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Teaching Traditional Games to Develop Socaal Skills in Preschool Students[1]

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Abstract

Today, the use of technology in every field, starting from education, has become inevitable. Technology has greatly affected people of all ages in a social sense. Children should be introduced to technology, but they should not be seperated from social life. Play provides children with the opportunity to investigate their environment, recognize objects and solve problems. In addition, children can learn many emotional reactions, such as happiness, sadness, pity, fear, anxiety, hostility during play. The aim of this research is to reduce interest in technology and strengthen family ties as a result of teaching traditional children's games to children. The study was conducted with children aged 48-60 months who were attending an independent kindergarten, and a quasi-experimental design, without a control group was used. Before the study, in order to determine the children's interest in technology, the "Problematic Technology Use Scale for Children", and the "Scale for Determining the Levels of Responsible Behavior of Preschool Children" were applied to the parents. After the application of the pre-test, a traditional games education program was applied for 8 weeks. After the application of the education program, the "Problematic Internet Use Scale for Children" and the "Scale for Determining the Levels of Responsible Behavior of Preschool Children" were applied to the parents as a post-test. As a result of the study, it was determined that the traditional education program applied to the children reduced the children's problematic technology behaviors and increased their social skills.

Keywords: Family, Preschool period, Socialization, Technology, Traditional game

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Introduction

Although the game is defined differently, it is a phenomenon that has managed to survive from the past to the present. The game is generally defined as a set of entertaining activities that develop the mind, body and sensory abilities, carried out individually or in groups, within the rules determined according to their characteristics (Karaca and Çakır, 2014). In addition to sensory

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features such as having fun, feeling pleasure, and taking pleasure, play also develops children's skills such as gaining experience, actively participating in an actively, learning by doing and experiencing, researching and discovering. In general, play is defined as , a part of real life that is carried out with or without rules, with or without a specific purpose, but in which the child willingly and with pleasure takes part in every case, and is based on physical, cognitive, linguistic, emotional and social development, and the most effective learning process for the child (Savaş and Gülüm, 2014). In addition to providing these gains to the individual, it is also known that the game contributes to the socialization of the child (Çelik and Şahin, 2013). In addition, the game helps to reveal the existing knowledge, skills and talents of children of school age. However, developments in technology have begun to change and rapidly narrow the areas where traditional children's games are played. Especially in cities, children are staying away from traditional children's games due to reasons such as the lack of sufficient playgrounds, traffic and security. As a result, children who are locked up at home have started playing games on tablets and the internet. At first, for families who work and do not have time to play games with their children, having their children play on the computer at home was seen as a solution. However, it has now been proven by scientific circles that excessive computer games damage children's mental health (Töret, 2017). Especially traditional games and toys play an important role in the treatment of these disorders (Sağlam, 1997).

Traditional children's games appeal to all developmental areas and provide children with versatile skills. Thanks to traditional games, children gain many skills such as leadership, developing strategies, finding solutions, expressing their feelings, gaining self-confidence, anger management, role playing, and emotional management (Sarman, 2015). In addition to providing these gains to the individual, it is also known that the game contributes to the socialization of the child (Çelik and Şahin, 2013). In addition, play helps children of school age to reveal their existing knowledge, skills and abilities. It is observed that children develop an interested and positive attitude towards learning through play (Ünal, 2009). Children who learn to obey the rules of play also easily adapt to social rules. The mobility of children during play increases their blood flow and contributes to the development of many organs (Çamlıyer and Çamlıyer, 1997; Kuru and Köksalan, 2012). This mobility in play also supports the development of muscle, bone and joint structures. In addition, activities carried out through games support the development of both small muscles such as hands and fingers and muscles such as legs and arms. Children who are physically and mentally (Ulutaş,

2011). As a result, it has been revealed that traditional children's games contribute to all development areas such as leadership, being respectful, cooperation, facilitating adaptation to society, peer relations, cognitive development, fine and gross motor skills, estimation, attention, problem solving, analysis etc. In the studies conducted, research results were found on the contribution of traditional children's games to children's development but experimental studies remained limited (Arslan, Akoğlu and Guter, 2021; Yatmaz et. al., 2021). Based on these thoughts, the aim of the study was to strengthen family relationships by reducing children's tehcnology use time through traditional children's games.

