

Evaluation Of The Opinions Of Pre-School Teacher Candidates 'Considerations On The Game Concept

Okul Öncesi Öğretmen Adaylarının Oyun Kavramına İlişkin Görüşlerinin Değerlendirilmesi

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ABSTRACT

Childhood stage is very important during the life-long continuing developmental stages of people. Children develop rapidly by taking many basic skills during this period. There are a number of reasons that affect the development of children, especially in this cycle. The most important of these is the willingness of children to play. Therefore, we can say that the concept of play in childhood is important for the development of children. The purpose of this study is to reveal the evaluation of pre-school teacher candidates' views on the concept of game.

Developed open-ended questions by the researcher as a data collection tool were presented to pre-school teacher candidates. The data obtained from 20 pre-school teachers who are studying in the pre-school education section were analyzed by content analysis method using the interview method which is one of the qualitative research methods in the research.

As a result of the research, the teacher candidates according themselves that the play is giving happiness and pleasure to the person, that the individuals recognize themselves through the play and that the play activities and the learning environment are more effective. According to teacher candidates participating in the research are said the game indispensable element in terms , by of game,entertainment, freedom, imagination, reality, learning and development. In addition, the research group concerned with the effects of the game on children; they indicated that lessons are more active and fun, and that task and responsibility features have improved. Besides, they expressed that children develop their personality, adopt social values, develop their creativity skills and develop communication skills.

Keywords: Pre-school, Teacher candidate, Game

ÖZET

Bireylerin hayat boyu devam eden gelişim dönemlerinde çocukluk evresi oldukça önemlidir. Çocuklar birçok temel becerilerini bu dönemde alarak hızlı bir biçimde gelişirler. Özellikle bu dönemde çocukların gelişimlerini etkileyen bir takım nedenler bulunmaktadır. Bunlardan en önemlisi de çocukların oyun oynama isteğidir. Dolayısıyla çocukluk döneminde oyun kavramının çocukların gelişimi açısından önemli olduğunu söyleyebiliriz. Bu çalışmanın amacı okul öncesi öğretmen adaylarının oyun kavramına ilişkin görüşlerinin değerlendirilmesini ortaya koymaktır. Araştırmada veri toplama aracı olarak araştırmacı tarafından geliştirilen açık uçlu sorular okul öncesi öğretmen adaylarına sunulmuştur. Araştırmada nitel araştırma yöntemlerinden olan mülakat yöntemi kullanılarak, okul öncesi eğitimi bölümünde öğrenim görmekte olan 20 okul öncesi öğretmen adayından elde edilen veriler, içerik analizi yöntemi ile çözümlenmiştir. Araştırma sonucunda öğretmen adayları kendilerine göre oyunun, kişiye mutluluk ve keyif verdiği, bireylerin kendilerini oyun sayesinde tanıdığını ve oyun etkinlikleri ile öğrenme ortamının daha etkili olduğunu belirtmişlerdir. Araştırmaya katılan öğretmen adayları çocuklara göre oyunun, eğlence, özgürlük, hayal dünyası, gerçeklik, öğrenme ve gelişimleri açısından oyunu vazgeçilmez bir öğe olarak gördükleri ifade edilmektedir. Ayrıca araştırma grubu oyun çocuklar üzerindeki etkileri ile ilgili olarak; derslerin daha aktif ve eğlenceli olduğunu, görev ve sorumluluk özelliklerinin geliştiğini belirtmişlerdir. Bunun yanında oyun sayesinde çocukların kişiliğinin geliştiğini, toplumsal değerleri benimsediklerini, yaratıcılık özelliklerinin geliştiğini ve iletişim becerisinin geliştiğini ifade etmişlerdir.

