Social Studies Teacher Candidates'
Perceptions on Local Children's Games

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Abstract

Game is one of the methods used in teaching social studies. The aim of this study is to reveal the opinions of social studies teacher candidates about local children's games. Phenomenology, which is one of the qualitative research designs, has been used in the research. The study group of the research consists of 20 social studies teacher candidates (female=12, male=8) who studied at the Social Studies Teaching at a state university in the 2019-2020 academic year and took the "Local Children's Games" course. The study group was determined using the criterion sampling method, which is one of the non-random purposeful sampling methods. The data were collected using a semi-structured interview form and analyzed by content analysis method. The views obtained were collected in 54 codes. Considering the opinions of social studies teacher candidates, local games such as "hımbıl", "bezirganbaşı", "kördüğüm" came to the fore. They stated that local children's games develop communication, cooperation and social participation skills, and values of responsibility, solidarity and respect. Place problem, communication problems and difficulty in determining the appropriate game for the age level of the students were identified among the problems related to local children's games. Arrangement of playgrounds, raising the awareness of students and increasing the lesson time were presented as suggestions.
Keywords: Social studies; Teacher candidates; Local children's games.

Sosyal Bilgiler Öğretmen Adaylarının Yerel Çocuk Oyunlarına İlişkin Görüşleri

Öz

Oyun, sosyal bilgiler öğretiminde kullanılan yöntemlerden biridir. Bu araştırmanın amacı, sosyal bilgiler öğretmen adaylarının yerel çocuk oyunları hakkında görüşlerini ortaya koymaktır. Araştırmada nitel araştırma desenlerinden fenomenoloji kullanılmıştır. Araştırmanın çalışma grubunu, 2019-2020 akademik yılında bir devlet üniversitesinde sosyal bilgiler öğretmenliği programında okuyan ve "Yerel Çocuk Oyunları" dersini almış 20 sosyal bilgiler öğretmen adayı (Erkek=8, Kadın=12) oluşturmaktadır. Çalışma grubu, tesadüfî olmayan amaçlı örnekleme yöntemlerinden ölçüt örnekleme yöntemi kullanılarak belirlenmiştir. Veriler, yarı yapılandırılmış görüşme formu ile toplanmıştır. Veriler, içerik analizi yöntemiyle çözümlenmiştir. Elde edilen görüşler, 54 kodda toplanmıştır. Sosyal bilgiler öğretmen adaylarının görüşlerindeki yerel oyunlarda "hımbıl", "bezirganbaşı", "kördüğüm" oyunları öne çıkmıştır. Yerel çocuk oyunlarının iletişim, iş birliği ve sosyal katılım becerileri ile sorumluluk, dayanışma ve saygı değerlerini geliştirdiğini beyan etmişlerdir. Yerel çocuk oyunları ile ilgili sorunlarda yer/mekân sorunu, iletişim aksaklıkları ve öğrencilerin yaş düzeyine uygun oyun belirleme zorluğu tespit edilmiştir. Oyun alanlarının düzenlenmesi, öğrencilerin bilinçlendirilmesi ve ders saatinin artırılması öneri olarak sunulmuştur.

Anahtar Kelimeler: Sosyal bilgiler; Öğretmen adayları; Yerel çocuk oyunları.

Introduction

The society consists of elements such as family, education, culture, language, religion, politics, law and economy. Many factors are beneficial in developments in education, culture, communication, socialization, information and technology. One of the factors that benefit the development of individuals and societies is game.

The Turkish Language Association (1998, p.1711) defines 'game' as "entertainment with certain rules, which is used to spend time". A game is a part of real life and an active learning process that is performed for or without a purpose, with or without rules; in which the child willingly and enjoyably participates, and it contributes to the physical, cognitive, language, emotional and social development (Bilir and Dönmez, 1995).

Playing games is a kind of freedom. Because it embraces volunteerism

and willingness and can never be carried out by force. Since fun and resting are essential in a game, it would not be wrong to define it as the activity that shows the joy of life of a person. Playing games is undoubtedly the most important activity of a child. Because a child often comprehends the events that occur around him in the form of a game and he gets to know both himself and his environment through games. He directs his real life behaviors in the light of his experiences he gained by socializing through a game. At the same time, games contribute to a child's social, physical, emotional and mental development (Demir, 2015, p.5-7).

