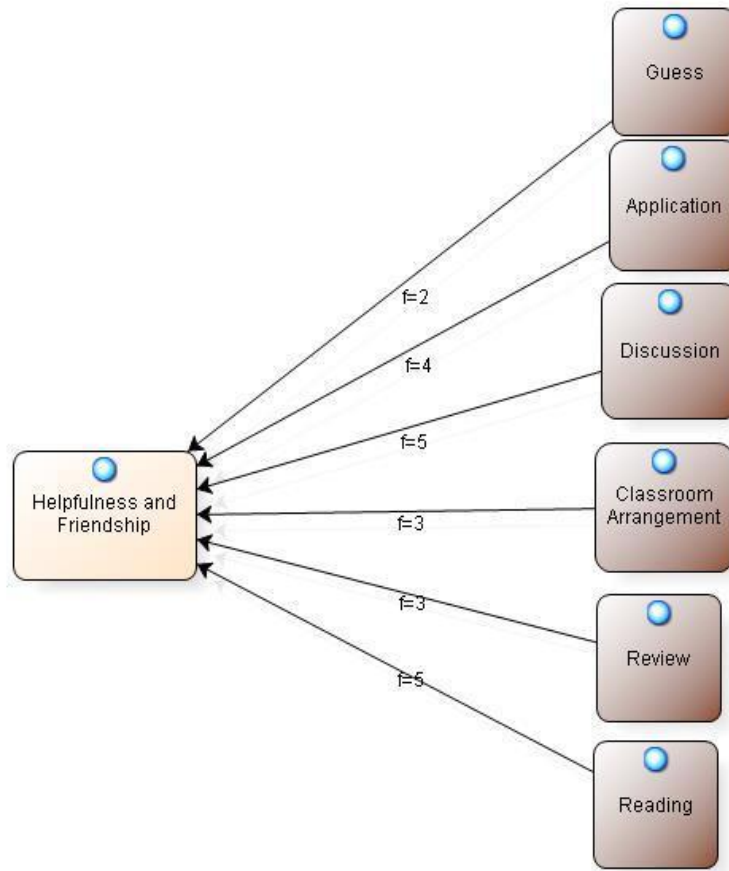
Figure No. 1: Model Created From Teachers' Opinions

As can be seen in Figure 1, the teachers' opinions on how to tell the story to students and how they can bring the values of benevolence and friendship in this story to children are coded as "classroom arrangement" (f = 3), "review" (f = 3), "discussion" (f = 5), "guess" (f = 2), "reading" (f = 5), and "application" (f = 4). As it is understood from the coding, it can be said that the teachers more frequently benefited from the dimensions of remembering, understanding, and applying when telling the story titled "Good Hearted Sunflower." Teacher statements supporting this finding are quoted as follows:

… before I read the story, I arrange the class on the cushions as "U-shaped" and ask what feelings they started the day with… (M. Akgül).

… before the story, the class is organized in the "U" shape with chairs. I chat with children about "friendship and helpfulness. The questions of "what would happen if we didn't have friends?" and "would it be fun to play games on our own?" can be asked to them… (F.Sarı).

… the cover of the storybook is examined before reading it, and comments are made about the pictures, and the children make a guess about what kind of story it is. There is a conversation about the subject… (S.Yılmaz).

… after the story is told, a charity box can be prepared. Observing the teacher, everyone's help is written on paper and thrown into the box. When they are all written, the kindness wishes of all children is read out of the box. Also, the heroes in the story can be acted outs, and the role played by asking various questions… (G.Güneş).

… first of all, I show our storybook and have the pictures on it reviewed. Then I read the pictures by showing them. I complete the story with my own ideas by showing the pictures as well as the ones written in the story… (Z. Sayar)

In terms of these teacher opinions, it is possible to assert that teachers generally benefit from the remembering and understanding dimensions of factual knowledge and the understanding and application dimensions of the conceptual knowledge and operational knowledge.

Discussion and Conclusion

The first research question was, "What is the level of the objectives in the preschool curriculum put into practice in the present in terms of the revised Bloom's taxonomy?" To answer this question, preschool curriculum objectives were examined in terms of the revised Bloom's taxonomy. Although the revised taxonomy provides an opportunity to apply to all subject, grade, and school levels (Ari, 2011), the objectives were not evaluated with regards to metacognitive knowledge at the time of conducting this study since metacognitive knowledge contains teaching strategy (Çalışkan, 2010). Within the scope of the research analysis, the vast majority of the objectives in the preschool curriculum were collected in factual information. Additionally, there was no objective in the level of conceptual knowledge for areas of development (social-emotional, motor development, and self-care skills). However, it was determined that there were limited objectives in the level of operational knowledge. This occasion is a positive development because social-emotional, motor development, and self-care skills are skills to be gained by following the major process steps and performing the applications. However, the number of objectives about operational knowledge, which includes transferring or using what students learn to real-life situations, how to do something, and solving mathematical and social problems (Anderson and Kratwohl, 2010), should be increased. Özdemir, Baki, and Altiok (2015) found that according to Bloom's taxonomy, the

objectives in the "operational" dimension in the social studies curriculum were not sufficient. This conclusion supports the findings of the study.