Method

The model, study group, data collection tools to be used, data collection method and data analysis sections of the research conducted to determine whether traditional children's games have an effect on reducing children's technology use time and increasing family relationships are given below.

Research Model

A quasi- experimental design without a control group, one of the quantitative research methods, was used in the study. The main reason for not selecting a control group was to ensure that all children benefit from traditional game teaching.

Study Group

The study was conducted with 36-72-month-old children attending independent kindergartens in the Çankırı province of Türkiye and their parents. The inclusion criteria for the study were determined as not having taken part in any previous study on traditional games and having a high level of technology use. Children and parents who were identified according to the criteria determined in the study and whose parents gave voluntary consent forms were included in the study. The sociodemographic characteristics of the sample group are given below. The distribution of the sociodemographic characteristics of the children and their parents included in the study is given in Table 1.

Table 1 shows the distribution of sociodemographic characteristics of children and their parents. As seen in the table, 54.1% of the children are boys and 45.9% are girls. 78.4% of the children are 5 years old and 21.6% are 6 years old. 100% of the parents are in the 31-45 age group. 73% of the

parents are university graduates, 24.3% have a postgraduate degree, and 2.7% are high school graduates.

Data Collection Tools

The "General Information Form" developed by the researchers, the "Problematic Technology Use Scale for Children" developed by Konca, Bulut and Akbulut (2022) and the "Preschool Children's Responsible Behavior or Level Scale" developed by Altunok, Çal and Yeşil (2019) were used to collect data in the study. The 8-week "Traditional Game Teaching" developed by the researchers was applied.

General Information Form: This is a form developed by researchers to determine the sociodemographic characteristics of the parents and children included in the study. The form includes questions about the gender and age of the children, the age of the parents, and the educational status of the parents.

Preschool Responsible Behavior Level Scale: This is a scale developed by Altunok, Çal and Yeşil (2019) to determine the responsible behavior levels of preschool children. The scale consists of 44 items, a single sub-dimension and a five-point Likert type. The scale is filled out by a parent or teacher who knows the child well. Cronbach's alpha value was found to be .97 during the development phase of the scale. As a result of the reliability analysis conducted within the scope of the research, the Cronbach's alpha value was found to be .84.

Problematic Technology Use Scale: It is a scale developed by Konca, Baltacı and Akbulut (2022) to determine the technology use levels of preschool children. The scale consists of 26 items, four sub-dimensions, and a five-point Likert type. During the development phase of the scale Cronbach's alpha value was found to be .90, for the Continuity of Use subdimension .88, for the Resistance to Control subdimension .90, for the Impact on Development subdimension .88, for the Deprivation/Escape subdimension, and .94 for the entire scale. In the reliability analysis conducted within the scope of the research, Cronbach's alpha values were found to be .88, for the Continuity of Use subdimension .80, for the Resistance to Control subdimension .74, for the Impact on Development subdimension .87, for the Deprivation/Escape subdimension .80, and .94 for the entire scale.

Traditional Game Teaching Training Program: A literature review was conducted while preparing the traditional game teaching training program. Traditional games were determined and information was obtained about the characteristics of these games. A needs analysis form was created regarding which games knows the most. The training program was created by conducting interviews with chilren and parents beforehand. Games in which children would actively participate were played in the training program. Families were asked what games were taught to children and also asked to play these games at home. Children were introduced to the ice-breaking technique and information was provided regarding the research purpose. Each week, a game was organized and implemented according to the developmental characteristics of children. Additional information about the training program is provided in the appendix section.

Data Collection Method

First the necessary permissions were obtained from Çankırı Karatekin University Ethics Committee for the study. After obtaining the permissions institutional permissions were obtained from Çankırı Provincial Directorate of National Education. After obtaining the institutional permissions, the preschool education institution determined by random sampling method was visited and the school principal was informed about the purpose of the study and verbal permissions were obtained. Families were reached through schools. Families were informed about the purpose of the study and voluntary consent forms were signed. After the parents signed the voluntary consent forms, the children were introduced and their trust was gained. The forms were applied to the parents face to face by the researchers. After the "Preschool Children's Responsible Behavior Levels Determination Scale" and "Problematic Technology Use Scale for Children Scale" were applied as pre-tests. The childen were given a traditional game teaching program that would continue for 8-weeks. After the program ended, the "Preschool Children's Responsible Behavior Levels Determination Scale" and "Problematic Technology Use Scale for Children" were applied to the children's parents as post-tests.