Anahtar Kelimeler: Okul öncesi, Öğretmen adayı, Oyun

1. INTRODUCTION

The first periods of human life are defined by educators as critical periods. The child's getting to know and make sense of the outside world usually begins in this period and the child makes this process compatible through play. The game is an indispensable part of life for the child, especially in the education and development of children in preschool period. Although the game is perceived differently by adults, the game is the most important and the most serious challenge for the child. Therefore, it is necessary to create a comfortable and safe play environment for the development of children. (Gül, 2006; Aydın, 2008).

Regular physical activity and play is an effective tool for the healthy growth and development of children, the advancement of sports performance, protection from obesity, getting rid of unwanted bad habits, socializing (Alıncak, 2017; Bilgiç ve ark., 2016; Pancar ve ark., 2017). The concept of

game since the existence of humanity is one of the most satisfying resources that continues with a number of changes and development (Tuğrul, 2010).

Game activities, according to psychoanalytic theory, are an effective means of dealing with negative events occurring in the environment (Barnett, 2013). Game; is the most important factor in adopting the right behavior patterns in the social life that prepares the child for life, gives direction (Alıncak ve Tuzcuoğulları, 2016).

Dansky and Silverman (1973) describe the game as any behavior characterized by the assumption of the supremacy of sleep. Gunsberg (1983) argues that by allowing children's play activities to express themselves, their creative characteristics will be evident and may lead to an increase. The child is known in every way with the concept of play (Timmons, 2003). Educational games develop some motoric features and psychological and social behaviors inherent in the game (Ayan ve ark, 2015). According to Marsell (2009), play is the most important way to prepare the child for future adulthood.

Learning through play is seen as an indispensable element of preschool education. Looking at many studies, it is said that performing the learning process together with the game greatly increases the efficiency of the children. The child can often explain his needs and the emotional state he / she is in through the play and gets the ability to cope with the problems. Thus, through the game, the child learns to communicate properly with the outside environment (Durualp, 2009). Play activities are an activity process that ensures the satisfaction of children in line with their needs (Ayan ve ark. 2017).

Stanley (2009), teaching with games provides an enjoyable learning process for children while at the same time it is an effective method to increase the academic success of children.

In the study of Thomas, Howard and Miles (2006), they say that pre-school children are more successful in the activities carried out with the game label.

In this study, it was prepared to determine the pre-school teachers' opinions about the game concept. For this purpose, answers to the following questions were sought.

Preschool teacher candidates (of);

- 1.What is the game?
- 2.What is the game for children?
3. What are the effects of the game on children?

2. METHOD

Case study pattern, one of the qualitative research methods, was used in the research. Qualitative research is a method that offers flexible movement to the researcher according to quantitative research, and offers different approaches on data collection method, analysis and patterning of research (Gay, Mills ve Airasian, 2006).

Case study is a research pattern that examines the case under study within its own life frame, where the boundaries between the case and the environment in which it is located are not clearly defined and there are multiple sources of evidence or data available (Yin, 1984; Yıldırım ve Şimşek, 2006).

2.1. Research Group

The open-ended questionnaire prepared to determine the opinions of preschool teacher candidates regarding the game concept was applied to 20 pre-school teacher candidates studying in the Pre-School Education Department. The data related to the research group are given in Table 1.

Table 1: Personal Characteristics of the Research Group (N = 50)

Variables	Groups	n	%
The class he/she studied	1	5	25
	1	5	25
	1	5	25
	1	5	25
Gender	Female	20	100

N:20

Some personal characteristics of the research group are given in Table 1. When we look at the class in which prospective teachers participated in the study, 5 (25%) prospective teachers 1, 5 (25%) prospective teachers 2, 5 (25%) prospective teachers 3, 5 (25%) prospective teachers study in 4th grade. . When we look at gender, it is seen that all of the teacher candidates are women.