According to Piaget, game is a part of the entire mental development of the child. It is regarded as a process of assimilation and adaptation. The adaptation process has an important place in some areas of psychology such as socialization, cooperation and language (Baykoç-Dönmez, 2000; Dönmez, 1992; Gazezoğlu, 2007; Pamir, 1996). According to Gross, it is an application and practice (Dönmez, 1992). Gross defines it as the preparation of the child's future behaviors (Koçyiğit, Tuğluk and Kök, 2007). According to Erikson, it is a tool that a child uses to prepare himself for the difficulties in life (Arslan, 2000). Montaigne describes the game as children's truest pursuits (Aral, Gürsoy and Köksal, 2001). According to Montessori, game is a child's job (Koçyiğit, Tuğluk and Kök, 2007). Freud sees the game as a mirror of the child's personality and behavior (Yalçınkaya, 1996). Ghazali argues that the game relaxes the child, regenerates his memory and increases his learning power (Akandere, 2003). According to Froebel, game is a requirement of a child. The child expresses himself or herself through games. Everything that is learned during a game becomes permanent, so everything should be given to the child through games. Everything can be taught to the child through games. Froebel named the kindergarten that he established with these thoughts as 'the play garden' (Çakmak and Elibol, 2015; Poyraz, 2003). According to Froebel, the game is the most basic need of a child. It is the child's most sincere and true way of self-expression. Children have fun and also learn in the game environment (Koçyiğit, Tuğluk and Kök, 2007).

Game is one of the basic needs of children, such as food and drink. Individuals who have not played enough games during their childhood feel this lack later in their lives. Game is an important resource in children's development and personality formation (Kale, 1997). It is an innate biological ability. It is also a need, such as eating and sleeping. It is a requirement of

children's physical, social, emotional and language development. Children develop and learn through games (Kilvington and Wood, 2010).

It has been proven by the researches in the field of education that providing learning with games is more effective and permanent. The blending of education with games, on the one hand, increases the motivation of the students and enables them to enjoy this situation; on the other hand, it speeds up the learning process. Thanks to game, learning becomes distant from being something boring (Gümüştaş, 2010, p.27). As a result of the investigations, we can say that games are an important means of learning. It is very crucial that game provides mental development for the child as well as facilitating learning. In addition, by using games in education, children are removed from the memorization method and permanent learning is achieved. Games are extremely important in the education of children. Through games, they spontaneously learn the things such as knowledge, skills, feelings, thoughts, behaviors, etc. which are necessary in their lives. The acquisition and development of a child's personality are provided with games. Thanks to games, the abilities of children can be recognized better and they can be directed in line with their abilities (Kayar, 2008, p.9-10).

It has a great role in the formation and shaping of cultures. People learn ethical values, social rules, communication with others, cooperation, solidarity, and many other values through games. We can state that they are the cornerstone of culture. A game is an activity that takes place in almost every period of people's lives and contributes to the development of individuals. Games, which have an important role in the transfer of cultural values to the future, have undergone changes with what the age brings. In the past, games were played on streets and outdoor areas but nowadays they are played on the phones or computers thanks to technological developments. Although children can access information more quickly with technological advances, these developments have brought about the problem of forgetting traditional games as well (Gümüştaş, 2010, p.1-4). Games are one of the important pillars of culture. Children's first meeting with culture also takes place through games. Thanks to games, the values and beliefs, customs and traditions and lifestyles of the society are conveyed to future generations. Games that provide a better interpretation of the culture we live in are among the most important materials of the analysis of culture (Çolak, 2015, p.31-32). The sportive and folkloric values taking their rules from customs, revealing the traditions and

characteristics of nation, tried to be kept alive from generation to generation and whose examples are vivid and practical are called traditional or local games (Celayir, 2015, p.16).

Educational games provide more comfortable learning of abstract subjects and permanent learning. They contribute to students' adaptation to social rules rather than displaying egocentric behavior when prepared for children who are in the period of concrete operations. It is important for children to adapt to the social structure and culture in which they live. Social Studies is a course prepared in accordance with the aim of adoption of culture and its elements (Uygun, Akkeyik and Öztürk, 2018).

When the literature is examined, it is seen that some studies have been done about the social studies course and the game. Altınbulak, Emir and Avcı (2006) investigated the effect of educational games on achievement and permanence in social studies teaching. Uygun, Bayram and Arslan (2018) conducted a study on the effects of teaching with games in the social studies course. There is a study titled the effect of educational games on social studies teaching prepared by Uygun, Akkeyik and Öztürk (2018). Biter and Çalışkan (2019) conducted a study on values education with educational games in social studies lessons. There is a study on gamified creative activities used in the social studies course, prepared by Bayram and Çalışkan (2019). In addition, there is a study examining traditional children's games that can be used in the teaching of skills in the social studies curriculum by Çelik (2020). With this study, it is aimed to reveal the opinions of social studies teacher candidates about local children's games. In this context, the answers to the following questions were sought:

1. What are the first five local games that come to social studies teacher candidates' minds?

2. What are social studies teacher candidates' perceptions about the effects of local children's games on values in social studies teaching program?

