



EXAMINATION OF THE GAME PERCEPTION OF THIRD AND FOURTH GRADE PRIMARY SCHOOL STUDENTS WITH VARIOUS TECHNIQUES NON-CONTACT GAMESⁱ

Şengül İlgar¹,

Merve Gül Seçgin²ⁱⁱ

¹Associate Professor,

Basic Education Department,

Hasan Ali Yücel Faculty of Education,

İstanbul University,

Cerrahpaşa, Turkey

²PhD Student,

Department of Classroom Teaching,

Graduate Education Institute,

İstanbul University,

Cerrahpaşa, Turkey

Abstract:

The objective of this study is to ensure that the perception of game and non-contact game of third and fourth grade primary school students is revealed by using interviewing, mind map techniques and to create non-contact game applications for primary school third and fourth grade students for the duration of the current Covid-19 epidemic disease process. The study was designed as a case study, which is one of the qualitative study patterns. The study group consisted of forty children attending the third and fourth grades of primary school. The data of the study were collected using interview form and mind map technique. Content analysis was used to analyze the data obtained within the scope of the study. The examination of findings obtained from the studied indicates that the game is a fun activity for most of the children. Children play games to relieve boredom and have fun. When playing games, many positive and negative things are felt. While some of the children do not have any information about the non-contact game, some perceive the non-contact game as games played without touching the friend.

Keywords: game, primary school, elementary school students, covid19, non-contact game

ⁱ İLKOKUL ÜÇÜNCÜ VE DÖRDÜNCÜ SINIF ÖĞRENCİLERİNİN OYUN ALGISİNİN ÇEŞİTLİ TEKNİKLERLE İNCELENMESİ VE TEMASSIZ OYUN UYGULAMALARI

ⁱⁱ Correspondence: email merve.secgin24@gmail.com

Özet:

Bu araştırmada, ilkokul üçüncü ve dördüncü sınıf öğrencilerinin oyun ve temassız oyun algısını görüşme, zihin haritası tekniklerini kullanılarak ortaya konulmasını sağlamak ve içerisinde bulunulan Covid-19 salgın hastalık sürecinde ilkokul üçüncü ve dördüncü sınıf öğrencilerine yönelik temassız oyun uygulamaları oluşturmak amaçlanmıştır. Araştırma, nitel araştırma desenlerinden durum çalışmasına göre desenlenmiştir. Araştırmanın çalışma grubunu ilkokul üçüncü ve dördüncü sınıfa devam eden kırk çocuk oluşturmuştur. Araştırmanın verileri görüşme formu ve zihin haritası tekniği kullanılarak toplanmıştır. Araştırma kapsamında elde edilen verileri analiz etmek için içerik analizinden faydalanılmıştır. Araştırmadan elde edilen bulgulara bakıldığında; oyunun çocukların büyük bir kısmı için eğlenceli bir aktivite olduğu sonucuna ulaşılmıştır. Çocuklar can sıkıntısını gidermek ve eğlenmek için oyun oynamaktadırlar. Oyun oynarken olumlu ve olumsuz birçok şey hissedilmektedir. Çocukların bir kısmı temassız oyunla ilgili herhangi bir bilgiye sahip değilken bir kısmı ise temassız oyunu arkadaşına dokunmadan oynanan oyunlar şeklinde algılamaktadırlar.

Anahtar kelimeler: oyun, ilkokul, ilkokul öğrencileri, covid19, temassız oyun

1. Introduction

As long as a child exists, games will exist. The children spend most of their time playing games. They play games without getting tired and bored in the imaginary environment they construct in their mind. They gamify situations that require them to leave their own imagination and navigate in the real world. The game accompanies the children even while performing the actions of the real world such as eating, bathing, getting dressed, going to sleep. It is a way for children to express themselves. The importance of game on children is stated both in education and psychology. It is considered as a tool by both educators and researchers. While game learning has an important place in education, games are frequently used in psychological evaluation of children.

Games can be defined as all the activities performed for enjoyment. With games, children gain familiarity with their environment and develop their imagination. The game can be played according to written, verbal rules or with a purpose, or without any rules. The main point here is that the game is an effective learning process with its critical role in the cognitive, social, emotional, physical and linguistic development of the children (Chatfield, 2011; Baykoç, 2006; Piaget, 1962).

There are many theories about the game. It is possible to classify these theories as classical game theories and modern game theories. Classical game theories have focused on why the child plays the game. The point emphasized here was the motivation and individual satisfaction of the child (Ramazan, 2015; Oksal, 1999). Some of the theories included in classical game theories are as follows: Excess Energy theory, Relaxation and Rest theory, Preliminary Experiment theory, Recurrence theory.

According to the Excess Energy theory, the children use the game as a means to drain the excess energy generated by their metabolism. Relaxation and Rest theory says that the children are playing a game to regain the energy they spend and to relieve their fatigue. Preliminary Experimental theory sees the game as a preliminary preparation for future studies and experiences. In the Repetition theory developed by Stanley Hall, the children playing games is attributed to their desire to maintain their essence in an evolutionary process (Ramazan, 2015; MoNE, 2007, Koçyiğit, Tuğluk & Kök, 2007).