2.2. Preparation and Application of Open Ended Questionnaire

In order to create the interview form to be used in the research, first of all, 100 pre-school teacher candidates were asked to write a composition about their views on the concept of face-to-face play. As a result of the information obtained from the collected compositions and related literature, the draft form of the interview form was obtained. One of the logical ways to test the content validity of the measurement tool prepared for the research is to apply for expert opinion. (Büyüköztürk, 2006). The interview form was presented to the opinions of the experts and the necessary form was made in line with the opinions received, and the interview form consisting of 2 personal characteristics determining questions and 3 open-ended questions was finalized. The questions prepared are; Preschool teacher candidates (of);

- 1.What is the game?
- 2.What is the game for children?
3. What are the effects of the game on children?

The final form of the interview form prepared was applied to 20 pre-school pre-service teachers and data were obtained. During the application, the purpose of the research was explained to the participants and they were informed about the importance of their answers. As a result of the responses of the participants to the measurement tool, multiple statements were collected under common themes.

2.3. Data Analysis

The data obtained from the interview form used in the research were analyzed with the content analysis method used in qualitative research. In qualitative research, content analysis is used to create and analyze themes that are not theoretically significant and sub-themes, if any (Yıldırım ve Şimşek, 2006). The data obtained were recorded separately, grouped and coded. These groupings and codings were presented to the field experts, according to the evaluations of the experts, they were finalized and prepared for analysis. With the content analysis, themes were determined for each question and tables were created by calculating the frequency and percentages of the themes given. Descriptive analysis was used to evaluate the data. Finally, reporting was made and the findings were revealed.

3. FINDINGS AND COMMENT

In this section, the findings obtained as a result of the interviews with teachers in order to determine the opinions of 20 pre-school pre-service teachers studying in the Preschool Education Department on the concept of play are included.

Table 2. The distribution of the research group's views on the question of what is a game.

Themes	n	%
It is self-knowledge	15	20.9
It is learning	13	18.2
It is joy and happiness	10	13.9
It is fun	7	9.7
It is personality	6	8.4
It is physical endurance	5	6.9
It is socializing	4	5.5
It is Self-confidence	4	5.5
It is experience	4	5.5
It is sharing	4	5.5
Total	72	100

In Table 2, the distribution of the general opinions of the research group on the question of what is the game is given. Looking at the thoughts of the participants about the game concept in general, 10 themes emerged. It was seen that the participants expressed more than one theme.

Among these themes, it is self-knowledge (20.9%), learning (18.2%), pleasure and happiness (13.9%), fun (9.7%), personality (8.4%), physical endurance (6.9%), socialization (5.5%), self-confidence (5.5%), experience (5.5%), sharing (5.5%) themes have been observed.

Table 3. The distribution of the research group's views on the question of what is a game according to children.

Themes	N	%
It is his/her job	15	18.3
It's the his/her real world	11	13.4
It's the his/her learning process	11	13.4
It's the his/her everything	11	13.4
It's the his/her happiness	10	12.2
It's the his/her entertainment	10	12.2
It's the his/her freedom	8	9.8
It's the his/her development	6	7.3
Total	198	100

In Table 3, the distribution of the research group's views on the question of what is a game according to children is given. 8 themes emerged from the opinions of the participants about the game according to the children. It was seen that the participants expressed more than one theme.

According to the percentage order among these themes, the game is the child's job (18.3%), its real world (13.4%), learning process (13.4%), everything (13.4%), happiness (12.2%), fun (12.2%), freedom (9.8%), development (7.3%) themes were observed.

Table 4. The distribution of the research group's views on the effects of the game on children.