In terms of the cognitive process dimension, the objectives in the preschool curriculum are focused on the understanding, remembering, and applying dimensions. On the other hand, it is also regarded that there is no objective regarding the assessment dimension. With regard to the developmental characteristics (language, social-emotional, motor development, and self-care skills), it is determined that there is no objective in analysis, evaluation, and creation levels. Therefore, the objectives are gathered in a certain step in the cognitive process dimension as well as in the knowledge dimension of the revised Bloom's taxonomy. The fact that revised Bloom's taxonomy was not used while preparing the objectives of the 2013 preschool curriculum can be shown as the reason for this situation. In preparing the objectives of curriculums, the innovations brought by Bloom's taxonomy should be utilized (Özdemir, Altiok, and Baki, 2015). Among the classifications used to prepare the objectives, the most accepted by educators is the classification made by Bloom et al. (Akpınar, 2015). Ari's (2011) study found that the revised Bloom's taxonomy was approved by curriculum development experts in Turkey. Similarly, Amer (2006) emphasizes the Bloom's taxonomy as having a particularly hierarchical cumulative structure. The study "Developing Children's Thinking Skills Using Bloom's Cognitive Field Classification in the Preschool Period" by Ergin (2005) included examples of objectives and activities related to all steps of the cognitive field. In light of this information, when the findings of the study are discussed, it is especially suggestive that the objectives are collected at a certain point in terms of the cognitive process dimension. When the related literature is examined, results of some studies (Tarman & Kuran, 2015; Özdemir, Altiok & Baki, 2015; Dursun, 2014; Eroğlu & Kuzu, 2014; Türk, 2014; Çakıcı & Girgin, 2012; Gökler, Aypay & Arı, 2012; Bekdemir and Selim, 2008) support this finding of the study. For example, in the study conducted by Tarman and Kuran (2015), the distribution of the questions in the 6th and 7th-grade social studies course books were examined in terms of the revised Bloom's taxonomy. The research findings of that study indicate that the questions were not distributed equally in accordance with the cognitive process dimension.

The objectives involved in the curriculum were studied according to both the cognitive process and knowledge. Accordingly, it was observed that the objectives were concentrated in the aspect of remembering, understanding, and applying of factual knowledge. In the creating dimension of factual information, only one objective was available. Nevertheless, there was no objective for analyzing, evaluating, and creating steps of conceptual and operational knowledge. When the preschool curriculum is reviewed, it is seen that the productive aspect of

individuals is prioritized (MoNE, 2013). This situation is frequently referred by the researchers (Adams, 2015; Dalak, 2015; Paleerı, 2015; Anderson & Krathwohl, 2010; Bümen, 2007; Krathwohl, 2002). Despite that, it is thought-provoking that only one objective was included in the creation dimension. Two different reasons can be given for this situation. The first is that taxonomy has not been taken into consideration sufficiently while preparing the objectives, and secondly, considering the developmental stages of preschool children, it is difficult to prepare objectives at all levels.

The second research question was, "what are the classroom practices in terms of the revised Bloom's taxonomy?" Observations and interviews were conducted using the "Teacher Observation Form" and the "Teacher Interview Form" to answer this question. When the findings obtained in the teacher observation form are examined, the item of "teacher mentions the general framework of the activity" in the factual knowledge level and the item of "teacher talks about certain concepts related to the subject" in the conceptual knowledge level were observed in all the courses. Nevertheless, the item of "teacher discusses with the students about the content of the activity" in the operational knowledge is never observed. When the observation form is evaluated as a whole, 7 of the 12 items were applied above 50%, and 5 items were applied below 50%. Items that were applied more than 50% were found to be factual and conceptual items. It was determined that the items of the operational dimension were applied around 20%. According to these results, teachers give more importance to factual and conceptual information in their lessons. This is also consistent with the distribution of objectives. As a matter of fact, 76% of the objectives were found to be in the level of factual knowledge. Therefore, it can be expressed that teachers give lessons in line with the curriculum objectives. Operational knowledge is knowledge of how to do something (Anderson and Krathwohl, 2010). The knowledge that should be provided to children from the preschool period is when and how to use appropriate practices. Teachers can only reach this objective by creating a suitable discussion environment with children in their lessons (Nosich, 2012; Sünbül, 2011; Demirel, 2010).

Interviews were conducted with teachers to support the findings from the observations. When the findings from the interviews are examined, the practices that teachers prefer when telling children stories are grouped under six categories. These are classroom arrangements, reviewing the story, discussion, guess, reading, and application. The findings from the interviews appear to contradict the findings from the observations. The observations showed that the teachers did not discuss with the students, while all of the teachers interviewed stated that they had discussions with the children about the story and the heroes in the story. In the study, interviews

and observations were conducted with the same teachers. Accordingly, the results obtained in the observations and interviews were found to be contradictory. This can be attributed to the fact that the observed activity is not a reading activity. Another point that draws attention to this finding is that almost all of the teachers stated that they gave more importance to operational knowledge when telling stories. In particular, it is significant to encourage students to make a guess, create an atmosphere of discussion and application. Operational knowledge deals with how to do something, how to use appropriate methods in what situation, and how to use skills and techniques (Anderson and Krathwohl, 2010). Therefore, these three forms of application are intended to make students use operational knowledge. As a result, the research findings signify that teachers' theoretical knowledge is sufficient, they know what to do, but they have difficulties or are unable to apply what they know.

When the study findings are evaluated as a whole, the research puts forward that the pre-school curriculum objectives are basically collected in the level of factual knowledge. It is also suggested in this study that teacher practices support this finding, despite contrary results obtained in interviews with teachers.

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