



## THE PRESCHOOL AND PRIMARY SCHOOL EDUCATIONAL GAMES: A TEACHERS' PERSPECTIVE<sup>i</sup>

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### Abstract:

This paper examines preschool and primary school educational games from teachers' perspective. Research group was composed by Amasya centre and related preschools and primary schools working teachers aged between 20 and 40, official and on payment (temporary). In total, 214 preschool and primary school teachers have been interviewed. The handouts have been delivered in the meeting "*Preschool education games from teacher's point of view evaluation questionnaire*" and have been adapted to the topic under study. The handouts have been analysed as frequency and percentage from the delivered. After the evaluation of the handouts of preschool and primary school use of games as educational asset an average of 99.1% of teachers think that it is effective. An average 99.1% of teachers believe that teaching through games has been effective and durable and 88.7% of them proved it. As a result, learning through games offers the children an effective and durable input, proved crucial in the learning process.

**Keywords:** preschool education, primary school education, game, teacher's point of view.

### 1. Introduction

In terms of early education, it is important to be able to maximize the child's innate ability, support his physical, mental, social and emotional development in a positive way, and acquire basic knowledge and skills acquired with qualified and sufficient experience and to prepare the child for his future life. The first step of this education is preschool and primary school education (Kadim, 2012). After family, educational

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institutions take their place in the system as institutions supporting the family in preparing the child for social life. Preschool and primary school education help the child to be aware of his/her own body, in the activities presented through programmes in accordance with child's individual abilities, interests, needs and development levels it plays a major role in the development of social skills such as sharing, cooperation, cooperation and solidarity (Durualp and Aral, 2010).

The pre-school and primary school years are the years when remarkable changes can be observed in terms of child development. The education given in this period directs the future of the child. It has been observed that most of the behaviors gained during the childhood years have shaped the personality structure, attitude, habits, beliefs and values of the adult in adulthood. Pre-school and primary school education increases the child's emotional development and power of perception. It helps him in the process of reasoning. It educates the child in a social environment based on general cultural values, assisting the society in assimilating cultural values. It is to help children achieve physical, mental, emotional and social development, stimulating and healthy environment conditions (Karaömerlioğlu, 2010), such as giving children opportunities to express their thoughts and feelings and giving them opportunities to understand and express themselves (Sahin, 2000).

There are many ways to understand children, communicate with them, and share their world. The game is the most commonly used most natural and most healthy result of these ways. The game is a world where each child is embraces more than the real life and feels happier (Kadim, 2012). The play is an indispensable undertaking of the child, who plays an important role in the development and education of preschool and primary school children. The game embodies internal motivation which is very important for learning and working (Erşan, 2006). At the same time, play is vital for the development of the child and reflects the development of the child. It is a vital need for play, nutrition and sleep for the healthy development and education of a child in the physical and mental direction. The child learns about life through play. She plays various roles during the game to try to perceive the world with his/her own senses. He/she gets prepares for the roles which will be undertaken in adult life through game (Ulutaş, 2011).

Play occupies an important place in children's life and is very important for learning. According to Froebel, the child is learning and willing to learn during play (Düek, 2008). Thus, Fröbel, the founder of the children's gardens, who made the game an educational tool, views child play as the core of human life, claiming that people's best talents in the depths show themselves through play. Frobel does not only offer theoretical views, but also applies them in the children's gardens he has set up. The developer of the Frobel method, Montessori aimed to provide the free development of the child in the preselected play materials in the Montessori schools, which she had spread all over the world (Ergün, 1980).

The child obtains emotional relief by acting independently in his / her own self-imperative, free world. In addition, the child learns and applies many aspects of cohabitation, such as making friends through play, grasping the sexual role, respecting

rights and freedoms, sharing, winning, losing, etc. (Tanrverdi, 2012). The shortest way to turn the child against learning is to try to get him out of the game and try to train in strict rules. Instead, it is necessary to use the game as an aid and tool for learning (Yörükoglu, 1980). The aim of the game should not only be education but also the entertainment and enjoyment of the child at the same time (Ulutaş, 2011b).

The purpose of the study is to examine whether there are significant differences in the views of preschool and elementary school teachers regarding the use of games in education compared to the variables of gender, age, education status, occupational seniority, cadre status. For this purpose, the following sub-problems have been searched.

## 2. Materials and Methods

In this section, the model of the researcher, the universe and sample of the researcher, the data collection tools, the analysis of the data and the study plan are given.

### 2.1. Research Group

The research group consists of 214 kindergarten and primary school teachers who work in the Amasya, center dependent kindergarten and elementary school between the ages of 20 and 40 and over between the ages of over 20 years.

