

# Drawing of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> Grade Students on the Concept of Non-Livings

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**Abstract:** In this study, the perceptions of elementary school 1, 2 and 3 grade students about the concept of non-living have been tried to be determined. Phenomenological model has been used in the research. The sample of the study consists of 233 first, 308 second and 397 third grade students, totally 938 primary school students who were selected by the simple random sampling method in primary schools in Afyonkarahisar. 'Form of Determining Non-Living Perceptions by Drawing Technique' has been used as data collection tool. Chi-square test was used to analyze the relationships of students' drawings related to variables. It has been determined that students' perceptions about the concept of nonliving differs according to gender, place of residence, number of siblings and duration of using digital media.

**Introduction:** Young children create new concepts by associating new information they learn every day with the concepts they have already gained. The first concepts of children in preschool age are characterized by simple and most prominent features of beings. In the future, children make conceptual analyzes by reasoning and the children's information changes from perceptual to conceptual. Science that examines life includes the distinction between living and nonliving. Being "living" and "nonliving" requires the division of the world into two components, first to know the concept of living and to know its different forms. Young children often have difficulty characterizing things as living or nonliving. For example, they tend to describe anything that moves as alive. This study was conducted to determine the perception of nonliving concepts of elementary school 1st, 2nd and 3rd grade students and to determine whether these perceptions differ in terms of some variables.

**Method:** This study was done using phenomenological pattern. The 'Form of Determining Living Perceptions by Drawing Technique' developed by the researchers was used to collect data. 938 (24.8% (233) 1st grade, 32.8% (308) 2nd grade, 42.3% (397) 3rd grade) students constituted the sample of the study.

**Findings:** When the drawings of the students were examined, it was concluded that 47 household items, 18 school items, 29 technological tool drawings were seen. 32 plants, 2 humans, 7 animals and 1 superhero picture were detected as misconceptions. Female students made accurate drawings than men. Students with 2 siblings made the right drawings compared to those with 1 sibling and 3 or more siblings. Students living in villages and towns made accurate drawings than those living in towns and cities. Students who did not use digital media made the right drawings than the students using digital media.

**Results:** In this study, the perception of elementary school 1st, 2nd and 3rd grade students about the concept of nonliving beings has been investigated. As a result of data analysis, 2 students could not perceive the nonliving drawing, 34 students made wrong drawings, 513 students partially and 389 students could completely perceive. When the results are analyzed, it is seen that the students are generally able to distinguish the concept of nonliving but the number of students who perceive it completely is less than the number of students who perceive it partially. When the factors on the perception levels of the 1st, 2nd and 3rd grade students towards the concept of nonliving are examined, it was found that the variables of gender, number of siblings, place of residence and use of digital media make a significant difference.