There are various classifications regarding the developmental characteristics of children. One of these classifications belongs to Piaget. Piaget divided children's cognitive development into four main periods. The first of these is the sensory motor period covering the 0-2 age range.

Children with innate reflexive behaviors in the Sensory Motor period begin to behave purposefully as the period progresses. At this stage, vision, hearing and movement are at the forefront as basic procedures. The second period of Piaget's cognitive development is the pre-operative period covering the ages of 2 to 7 years. In this period, children are self-centered. Another feature of the period is that children attribute life to inanimate beings. The third period of Piaget's cognitive development is the period of concrete operations covering the 7-11 age range. In this period, children's thoughts are more flexible, and they can act more rationally in their thinking processes. Children also distinguish between numbers and transactions. The fourth and final period of the cognitive development of Piaget is the period of abstract operations covering the ages of 11 and above. With the effect of adolescence, the child thinks that his/her thoughts and words are the most accurate. Imaginary and irrational thoughts are among the products of this period (Kol, 2011; Bayhan & Artan, 2007; Özbay & Erkan, 2012; Yapıcı & Yapıcı, 2006, cited in Kol, 2011; Selçuk, 2007; Ceyhan, 2002).

Just as children exhibit cognitive development, they go through various stages while playing games. Piaget classified the game stages as follows: There are three successive phases in Piaget's classification. These are practice games, symbolic games and regular games. Practice game is the first stage of game that occurs in the child and depends on physical behavior. This form of game arises from the sensory-motion diagrams acquired by the child. The symbolic game begins to manifest itself in the second year of life. This stage occurs synchronously with design and the birth of language. This is innate. In this period, children's tools begin to recognize objects and investigate what they can do with these objects and tools. Stage three is a game of rules. In this period, mental functions are advanced. The rules of the game are as important as the game. This stage is seen as dominant between the ages of 7-11. According to Piaget, game is a process that includes the development and learning that continues throughout the life of the individual (Bağlı, 2004; Konter, 2013; Çoban & Nacar, 2006).

There have been many studies on the game in the field of education (Ünal, 2009; Öztürk, 2009; Tolerance, 2010; Karabulut, 2010; Ceremony, 2011; Çankaya, 2014; Budak, 2016). When the literature is examined, studies investigating the effect of game teaching on children's learning are encountered (Altunay, 2004; Kılıç, 2010; Boz, 2014; Boyraz,

2015; Demir, 2016). Studies investigating the effect of game on children's development processes also contribute to the game literature (Keskin, 2009; Kuru, 2009). There are also studies in the literature to reveal the effect of game on social behaviors and skills and to examine the behaviors of children during game (Beştaş, 2015; Gülhan, 2012; Duman, 2010; Kolcu, 2014).

Primary school children, at the beginning of their school lives, enter a classroom environment by staying away from the game for the first time in their childhood. They are subjected to an intensive information loading process by being disciplined in a way that they were not familiar with before. Children are more exposed to the real world with the introduction to this regulated environment. With the slightest effect, they may be distracted and their interest may shift to extracurricular activities. It can be said that the target they want to reach with the ringing sound is not relief but play.

Many sectors have been disrupted during the Covid-19 epidemic we are in. One of these sectors is education. In the second half of the 2019-2020 academic year, schools were closed due to the Covid-19 epidemic and education was continued remotely. With the pandemic, new measures have to be taken with the gradual transition of schools back to education and training. In this process, there are many precautions that children should follow at school. These measures include the use of masks, attaching importance to cleaning and complying with social distancing (http://www.meb.gov.tr/meb_haberindex.php?dil=en). Within the scope of the aforementioned measures, MoNE has taken a number of measures and foreseen the execution of education and training activities. Non-contact games have been designed and published by MoNE for students to play games in accordance with social distancing. Non-contact games are classified into four categories. These categories are meeting and communication, attention, movement and cooperation. Although each of these skills is observable in games, the category to which the game belongs outweighs the others. Achievements for the games are determined and each game is designed to consist of three stages. These stages include preparation for the game, playing the main game and evaluation after the game. Evaluation forms are included together with games for use by teachers by MoNE for evaluation. By hierarchically ordering the games from easy to difficult, teachers were given the opportunity to choose the game that suited their students' levels. Non-contact games have been prepared for open and closed places such as classroom, garden, gym, drama class (Erdoğan & Erdoğan, 2020). But these games are for first and second graders. It is important to create non-contact game applications for third and fourth grade students with the beginning of school.

It is important to reveal what the game means for third and fourth grade students in primary school level in terms of both revealing the meaning that children attribute to the game and socializing by distancing themselves during the pandemic period. It is thought that revealing the meaning that children who spend most of their time playing will enable them to better understand their world. Being able to look at children's eyes will undoubtedly help the education given to them to be more functional. With this study, it is hoped that the reason for many psychologically based problems experienced by

primary school students can be shed light by revealing the perception of game in children.

