Introduction

Every person wonders and wants to know. He wants to satisfy his curiosity by touching, examining, asking questions, questioning possibilities. Unless he's relieved of his curiosity, he can't have his integrity. Learning with curiosity begins with curiosity. The child wants to feel through the senses from the first moment it exists, to experience sensory satisfaction by perceiving what it feels and to reach the pleasure of learning. Thus, each curiosity results in one learning and each learning creates another curiosity. Curiosity, supported from early periods, will ensure that children are individuals who have adopted lifelong learning. Children's curiosities are influenced by people in their immediate surroundings. Teachers are the people closest to children during the education process. Teachers play an important role in revealing, developing and curiosity of children's curiosity and turning them into learning through satisfaction. The foundations of education and life were laid during the preschool period and the architects of this period were preschool teachers. Preschool education and preschool teachers are thought to be effective in the development of children's curiosity as well as in the development of children's curiosity. Although the subject of curiosity is very important in the education process of children, it has been determined that the studies on children's curiosities are limited in the national literature. In particular, no study has been found that examines the opinions of preschool teachers, who are among the most influential people in the development and blinding of children's curiosity, towards children's curiosities. For this reason, it is believed that this study, which was conducted in order to examine the opinions of preschool teachers towards the curiosity of children, will contribute to the information about early childhood and will constitute an important starting point for similar and wider studies to be conducted in the future.

Method

The participants of the study, which was designed as a case study from qualitative research designs, consisted of 10 teachers working in preschool education institutions affiliated to the Ministry of National Education in Ankara in 2017-2018 academic year. The research data were obtained by asking the questions to the teachers in the semi-structured interview form prepared by the researchers. Content analysis method was used in the analysis of the obtained data.

Findings

In the findings part of the research, teachers stated that children were most interested in animals, nature events, world and space, and that new / different activities, methods, materials were used during the education process to observe the children's curiosity and the things they are curious to learn, ask questions and excitement. Teachers stated that they reacted to children's curiosity to freedom of research and examination. At the same time, it was found that play as a method and science activities among the types of activities increased the curiosity levels of children.

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Discussion, Conclusion and Recommendations

As a result of the research, it was determined that preschool children had intense curiosity about animals, natural phenomena, earth and space issues, they made attempts to satisfy their curiosity such as observation, research and asking questions, and their teachers reacted to eliminate and expand the curiosity of children. In addition, it was found out that the children had a high interest in science center and science activities and that teachers preferred the most play method to increase children's curiosity. Without curiosity, we pursue one line, one way. We cannot go above a certain standard, we cannot develop and develop. Preschool education environments equipped with rich stimulants and supported by conscious teachers will have a positive effect on children's curiosity.

This research was carried out with ten preschool teachers. In the future, researches that will be conducted with more samples may be important in terms of higher generalization level. In this research, only teachers were studied. The opinions of children, teachers, families and curiosities of children can be determined.