Data Analysis

In the analysis of the data in the study, the answers given by the families were entered into the SPSS package program. Descriptive analyses were performed to determine the sociodemographic characteristics. Since the sample size was below, the distribution of the answers given by the children in the study to the sub-dimensions of the responsible behavior level scale and the

problematic technology use scale were examined using the Shapiro Wilk test results and skewness and kurtosis values. The results are given in Table 2.

As seen in Table 2, the means and skewness and kurtosis values of the sub-dimensions of the children's responsible behavior level and problematic technology use level scale are shown.

Findings

The findings of the study conducted to determine whether traditional game teaching effect on children's level of responsible behavior and problematic technology use are given below.

Table 3 shows the means between the levels of responsible behavior and problematic technology use of the children in the study and the dependent sample t-test results. As can be seen in the table, there is a highly significant difference between the children's post-test scores and pre-test scores. In the Responsible Behavior Scale [t(72)= -4,50; p<.001], the arithmetic mean of children's post-test scores (x=200,16) is higher than the arithmetic mean of their pre-test scores (x=181,46). In the Use continuity sub-dimension of the problematic technology use scale [t(72)=4,77; p<.001], the arithmetic mean of pre-test scores (x=19,08) is higher than the arithmetic mean of their post-test scores (x=12,35). In the Resistance to Control sub-dimension of the Problematic Technology use Scale [t(72)=4,03; p<.001] the arithmetic mean of the pre-test scores (x=10,16) is higher than the arithmetic mean of the post-test scores (x=7,13). In the Impact on Development sub-dimension of the Problematic Technology Use scale [t(72)=-5,09; p<.001], the arithmetic mean of the post-test scores (x=19,03) is higher than the arithmetic mean of the pre-test scores (x=12,32). In the Deprivation/Escape sub-dimension of the Problematic Technology Use Scale [t(72)=-4,63; p<.001], the arithmetic mean of the post-test scores (x=8,13) is higher than the arithmetic mean of the pre-test scores (x=13,38). No significant difference was found in the entire Problematic Technology Use Scale (p<.05). In other words, the education program applied to the children was effective and the children's responsible behavior levels increased, while their problematic technology use levels decreased.

Discussion

As a result of the research conducted to determine whether traditional children's games create a significant difference between children's social skills and responsible behavior levels, it was determined that the post-test scores of children increased at the level of responsible behavior where

the educational program applied to the children was effective. It is thought that this situation can be explained by the power of play. Play is very important in children's gaining responsible behavior. The roles that the child takes in the game contribute to their bringing a different perspective to events and their awareness of the roles (Göl Güven, 2017). In addition to the active participation of children in games, the support of their families of home has contributed to the children's acquisition of certain behaviors and has been reflected in the results. There are also studies in the literature showing that children's games increase social skills. In the study conducted by Gelişli and Yazıcı (2015), it was determined that games contribute to children's motor, language development, cognitive, social and emotional areas. In the study conducted by Arslan and Dilci (2015), it was found that children's games make positive contributions to children's character development, physical skill development, emotional- cognitive development and effective social relationship formation. In the study conducted by Lestari and Prima (2017), it was found that traditional children's games increase the social-emotional development of children. In the study conducted by Anastasavski et. al. (2016), it was found that traditional children's games and sports contribute to increasing the level of tolerance in children and are effective in the formation of unity among children. In the study conducted by Fang et. al. (2016), it was found that traditional children's games improve interpersonal relationships. In the study conducted by Tatira (2014), it was found that games improve children's problem-solving skills, teach them to live in harmnoy with others and cooperate with others. In the study conducted by Girmen (2012), it was concluded that traditional children's games develop skills such as self-management, language-communication, problem-solving, decision making, leadership, entertainment, cooperation and teamwork in students. The environment in which the child first communicates is important in the acquisition of social skills. Therefore, the family environment is the leading factor affecting the child's social skills (Baz, 2018).