3. What are your views on the effects of local children's games on values in social studies teaching program?

4. What are social studies teacher candidates' perceptions on the problems experienced while playing the local children's games?

5. What are social studies teacher candidates' suggestions to solve the problems encountered while playing local children's games?

Method

In this study the phenomenological model, one of the qualitative research techniques, is used, and there are studies carried out on the subjects that we are aware of but do not have in-depth knowledge (Yıldırım and Şimşek, 2008, p.72). Phenomenology focuses on human experiences to understand social reality. Phenomenological research is a research design that aims to highlight individuals' own perspectives, perceptions and experiences. (Ersoy, 2016, p.54-55). In this study, phenomenology design was used since the views of social studies teacher candidates about local children's games were studied.

Study Group

The study group of the research consists of 20 social studies teacher candidates (female=12, male=8,) who studied at the department of Social Studies Teaching at a state university in the 2019-2020 academic year and took the "Local Children's Games" course. While determining the participants, attention was paid to the easy accessibility and volunteering of the teacher candidates. Participants included in the study were abbreviated as "P". The study group was formed by the criterion sampling method, which is one of the non-random sampling methods. The criterion sampling method aims to ensure that situations that meet a predetermined set of criteria are is to be studied. Criterion by the researcher can be created or a pre-prepared list of criteria can be used (Baltacı, 2018; Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz and Demirel, 2008; Yıldırım and Şimşek, 2008).

Data Collection and Tool

While collecting the data, first of all, a literature review was conducted on the subject. Literature review is the data collection process to complete the deficiencies in the literature by using different sources (Timmins and McCabe, 2005, p.41-42). Then, a semi-structured interview form created by the researcher was used. Semi-structured interviews have a certain level of standard and flexibility. It removes the limitation of questionnaires and tests where writing and filling is mandatory. It provides detailed and in-depth information about a particular subject. For these reasons, the semi-structured interview form was preferred (Yıldırım and Şimşek, 2008).

Data Analysis

It was applied by taking the opinions of 3 academicians who are experts in the field of Social Studies. Thus, the scope validity was provided. The answers given by the participants were transferred to Microsoft Word file and

the obtained data were saved on the computer. The data were subjected to content analysis. In content analysis, it is possible to examine the data obtained in detail in order to clarify the data (Selçuk, Palancı, Kandemir and Dündar, 2014, p.433). Content analysis requires a more detailed examination of the collected data and reaching the concepts, categories and themes that explain this data. Content analysis focuses on the collected data. Codes are extracted from the events and facts that are frequently repeated in the data set or that the participant emphasizes heavily. From codes to categories and themes from categories are accessed. In short, the data that are found to be similar and related to each other are interpreted by bringing them together within the framework of certain concepts and themes. In content analysis, the content of the participants' views is systematically separated (Baltacı, 2019, p.377).

Internal validity was provided by giving unchanged quotations in the interviews. Miles and Huberman (1994) reliability formula was used in the study. The reliability percentage was calculated as 96% [Reliability percentage=number of agreements/(number of agreements+disagreements)x100]. The answers given by the participants to the questions in the interview form were collected in 54 codes. Some of these codes are: Communication, cooperation, social paticipation, responsibility, solidarity, respect, love, space, classroom management, reorganization of playgrounds, raising awareness of students, increasing lesson hours, etc.

Ethical Procedures

The research was prepared in accordance with the rules of publication ethics. Ethical permission was obtained from Uşak University Scientific Research and Publication Ethics Committee (2021/63).

Results

Findings about the First Five Games that Come to Mind

The opinions of social studies teacher candidates regarding the first 5 local children's games that come to mind are as follows: hımbıl (f=9), bezirgânbaşı (f=9), kördüğüm (f=8), bom (f=7), yerden yüksek (f=7), seksek (f=6), deve-cüce (f=6), çelik çomak (f=6), saklambaç (f=5), körebe (f=5), yakartop (f=5), kurt baba (f=5), arapsaçı (f=4), kutu kutu pense (f=4), isim-şehir-hayvan (f=4), taş-kağıt-makas (f=3), elim sende (f=2), uzuneşek (f=2), beş taş (f=1), yağ satarım bal satarım (f=1) and birdirbir (f=1). The distribution of social studies teacher candidates' views is shown in Table 1.

