

investigation into what happens with the object of learning in preschool (Thulin, 2006), the analysis showed a discussing climate. However, when the communication was studied more in detail, a traditional pedagogy of an asking teacher and a replying child was visible. Questions by a child were often met by another (new) question from the teacher and the child's question remained unanswered. Children risked to be left to their own search after sense and meaning. The results imply the importance of a more close analysis of what children ask questions about during work with a specific content. In this study, children's questions during a work with a scientific phenomenon in preschool are studied. Children's questions are here seen as an expression of their experiences and search for sense and understanding (cf. Marton & Booth, 2000; Siraj-Blachford & MacLeod-Brudenell, 2003). The empirical data has been generated through video observations of scientific activities in preschool. Twelve children (3-5 years) and three teachers participate in the study. The results are presented on the basis of the focus of the children's questions and discussed in relation to children's perspectives, learning and the theme work over time. The results show that children to large extent have the actual (intended) content in focus and that children's questions constitute an important didactic starting point when interacting about a specific content.

What is special for preschool education?

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42

This paper aims to elucidate the concept the preschool's special character in relationship to research concerning the youngest children and their teacher's in preschool. Childhood sociology, childhood psychology and childhood pedagogy constitutes a background to questions around what a conserving and developing of the preschool's special character from these perspectives could mean related to the youngest children's preschool education and their roles as active citizens. A theoretical mapping of Scandinavian preschool research shows that only a few of the studies concern the youngest children, which contributes to the direction of this paper's interest. In national documents about the Swedish preschool, the concept the preschool's special character is frequently used and is given several different meanings. The documents also point out that the special character should both be preserved and developed. In the goal-directed Swedish educational system this would be the responsibility of teacher's to both preserve and develop. Therefore it's interesting to study teachers talk about the concept. An interview study with semistructured questions was carried out with 15 teacher's who are working with children 1-3 years old in 5 different preschools. In this ongoing study I will discuss and analyze some of the findings in relation to different paradigms holding childhood perspectives.