As a result of the research, it was determined that children's problematic use of technology decreased after traditional game teaching and that traditional games affected children's development and that children stayed away from technology. Intensive use of technology causes children to stay away from daily activities and stay away from games. In such cases, the most important thing to do is direct children to daily activities, and in this context, games can be an important shield in supporting children's development by staying away from technology (Jang and Ji, 2012; Lan and Lee, 2013; Vondrackova and Gabrhelik, 2016). In this context, it is seen that

traditional game education is effective on children and is reflected in the results. There are studies in the literature where various interventions are applied to reduce internet addiction. In the study conducted by Taş et. al. (2022), it was found that the psycho-education program was effective in reducing psychological symptoms and internet addiction in adolescents. In the study conducted by Bardak et. al. (2022) psychodrama interventions were found to be an effective intervention to improve social skills in people with internet addiction. In the study conducted by Berber Çelik (2016), it was found that the educational program developed to increase conscious internet use, academic motivation and effective use of time was effective in reducing internet addiction. However, only one study was found that examined the effect of traditional children's games on internet addiction. In the study conducted by Nawangsari (2016), it was found that traditional children's games were as effective as internet addiction treatment for children.

Conclusion and Recommendations

The following recommendations can be made based on the results obtained in the research.

- Meeting with families and taking necessary measures to reduce preschool students' technological addiction,
- Organizing activities for students to socialize, doing group work,
- Identifying students who are addicted to technology and providing the necessary psychosocial support,
- Determining the level of students' stress levels and conducting traditional game teaching studies can be recommended.

Tables

Table 1. Distribution of Sociodemographic Characteristics of Children and Their Parents (n=37)

Features	**f**	**%**
Gender		
Female	17	45,9
Male	20	54,1

Age		
5 years	29	78,4
6 years	8	21,6
Parental education status		
High school	1	2,7
University	27	73
Postgraduate	9	24,3

Table 2: Normality Analyses Distributions of Pre-Test Post-Test Results of Responsible Behavior Level and Problematic Technology Use Level Scale and Sub-Dimensions

Scale	**Pre-Test Results**				**Post- Test Results**			
	X	**Skewness**	**Kurtosis**	**p**	**X**	**Skewness**	**Kurtosis**	**p**
Behaving Responsibility	181,46	-0,05	-0,63	.56	187,03	-0,04	-1,39	.01
Continuity of Use	19,08	0,47	-0,41	.29	17,49	0,65	-1,02	.00
Resistanvce to Control	10,16	0,24	-1,24	.01	9,24	0,71	0,07	.01
Impact on Development	12,32	-0,27	-1,32	.01	11,46	0,67	-0,85	.01

Deprivation/Escape	13,38	0,67	-0,06	.02	14,32	1,49	1,31	.01
Total Problematic Technology	54,95	0,22	-0,93	.22	52,51	0,89	-0,37	.00

Table 3: Averages between the Level of Responsible Behavior and the Problematic Technology Use of the Children in the study and Dependent Sample t Test Results (n=37)

Scale	**Measurement**	**x**	**ss**	**df**	**t**	**p**	**x^2**
Act Responsibility	Pre-test	181,46	19,54	72	-4,50	.00	.47
	Post-test	200,16	16,06				
Continuity of use	Pre-test	19,08	7,03	72	4,77	.00	.49
	Post-test	12,35	4,91				
Resistance to control	Pre-test	10,16	4,08	72	4,03	.00	.43
	Post-test	7,13	2,04				
Impact on development	Pre-test	12,32	4,52	72	-5,09	.00	.51
	Post-test	19,03	6,61				
Deprivation/ Escape	Pre-test	13,38	5,41	72	-4,63	.00	.48
	Post-test	20,81	8,13				
Total problematic technology	Pre-test	54,94	18,66	72	0,47	.64	
	Post-test	52,51	25,36				

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Appendix-1

Hide and Seek

Before the game, the ebe is determined by counting as follows.