Table 1. 5 Local Children's Games That Teacher Candidates Think at First

Game	Participants	f
Hımbıl	1, 3, 5, 7, 9, 10, 12, 13, 18	9
Bezirgânbaşı	3, 6, 9, 11, 13, 14, 16, 18, 20	9
Kördüğüm	6, 8, 10, 11, 12, 13, 14, 15	8
Bom	1, 5, 7, 9, 14, 15, 18	7
Yerden Yüksek	1, 3, 4, 5, 8, 9, 19	7
Seksek	2, 5, 12, 14, 17, 19	6
Deve-Cüce	8, 10, 11, 16, 18, 20	6
Çelik Çomak	12, 15, 16, 17, 19, 20	6
Saklambaç	2, 4, 16, 18, 20	5
Körebe	2, 4, 15, 17, 19	5
Yakartop	2, 6, 11, 15, 17	5
Kurt Baba	3, 6, 9, 11, 12	5
Arapsaçı	1, 5, 6, 13	4
Kutu Kutu Pense	3, 4, 7, 13	4
İsim Şehir Hayvan	7, 8, 10, 14	4
Taş Kağıt Makas	8, 10, 17	3
Elim Sende	1, 7	2
Uzuneşek	16, 20	2
Beş taş	2	1
Yağ Satarım Bal Satarım	4	1
Birdirbir	19	1

Hımbıl and Bezirgânbaşı were the most expressed responses in the opinions of social studies teacher candidates about the first 5 local children's games that come to mind. These games were followed by kördüğüm, bom, yerden yüksek, seksek, deve-cüce, çelik çomak, saklambaç, körebe, yakartop, kurt baba, arapsaçı, kutu kutu pense, isim-şehir-hayvan, taş-kağıt-makas, elim sende, uzuneşek, respectively. In the first 5 games in question, the least mentioned games were beş taş, yağ satarım bal satarım and birdirbir.

Findings about the Effects of Local Children's Games on Skills in Social Studies Lesson Curriculum

As the result of Social studies teacher candidates' views on the effects of local children's games on the skills in the social studies lesson curriculum, communication (f=17), cooperation (f=16), social participation (f=10), problem solving (f=7), entrepreneurship. (f =6), decision making (f=6), observation (f=3) and empathy (f=1) have emerged, respectively. The distribution of social studies teacher candidates' views is shown in Table 2.

Table 2. Perceptions of Teacher Candidates Regarding the Effects of Local Children's Games on Skills in the Social Studies Curriculum

Skills	Participants	f
Communication	1, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20	17
Cooperation	1, 3, 4, 5, 6, 7, 8, 10, 11, 13, 14, 16, 17, 18, 19, 20	16
Social Participation	1, 2, 3, 4, 5, 8, 9, 12, 19, 20	10
Problem Solving	2, 3, 4, 5, 13, 15, 19	7
Entrepreneurship	3, 13, 14, 15, 19, 20	6
Decision Making	3, 6, 7, 14, 18, 19	6
Observation	3, 13, 20	3
Empathy	11	1

Communication skills are the skill most expressed in participants' opinions. Some examples of direct citations stating the participants' opinions on "communication skill" are given below:

"*Local children's games embrace many skills in the social studies program. Especially communication skill is one of them. Because while playing games, our communication with each other increases and our communication skill improves day by day.*" (P.12)

"*I think the local children's games lesson affects the communication skill in the social studies program. Because various games such as hımbıl, bezirgânbaşı and bom are played in the lesson and during these games students have to communicate with each other.*" (P.18)

"*I think thanks to local children's games, students contribute to their communication skill which is one of the skills in the social studies teaching program. Because, thanks to local children's games, students gain this skill by communicating with each other.*" (P.20)

Cooperation skill is the 2nd most expressed skill in participants' opinions. Some examples of direct citations stating the participants' opinions on "cooperation skill" are as follows:

"*Local children's games enabled me to gain cooperation skill from social studies curriculum. Because the games we played were those that made us think while entertaining. Where necessary, we did the required activities in cooperation with different people.*" (P.1)

"*Thanks to local children's games, students gain the skill of cooperation by sharing works among themselves. Thus, intragroup solidarity increases.*" (P.16)

"*I think local children's games contribute to cooperation skill. We cooperated with each other while playing games. Cooperation is required in some parts of the games, as quickness, acting together and speed are*

important." (P.17)

Social participation skill is the 3rd most expressed skill in participants' opinions. Some examples of direct citations stating the participants' opinions on "social participation skill" are given below:

"*I think local children's games give us social participation skill in the social studies teaching program. Because I think local children's games bring us together, strengthen the relationships between each other and turn each of us into active individuals.*" (P.2)

"*Games improve our social participation skills. So even an introverted student establishes a bond with the class by playing games.*" (P.9)

Problem solving skill is the 4th most expressed skill in participants' opinions. Some examples of direct citations stating the participants' opinions on "problem solving skill" are as follows:

"*We can transfer social studies skills to students in an entertaining way with the help of local children's games. Problem solving skill is one of these skills.*" (P.4)

"*Local children's games enabled us to gain problem solving skills. Because while playing games, problem solving skills come to the fore.*" (P.5)