### 2.2. Collection of Data

During the collection of data; Bozan (2014)'s "Evaluation of Pre-school Education According to Teacher's Opinions" was applied by adapting to the subject like 3 type rating questionnaire developed in the master thesis study.

Survey application; the school administrators were asked to go to the schools that they wanted to apply for and they were interviewed with the teachers in person and discussed about filling the questionnaire objectively. Volunteer participation was provided and distributed to teachers the next day.

### 2.3. Data Analysis

In the analysis of the data; personal characteristics, frequency and parentage distributions of the data for teachers' opinions in preschool and elementary school education were taken and evaluated.

## 3. Findings

**Table 1:** Individual Specifications of Research Group

Variables	Individual Specifications	f	%
Gender	Male	89	41,6
	Female	125	58,4
Age	<30	21	9,8
	31-40	75	35,0
	>40	118	55,1

<b>Educational level</b>	Associate degree	54	25,2
	Bachelors' degree	152	71,0
	Master's degree	8	3,7
<b>Career years</b>	<5	16	7,5
	6-10	37	17,3
	11-15	30	14,0
	16-20	35	16,4
	>21	96	44,9
<b>Teaching discipline</b>	Kindergarten	30	14,0
	Primary school	184	86,0

When Table 1 is examined; 58.4% of the teachers participating in the survey were female and 41.6% were male. It is seen that 9.8% of the age of the teachers participating in the research is between 20-30 years old, 35% between the ages of 31-40, 55,1% is over 40 years old. It is seen that 25.2% of the teachers have an associate degree, 71% have a bachelor's degree and 3.7% have a master's degree. 7,5% of teachers' senior years are 5 years or less, 17,3% are 6-10 years, 14% are 11-15 years, 16,4 % are 16-20 years and 44,9% 'is also 21 years and more. When we look at the branch status of the teachers, it is determined that 14% of them are primary kindergarteners and 86% of them are primary school teachers.

**Table 2: Teacher Opinions on Playing Teaching**

<b>Variables</b>	<b>Yes</b>		<b>Partially Yes</b>		<b>No</b>	
	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>
Use of game in pre-school and primary school	203	94,9	9	4,2	2	0,9
The effect of game in learning	183	85,5	29	13,6	2	0,9
Use of game in all activities	75	35,0	115	53,7	24	11,3
Not defining a limit for in pre-school and primary school education	84	39,3	88	41,1	42	19,6
Psychological development fields positive effect.	192	89,7	21	9,8	1	0,5
Games effect on the children's socio-emotional development fields positive effect	193	90,2	21	9,8	0	0
Games effect on the children's mental development fields positive effect	186	86,9	28	13,1	0	0
Games effect on the children's language development fields positive effect	177	82,7	36	16,8	1	0,5
Games effect on the children's cognitive development fields positive effect	176	82,2	38	17,8	0	0
The application of game activities as an educational asset	153	71,5	54	25,2	7	3,3
The usage of game activities as spare time activities as a let out for children	101	47,1	81	37,9	32	15,0
Planning game activities taking in consideration children's interest, need, and necessity.	181	84,6	31	14,5	2	0,9
Planning games activities taking in consideration children's socio-economic levels and cultural background.	135	63,1	52	24,3	27	12,6
The suitability of game activities to children s personal characteristics	140	65,4	70	32,7	4	1,9

Teacher's career game activities application in relation to each other	81	37,9	83	38,8	50	23,3
The effect of teacher child communication through game.	147	68,7	64	29,9	3	1,4
The effect of teacher s personal aspect through the game.	118	55,1	78	36,4	18	8,5
The effect of child's gender in choosing the game	123	57,5	69	32,2	22	10,3
The effect of the teacher's gender in choosing the game	75	35,0	85	39,7	54	25,3
Preschool and primary school game proved ineffective.	9	4,2	7	3,3	198	92,5

As shown in Table 2: 99.1% of those who thought that the game should be used in preschool and primary school education, 99.1% of those who think that the game is effective and lasting learning, 88.7% of those who think that all activities can be played with the game the ratio of those who think that game activities have a positive impact on children's physical-psychomotor development areas is 99.5%, the percentage of those who think that game activities have a positive impact on children's social-emotional development areas is 100%, the percentage of those who think that game activities have positive effects on children's mental development, 100, 99.5% of children think that language development affects positive development, 99% think that play activities have positive effects on children's cognitive development, 100%, 96.7% think that they use play activities to perform educational purposes, 85% think that they use play activities to entertain children in leisure time, 99.1% think that they consider the interests, needs and needs of children when planning play activities, 87.4% of the respondents think that they take the economic activities and cultural characteristics into consideration, 98.1% think that they use the play activities to recognize the children and they can see their individual characteristics, 76.7% think that the relationship between the teachers' profession and play is 76.7% 98.6% of the thinkers, 91.5% of the teachers think that the personality is the effect on the game applications, the gender of the child 89.7% of the respondents think that it is the effect of the selection, 74.7% think that the teacher gender is the effect of the game selection and 7.5% think that it is ineffective in the preschool-primary school education.