Usuynen is finished, the tip is lost

Hoca Bal Ballı, Hoca Ballı

Şaptan Şabadan, Kuş dili Çabadan

A castle is determined. The ebe closes his eyes in the castle and counts to the determined number (like 20-30). When the counting is over, he says “Yanın yören, right and left sobe, the ebe who is not hiding” and opens his eyes. The ebe starts to find the hiding players. If the ebe finds (sobes) everyone, one of them is chosen as the ebe, or the ebe who sobes first becomes the ebe. If the ebe sobes the wrong person, “The pottery explodes” and the game starts again.

Handkerchief Grab

It is played in two groups. A handkerchief is placed in the middle and the groups are divided into two at equal distances. There, upon the signal of the person who manages the game (ebe), the groups first try to grab the handkerchief and bring it to their partners in time, the other groups hit their backs with the handkerchief and become tha man opposing group. The winning group rides on the back of the losing group and runs around the previously determined place.

Dodge Ball

Two groups are formed one group stays in the middle, half of the other group moves to one side, the other half moves to the other side. So that there is an enemy group in front and behind the group in the middle. In addition to the group memebers, a ball is also taken. The ball is given to one of the group members at the ends and the game begins. The aim is to hit all of the group members in the middle.

Open the Door, Head of the Merchant

It is played with 8-10 children in groups. Two people become the doorkeepers and each chooses a nickname for himself, the other players do not know this. They pass each other and hold their hands like a bridge. They form a queue with the head of the merchant like a bridge. They form a queue with the head of the merchant in front. In order to pass, they say “Open the door, bezirgan başı”. The doorkeepers ask “What will you give for the right to the door, what will you give?” The head of the merchant answers, “Let the one behind me be a homeland, let it be a homeland!” The doorkepers’ arms go up and the children pass under them by one. The doorkeepers take the last one in their arms and silently tell the player to choose one of the nicknames they have choosen in his ear. The child goes behind the one who says the name of the doorkeeper. The game continues

in this way until all the players in the queue are choosen. Finally, a line is drawn in the middle. Two groups hold each other's waists and complete against each other. The group that crosses the line loses the game.

Hımbıl Game

Tw groups are formed. One group stays in the middle, half of the other group moves to one side, the other half moves to the other side so that there are enemy groups in front and behind the group in the middle. In addition to the group members, a ball is also taken. The ball is given to one of the group members at the ends and the game begins. The aim is to hit all of the group members in the middle.

Five Stone Game

How many people can it be played with? It can be played with more than one person.

Materials: It is played with five round states

How to play? The stages of the game are as follows.

A. Ones: The stones are left on the free ground. The player selects the appropriate stone form the stones on the ground. He/she throws the stone he/she chooses into the air. Each time he/she throws, he/she takes a stone from the gorund and catches the stone he/she throws into the air. The process continues until the stones on the ground are finished. If he/she does not catch the stone he/she threw into the air or touches a stone other than the stone he/she wants to take from the ground, his/her friend wins the right to play.

B. Twos: The stones are left on the ground. The appropriate stone is taken. The stones on the ground are tried to be taken in pairs.

C. Threes: The stones are thrown on the ground and one of the stones is taken in singles. The other three are tried to be taken in one go.

D. Fours: One of the stones that is suitable is thrown into the air. The four stones left on the ground are tried to be taken in one go.

E. Grandfathers: The stones are thrown in the ground. The thumb and index finger are spaced apart to give the impression of a castle. The player picks up one suitable stone the ground.

The opponent player selects the stone that will pass between the last finger. This stone is the stone that will prevent the other stones from passing between the fingers. The player throws the stone he/she taken into the air. While throwing it into the air, he/she tries to pass the stone on the ground through the castle. He/she has two rights for this. He/she fixes the stone the first time. The second time, he/she passes the stone between his/her fingers. If he/she makes the stone hit another stone or cannot catch the stone he/she has thrown into the air during this time, he/she gives his right to opponent player. After all these the final part of the game begins. All the stones are thrown slightly upwards the back of his/her palm. The player with the most stones are left on the back of his/her palm wins the game.

Camel- Dwarf Game

It is played in groups. One person becomes the ebe. When the shouts is camel, everyone standsup, when he/she shouts dwarf everyone kneels down. The ebe says these in quick succession and in mixed manner.

The one who does not follow the ebe's instructions is burned and is out of the game. The last person standing wis the game and becomes the ebe.