Entrepreneurship skill is the 5th most expressed skill in participants' opinions. Some examples of direct citations stating the participants' opinions on "entrepreneurship skill" are as follows:

"*I think that local children's games affect many skills from social studies program. It directly affects skills such as entrepreneurship in group or solo games.*" (P.14)

"*Entrepreneurship skills can be developed in this course. Because every student can integrate their own ideas into the games they have designed.*" (P.15)

Decision-making skill is the 6th most expressed skill in participants' opinions. Some examples of direct citations stating the participants' opinions on "decision-making skill" are given below:

"*I think it has an impact on decision making skill. Because children can prepare for life at a young age with the decisions they make in the game.*" (P.6)

"*I think local children's games improve the decision-making skill in the social studies program.*" (P.7)

Observation skill is the 7th most expressed skill in participants' opinions. Some examples of direct citations stating the participants' opinions on "observation skill" are as follows:

> "*Local children's games affect observation skill that is one of the skills in social studies program. Because the child observes his friends in the game while playing.*" (P.3)

> "*Observation skill is one of the most important skills in games. Since the curiosity of the students was at the forefront, we observed our friends around us. We tried to win the game by reconciling it with ourselves and how they played the game.*" (P.13)

Empathy skill is the least expressed skill in the opinions of participants. An example of a direct citation stating the participants' opinions on "communication skill" is as follows:

> "*Empathy Skills, empathy skills are developed by helping students understand each other during games.*" (P.11)

Findings about the Effect of Local Children's Games on Values in Social Studies Lesson Curriculum

Table 3. Opinions of Teacher Candidates Regarding the Effects of Local Children's Games on the Values in the Social Studies Curriculum

Value	Participants	f
Responsibility	3, 5, 6, 8, 9, 10, 11, 14, 15, 16, 17, 18, 19, 20	14
Solidarity	1, 2, 3, 4, 5, 6, 10, 11, 13, 14, 16, 17, 19	13
Respect	1, 3, 4, 8, 9, 12, 13, 16, 17, 19, 20	11
Love	3, 8, 9, 12, 13, 14, 16, 20	8
Helpfulness	1, 2, 5, 10, 13, 18, 20	7
Justice	4, 7, 8, 13, 14, 16,	6
Sensitivity	8, 9, 13, 16, 20	5
Equality	2, 4, 7	3
Honesty	8, 14, 20	3

As the result of Social studies teacher candidates' views on the effects of local children's games on the values in the social studies curriculum, responsibility (f=14), solidarity (f=13), respect (f=11), love (f=8), and helpfulness (f=7), justice (f=6), sensitivity (f=5), equality (f=3) and honesty (f=3) have emerged, respectively. The distribution of social studies teacher candidates' views is shown in Table 3.

Responsibility is the value most expressed in participants' opinions. Some examples of direct citations stating the participants' opinions on

"responsibility value" are given below:

> "*Local children's games helped us gain values such as responsibility. Because while playing the games, together with the value of responsibility, the people in the group fulfilled their duties.*" (P.5)

> "*I think local children's games have a positive effect on values such as solidarity, respect and responsibility.*" (P.19)

> "*Responsibility has come to the fore. Because assignments were submitted on time. As a result, students have a sense of responsibility.*" (P.15)

Solidarity is the 2nd most expressed volue in participants' opinions. Some examples of direct citations stating the participants' opinions on "solidarity value" are as follows:

> "*I think local children's games make children gain the value of solidarity. Because games are played together in solidarity.*" (P.2)

> "*Every piece becomes important if children are in groups in the game. For example, even in a tug of war game solidarity is required. For this reason, solidarity in local children's games may begin to take place in the child's personality.*" (P.6)

> "*I think local children's games have an affect on children's gaining solidarity value. Because during games, children are in solidarity.*" (P.17)

Respect is the 3rd most expressed value in participants' opinions. Some examples of direct citations stating the participants' opinions on "respect value" are given below:

> "*I think that values such as respect can be gained through local children's games. Thanks to these games, students learn to behave in a respectful way without causing problems in relationships by adopting more sympathetic attitudes towards each other.*" (P.16)

> "*I think local children's games make students gain the value of respect. Because thanks to local children's Games, students respect each other's views.*" (P.20)

Love is the 4th most expressed value in participants' opinions. Some examples of direct citations stating the participants' opinions on "love value" are as follows:

> "*Local children's games are effective in helping students gain the value of love. Because the child starts to love his friends and gains this value*

through the game." (P.3)

"*Local children's games lesson is one of the primary lessons that enable us to gain the love value and give importance.*" (P.12)

Benevolence is the 5th most expressed value in participants' opinions. Some examples of direct citations stating the participants' opinions on "benevolence value" are given below:

"*Local children's games lesson made us gain values such as benevolence from the social studies program. In some cases we won the game by helping each other.*" (P.1)