Themes	N	%
Enables learning	12	11.2
Allows self-knowledge	10	9.3
Learning becomes permanent	10	9.3
Provides development	10	9.3
Enables socialization	8	7.4
Provides language development	7	6.5
Improves personality	7	6.5
Improves creativity features	7	6.5
Improves imagination	6	5.5
Ensures compliance with the rules	6	5.5
Provides confidence	5	4.6
Makes it adopt values	5	4.6
Improves problem solving skills	4	3.7
Improves sense of responsibility	4	3.7
Improves the sense of sharing	4	3.7
Makes it successful	3	2.7
Total	108	100

In Table 4, the distribution of the opinions of the research group on the opinions of the game on the effects of the children is given. 16 themes emerged from the participants' views on the effects of the game on children. It was seen that the participants expressed more than one theme. Among these themes, it provides learning (11.2%), self-knowledge (9.3%), learning becomes permanent (9.3%), development (9.3%), socialization (7.4%), language development (6.5%).), improves personality (6.5%), improves creativity (6.5%), improves imagination (5.5%), ensures compliance (5.5%), provides self-confidence (4.6%), adopts values (4.6%), problem solving It has been observed that the themes are prominent (3.7%), improve the sense of responsibility (3.7%), improve the sense of sharing (3.7%), ensure success (2.7%).

4. DISCUSSION AND CONCLUSION

In this part of the study, the results obtained as a result of the interviews with Preschool pre-service teachers about the concept of play are presented.

When we look at the opinions of the research group about the thoughts of the game in general, the majority of them state that the game is self-knowledge and learning. The research group also stated that the game was joy and happiness. In addition, the research group of the game; They said it was fun, personality, physical endurance, socialization, self-confidence, experience, sharing. Based on these views, it can be stated that the game is self-knowledge and learning. Besides, it can be said that the game is joy and happiness.

When we look at the opinions of the research group about the concept of play according to children; play is the child's job, its real world, learning process, everything, happiness, fun, freedom, development. Based on these views, we can say that the concept of play is constantly taking place in children's daily life. It can also be said that the game has everything and real worlds for children.

When we look at the opinions of the research group's views on the opinions of the game on the effects of the children; provides learning, self-knowledge, learning is permanent, provides development, socialization, language development, improves personality, enhances creativity, improves imagination, complies with rules, provides self-confidence, adopts values, improves problem solving skills, a sense of responsibility develops, improves the sense of sharing, ensures success. Based on these thoughts, we can say that the concept of play accelerates the learning process, children know themselves through play, and learning with play is permanent. In addition, it can be said that thanks to the game, children develop their responsibilities, sharing and following the rules in the society.

In studies conducted on preschool children, it is stated that game-indexed education programs have positive effects on children's motor skills, language, and cognitive-social development (Özdenk, 2007; Gazezoğlu, 2007; Durualp, 2009; Kalaycıoğlu, 2011).

Ayan and Dündar (2009) state that the child expresses himself more easily during the game and that children have a more free and creative personality in the game environment, therefore, the use of the game is an indispensable need for the development of children in order to develop their creativity skills in educational environments.

Firat (2007), in foreign language teaching, in game education, they constantly put students to the forefront, they try to ensure that they become active, to learn by doing and practicing, by this method, every student loves to participate in the lesson voluntarily, they can learn the words easily, keep them in their minds without forgetting, and when asked questions He stated that they were able to respond without any difficulty.

The study of the game firstly, teaching reading and writing (Özenç, 2007), mathematics (Kılıç, 2007; Yiğit, 2007), computer (Yağız, 2007), the effect of the game on child development in preschool period (Kaya 2011) etc. made in the areas. In their study, Kaytez and Durualp (2014) stated that the pre-school teachers and administrators were in agreement regarding the effects of the

game on child development and stated that the game is an effective method that can be used in special education.

As a result, pre-service teachers stated that the game gives happiness and pleasure to the person, that the individuals know themselves through the game and the learning activities and learning environment are more effective. The teacher candidates participating in the research are stated to see the game as an indispensable element in terms of entertainment, freedom, imagination, reality, learning and development according to the children. In addition, regarding the effects of the research group game on children; They stated that the lessons were more active and enjoyable and that their duties and responsibilities improved. In addition, they stated that thanks to the game, the personality of the children developed, they adopted social values, their creativity characteristics improved and their communication skills improved.

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