#### 4. Discussion and Conclusion

The games based on the fact that many of the child's systems are helping to keep it running, that it accelerates muscle development, running, jumping, walking, climbing, along with development; it seems that it has acquired a lot of skills in terms of physical and motor developments such as breaking, cutting, holding, painting. In addition, thanks to the game, children who are happy, sad, painful, fearful, it is thought that they can easily learn social features such as being able to express many emotional reactions easily, communicating with others, cooperating, respecting people and conveying responsibility. Game in terms of mental and language development; it seems that children have increased their imagination, accelerating mental processes such as

problem solving, reasoning, decision making, making choices, organizing, sorting and analyzing objects that have the ability to recognize and remember what they see and remember. (Cinel, 2006)

When the physical conditions of the children who play games and don't play are compared, it is observed that those not playing game start to violate their environment and display aggressive behaviours due to the accumulation of the energy in their bodies (<http://www.yetenek.com>). At the same time, children or young people who play an hour a day are more focused on school than young people who do not play (<http://www.bolumsonucanavari.com>).

Nowadays, the destruction of playgrounds of children, the transformation of vacant spaces into concrete piles, the increase of vehicle traffic, the lack of confidence in people lead our children to the technological devices at home. Children's obligation to technological devices restricts their movements and their talking to people, which leads to an obese and asocial generation. Children play only during breaks at school thus negative electric accumulates in their bodies. Games played at schools provides a physical development, while rhymes used in the games help them develop their language. However, in our childhood, we didn't use to eat even if we are hungry. We were playing games outside. We came home every Sunday in dust, dirt and mud. Thanks to that dust, dirt and mud, our immune system develops against diseases; and helps us build strong friendships.

It was determined that 99.2% of those who participated in the study of Kadim (2012), 98% of those who participated in the study of Bozan (2014) and 99.1% of the participants who did not participate in our study had the consensus on the necessity of using education in education. It is thought that it will affect all kinds of development of children positively by using game in education as seen in the results of the researches. 98% of those who participated in the work of Kadim (2012), 99% of those who participated in the study of Bozan (2014), 99.1% of the participants who did not work, determined that the game was effective in effective and lasting learning, As can be seen from the above ratios, the use of play in education makes it possible for children to actively participate by educating, participating with pleasure, by educating - by living, and to make the desired message to be given in activities that they participate. 98% of those who participated in the study of Kadim (2012), 98.7% of those who participated in the study of Bozan (2014) and 99.5% of those who did not participate in the study had positive opinion that the play activities had a positive effect on the physical-psychomotor development areas. As seen in the ratios of the exercises performed, the game can be used for activities such as keeping the children physical-psychomotor development, large and small muscles development, locomotor, manual movements and keeping the children in preschool and in elementary school periods, writing, scissors, paper tear will be easy to do. For example, even if cognitive field is not provided for students with intellectual disabilities, psychomotor skills can be gained by playing and physical activities.

A significant difference was found in the fact that 50% of those who participated in the study of Kadim (2012), 75% of those who participated in the study of Bozan

(2014) and 90% of our participants did not have leisure time to entertain children. As a result of the difference between the above rates; most of the teachers working in the various provinces are young, dynamic, educated in the new understanding of education that the game is not only aimed at filling the children's free time, but that they are in the aim of teaching something with play even in their free time. And as the western regions are approached, it is thought that teachers are in a teacher-centered education understanding that more and more students are passive ineffective instead of using the game because their ages and seniority years are advanced. It is thought that they use the game only to fill their spare time in children after numerical and verbal lessons. physical activities and free activities even if the student does not play games, even in the case of numerical and verbal training courses it is thought that young teachers use the game more effectively and efficiently than older teachers.

According to the opinions of the teachers obtained as a result of the discussion, the effective and permanent learning of the children in the game, physical-psychomotor, social-emotional; mental, linguistic and cognitive developments positively, that children can be used to recognize their individual characteristics, and that communication is effective in the practice of play, that is to say, the effective role of play in education.

## 5. Suggestion

According to the information obtained from the research, it is recommended to use it as an educational tool in nursery and kindergarten, elementary school, junior high school, high school and universities, even in all clubs and private studies.

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