"*I think that local children's games have an effect on the benevolence value, one of the values in the social studies program.*" (P.18)

Justice is the 6th most expressed value in participants' opinions. Some examples of direct citations stating the participants' opinions on "justice value" are as follows:

"*With the help of local children's games, we can easily make students gain many values in the social studies program. For example, the value of justice is one of these.*" (P.4)

"*I think that local children's games foster values such as justice from social studies values program on behalf of the vast majority, if not everyone.*" (P.14)

Sensitivity is the 7th most expressed value in participants' opinions. Some examples of direct citations stating the participants' opinions on "sensitivity value" are given below:

"*Children learn to be sensitive in games. We can instill every value of ours in children by entertaining them.*" (P.9)

"*Local children's games enabled us to gain the sensitivity value in the social studies program. The sensitivity value has taught us to be understanding towards each other and to act together in the game.*" (P.13)

Equality and honesty are the least expressed value in participants' opinions. An example of a direct citation stating the participants' opinions on "equality value" is as follows:

"*Local children's games enable us to improve the equality value in social studies program. For example, giving equal points in the name-plant-city game improves the equality value.*" (P.7)

An example of a direct citation stating the participants' opinions on

"honesty value" is given below:

> "*I think local children's games ensure that children behave honestly with their classmates in company.*" (P.8)

Findings Regarding the Problems Experienced While Playing Local Children's Games

Social studies teacher candidates' views on the problems experienced while playing local children's games are place (f=11), communication (f=7), age/level (f=5), time (f=3), classroom management (f=3), motivation (f=2) and injury problem (f=1), respectively. The distribution of social studies teacher candidates' views is shown in Table 4.

Table 4. Opinions of Teacher Candidates about Problems Experienced While Playing Local Children's Games

Problems	Participants	f
Place Problem	1, 2, 3, 5, 6, 9, 12, 14, 15, 17, 18	11
Communication Problem	1, 5, 9, 12, 13, 19, 20	7
Age/Level Problem	6, 7, 10, 11, 15	5
Time Problem	2, 15, 17	3
Classroom Management Problem	4, 8, 10	3
Motivation Problem	13, 16	2
Injury Problem	7	1

Place is the problem most expressed in participants' opinions. Some examples of direct citations stating the participants' opinions on "place problem" are given below:

> "*The scarcity of places to play and the inadequate classroom or school environment for some games are a problem for this course.*" (P.5)

> "*The problem is that there is not enough space when the whole class wants to play games.*" (P.9)

> "*I could not observe a problem with the games, but the classroom given to us was a little small and not every game was played effectively.*" (P.14)

> "*I did not have any problems in the local children's games class. I can only say that the limited space was a handicap for this course.*" (P.18)

Communication is the 2nd most expressed problem in participants' opinions. Some examples of direct citations stating the participants' opinions on "communication problem" are as follows:

"*Because it is a mixed class, there was lack of communication between people. That's why there were problems in games sometimes.*" (P.1)

"*We did not have any major problems in the local children's games class. Because the class management of our teacher who attended our lesson was fine. However, there were minor problems because some of the friends had poor communication skills.*" (P.12)

"*The most important problem that can be experienced while playing local children's games may be the communication of the teacher with the students during the game. For example, the teacher should turn introverted students into active ones with games. S/He should enable students with poor communication to communicate with games. Communication between the teacher and the students during the game will directly affect the students. That's why proper communication is very important.*" (P.19)

Age (level) is the 3th most expressed problem in participants' opinions. Some examples of direct citations stating the participants' opinions on "age (level) problem" are given follow:

"*Age is one of the main problems in local children's games. Since these games are mostly for young children, conflicts may arise between the children in the playing group. Although such disagreements are normal because children who are not on the winning side are not mature it is always a problem.*" (P.6)

"*While playing games, the whole class may not be able to participate in the game. Because not every game is suitable for every student's level. Therefore, games should be played considering the levels of the students.*" (P.15)

Time and classroom management are the 4th most expressed problem in participants' opinions. Some examples of direct citations stating the participants' opinions on "time problem" are as follows:

"*One of the problems encountered while playing local children's games is that time is not enough. It was not possible to understand how the time passed as it was very enjoyable while playing the local children's games. Maybe that's why time has been a problem for me.*" (P.2)

"*Not all games can be played all the time. I think this is one of the biggest problems. Time is an important factor.*" (P.17)

Some examples of direct citations stating the participants' opinions on "classroom management problem" are given follow:

"*Teachers should ensure good classroom management. Otherwise, the students may not obey the game rules or there may be a race for leadership and prominence between them.*" (P.4)

"*The teacher may not be able to keep control in the classroom and the students may break away from the purpose of the game and want to play the game just for fun. The teacher has to achieve this balance well. Otherwise, an inefficient result may be obtained.*" (P.8)

Motivation is the 5th most expressed problem in participants' opinions. Some examples of direct citations stating the participants' opinions on "motivation problem" are as follows:

"*Children generally participate in games eagerly. However, children who are eliminated from games may become offended and not be interested in the lesson.*" (P.13)

"*Sometimes students may not want to participate in games and there may be difficulties in motivating them.*" (P.16)

Injury is the least expressed problem in participants' opinions. An example of a direct citation stating the participants' opinions on "injury problem" is given below:

"*Local children's games mostly include running. Some children run too much during the game. It is common for children to stumble on anything and fall down due to their high level of clumsiness during the games. However, injuries such as broken nose and ankle sprains may occur as well. Therefore, one should be very careful while playing these games.*" (P.7)

Findings Regarding Solutions to Problems Encountered while Playing Local Children's Games

Social studies teacher candidates' views on the solution suggestions for the problems encountered while playing local children's games are the reorganization of the playgrounds (f=10), the awareness of the students (f=9), increasing lesson time (f=5), the decrease in the number of students in the classes (f=2), increasing the number of games and activities (f=2), raising the awareness of teachers (f=2), making a pre-game plan (f=2), choosing games suitable for the student level (f=2) and rewarding students (f=1), respectively. The distribution of social studies teacher candidates' views is shown in Table 5.

Table 5. Opinions of Teacher Candidates on Solution Suggestions for Problems Experienced While Playing Local Children's Games

Solution Proposals	Participants	f
Reorganization of playgrounds	1, 2, 5, 6, 8, 9, 14, 15, 17, 18	10
Raising the awareness of students	3, 4, 7, 8, 9, 12, 13, 16, 20	9
Increasing the lesson time	2, 8, 14, 15, 17	5
Decreasing the number of students in classrooms	3, 12	2
Increasing the number of games and events	5, 20	2
Raising the awareness of teachers	10, 19	2
Pre-game planning	11, 17	2
Choosing the appropriate games for the student level	6, 11	2
Rewarding students	7	1

Reorganization of playgrounds is the most expressed suggestion in participants' opinions. Some examples of direct citations stating the participants' opinions on "reorganization of playgrounds" are given below:

"*The biggest problem is the narrowness of the playing field. Because the games we played were limited due to the lack of space. If our field had been large enough, our game variety would have increased.*" (P.1)

"*Current classroom layouts are not very suitable for education with local children's games. It would be a more appropriate decision to teach in classrooms prepared for a separate game environment specific to this course.*" (P.8)

"*It would be more beneficial to have a separate classroom for this coursein order to have space where each student can participate in the game.*" (P.9)

Raise the awareness of students is the 2nd most expressed suggestion in participants' opinions. Some examples of direct citations stating the participants' opinions on "raise the awareness of students" are as follows:

"*My solution to the problems encountered while playing local children's games is to teach students how to solve problems and empathize using the communication skill which is one of the social studies teaching skills. At the same time, I suggest to prevent quarrels during the game by instilling respect, love and peace in children, which are among the values of social studies curriculum.*" (P.3)

"*Before the game, students may be asked to explain values and play games with the awareness of values. Apart from this, the rules of the game are determined and it can be stated that those who do not obey the rules cannot play it.*" (P.4)

"*Awareness of students can be raised to increase students' interest in*

the lesson." (P.16)

Increasing the lesson time is the 3th most expressed suggestion in participants' opinions. Some examples of direct citations stating the participants' opinions on "increasing the lesson time" are given below:

"*My solution suggestions for local children's games is to spread local children's games over a day.*" (P.2)

"*The weekly duration of the lessons should be increased in order to make them have fun in their spare time.*" (P.15)

Decreasing the number of students in classrooms, increase the number of games and activities, raise the awareness of teachers, pre-game planing and choosing the appropriate games for the student level are the 4th most expressed suggestion in participants' opinions. An example of direct citation stating the participants' opinions on "decreasing the number of students in classrooms" is as follows:

"*The number of students in the classes should be reduced in order to teach the lesson efficiently. Thus, the efficiency of the lesson can be increased.*" (P.12)

An example of direct citation stating the participants' opinions on "increasing the number of games and activities" is as follows:

"*Increasing the number of activities and games throughout the class to resolve conflicts and quarrels between students can eliminate the problems.*" (P.5)

An example of direct citation stating the participants' opinions on "raising the awareness of teachers" is as follows:

"*The teacher should be conscious and sufficient in terms of playing games. It is important for the teacher to be aware of the values and skills in order to meet the demands of the students.*" (P.19)

An example of direct citation stating the participants' opinions on "pre-game planning" is as follows:

"*An effective game plan should be made. Games should be practiced without going beyond the plan.*" (P.11)

An example of direct citation stating the participants' opinions on "choosing the appropriate games for the student level" is as follows:

"*Simpler games can be played in which there is no winning party to*

resolve quarrels between children or to avoid conflicts." (P.6)

Rewarding students is the least expressed suggestion in participants' opinions. An example of a direct citation stating the participants' opinions on "rewarding students" is as belows:

"*The solution I can suggest to the problems is that children who follow the rules during the game can be awarded at the end of the game. By reward I mean a candy, chocolate, or small prizes that can delight them. Thus, they will follow the rules of the game more*." (P.7)

Conclusion, Discussion and Suggestions

This research aimed to reveal the opinions of social studies teacher candidates about local children's games. In this context, 5 local children's games that the participants thought of first and their opinions about the effects of local children's games on skills and values in social studies curriculum were inquired. In addition, their opinions about the problems encountered while playing local children's games and what the solution suggestions are for these problems were revealed.

Among the first 5 local children's games that social studies teacher candidates participating in the research stated, "Hımbıl" and "Bezirganbaşı" were at the top. "Beş taş", "Yağ satarım bal satarım" and "Birdirbir" were the least mentioned games. When the literature is reviewed, it is seen that studies similar to this study were written not with the name of local children's games, but with the name of traditional children's games. At the end of Aliyeva-Esen's work (2008), it is stated that games contributes positively to the physical and social development of children as they acquire such characteristics as obeying the rules, participating in group work, belonging to the group, acquiring group dynamics and learning the concept of reward. Kacar (2020) emphasized that traditional children's games are effective in increasing social skills and reducing the internet use, but do not affect stress levels. At the end of her research, Gümüştaş (2010) stated that the "yakar top" game, which is one of the traditional children's games that creates cultural richness, has become a game that can be played in computer environment. She also emphasized the importance of character designs, graphic design elements, space designs and accessory designs that are effective in the designs of educational games. Öz-Pektaş (2017) emphasized the importance of graphic design elements, character designs, space designs and accessory designs that are effective in the design of educational games. At the end of their research, Hazar, Tekkurşun Demir and

Dalkıran (2017) stated that more metaphors emerged concerning the damages of digital games and the benefits of traditional games.

Regarding the effects of local children's games on the values in the social studies lesson curriculum, the teacher candidates stated that they have an effect on the values of responsibility, solidarity, respect, love, helpfulness, justice, sensitivity, equality and honesty. In the study of Biter and Çalışkan (2019), it was revealed that educational games develop the values of respect for differences, freedom and responsibility. Regarding the effect of local children's games on the skills in the social studies lesson curriculum, the teacher candidates stated that they have effects on communication, cooperation, social participation, problem solving, entrepreneurship, decision making, observation and empathy skills. Çelik (2019) identified 56 games to use in teaching communication, cooperation, decision-making, correct, beautiful and effective use of Turkish, self-control and problem-solving skills in the social studies course curriculum. A study by Uygun, Akkeyik and Öztürk (2018) showed that educational games increase students' interest in the lesson. In addition, it has been observed that it gives a sense of responsibility, develops communication skills, directs cooperation, contributes to time management, increases interaction with friends, and is useful in using Turkish correctly and effectively. Uygun, Bayram and Arslan (2018) found that games in social studies teaching create a classroom environment that supports the basic dynamics of the constructivist approach, makes the student active in the lesson, and enables interaction. He observed that the games keep the attention and perception of the students at a high level, attract attention and help the teaching of the lesson subjects. Bayram and Çalışkan (2019) revealed that the use of gamification in the social studies course is efficient and effective. It was determined that the students actively participated in the lesson and their interests and attitudes were positive. Biter and Çalışkan (2019) stated that educational games prolong the retention of knowledge and create a positive attitude towards the lesson. On the other hand, Budak (2016) stated that traditional children's games do not have any effect on children aged 8-9 in terms of orientation ability while they improve their rhythm ability up to 16%. In addition, it was concluded that traditional children's games should be developed in terms of regulating and directing the behavior of primary school children.

The social studies teacher candidates participating in the study stated the problems of location, communication, age/level, time, classroom

management, motivation and injury while playing local children's games. Regarding the solution to these problems, they suggested to reorganize the playgrounds, raise the awareness of students, increase the lesson time, decrease the number of students in classrooms, increase the number of games and activities, raise the awareness of teachers, make pre-game plans and choose suitable games for students and reward students. Based on the results obtained, the following suggestions can be made about local children's games: Games suitable for student level can be selected. Playgrounds can be rearranged. The awareness of teachers and students can be raised. Students can be rewarded. Lesson duration can be increased. The number of games and events can be increased. Pre-game plan can be made.

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