In line with the literature, this study seeks answers to the question of what is the perception of game of primary school third and fourth grade students and what does non-contact game mean for them.

2. Purpose and Method

2.1 Purpose of the Study

In this study, it was aimed to reveal the perception of games and non-contact games of primary school third and fourth grade students using various techniques (interview, mind map). The other purpose of the study is to create non-contact games designed and published by MoNE for the first and second grades but not designed for the third and fourth grades and to contribute to satisfying the need at the level of these grades. For these purposes, answers to the following questions were sought:

- 1) What does the game mean for third and fourth grade primary school students?
- 2) How do third and fourth grade primary school students feel when playing games?
- 3) What is non-contact game for third and fourth grade primary school students and what does it mean?
- 4) What are the non-contact games that can be played for third and fourth grade primary school students?

2.2 Study Model

This study was designed according to the case study, which is one of the qualitative study methods. In the case study, one or more cases are investigated in-depth. The environment, people, events, processes, etc. are addressed and researched as a whole and focused on how they are affected by the existing situation (Yıldırım and Şimşek, 2016). In this study, this pattern was deemed appropriate because it was aimed to examine children's perception of game in detail. Since the game perception of both primary school third-grade and primary school fourth-grade students is examined, this study is in accordance with the intertwined single case pattern from the status patterns. Yin (1984) states that there are four patterns in case studies and that there are more than one unit or substrate for a single situation in the intertwined single case pattern, which is one of these patterns.

2.3 Study Group

The study group of the study consists of 3rd and 4th grade students studying in an elementary school in Erzincan in the 2020-2021 academic year. 40 students participated in the study, 16 students from the 3rd grade and 24 students from the 4th grade. Maximum variation sampling method, one of the purposeful sampling methods, was used when forming the study group. The consent form prepared for the study was delivered digitally to the parents of the students in branches A, B, and C of the 3rd and

4th grades of the school. Participation in the study was carried out on a voluntary basis. Students of the parents who gave consent to the study constituted the study group. 5 of the 3rd grade students are males and 11 are females. 15 of the 4th grade students are females and 9 are males. All of the students received preschool education. Detailed information about the group is given in the following tables:

As can be seen in Table 1, the examination of educational status of the mothers of the students indicates that 22% (n=9) are primary school graduates, 20% (n=8) are secondary school graduates, 45% (n=18) are high school graduates, 3% (n=1) are associate degree graduates and 10% (n=4) are university graduates. The examination of educational status of the fathers indicates that 22% (n=9) are primary school graduates, 20% (n=8) are secondary school graduates, 40% (n=16) are high school graduates, 5% (n=2) are associate degree graduates and 13% (n=5) are university graduates.

When the occupations of the mothers are examined, it is seen that 80% (n=32) are housewives, 10% (n=4) are nurses, 5% (n=2) are teachers and 5% (n=2) are from other occupational groups. The occupations of fathers were 5% (n=2) teachers, 5% (n=2) veterinarians, 17% (n=7) tradesmen, 5% (n=2) auto mechanics, 10% (n=4) workers, 5% (n=2) security, 18% (n=7) farmers, 5% (n=2) merchants, 25% (n=10) others. 5% (n=2) of the fathers are not working.

Table1: Demographic Characteristics of Students' Parents

| Participants Male students n =14) Female students n =26) | Mother's Education Status | Father's Educational Status | Mother's Occupation | Father's Occupation |
|--|------------------------------|-----------------------------------|------------------------|------------------------|
| | Primary school (n=9) | Primary school (n=9) | Housewife (n=32) | Does not work (n=2) |
| | Secondary school (n=8) | Secondary school (n=8) | Nurse (n=4) | Teacher (n=2) |
| | High school (n=18) | High school (n=16) | Teacher (n=2) | Veterinarian (n=2) |
| | Associate Degree (n=1) | Associate Degree (n=2) | Other (n=2) | Tradesmen (n=7) |
| | University (n=4) | University (n=5) | | Auto Repairer (n=2) |
| | | | | Worker (n=4) |
| | | | | Security (n=2) |
| | | | | Farmer (n=7) |
| | | | | Merchant (n=2) |
| | | | | Other (n=10) |

2.4 Data Collection Tools

The data were collected using a semi-structured interview form and mind map technique. It was aimed to increase the validity of the study by diversifying the data collection tools. There are seven questions in the interview form. These questions were created by the researcher by reviewing the literature. The questions were semi-structured to suit the sub-problems. In order to ensure the reliability and validity of the data collection tool, the opinions of three experts working in the field, consisting of 2 academicians and 1 teacher, were taken. In line with the expert opinions, the form was finalized. As a preliminary trial of the interview form, a student from the 3rd grade was interviewed so that their fitness for purpose and comprehensibility were determined. In order to check the reliability of the answers received from the students, 1 out of 7 questions in the interview form is a control question prepared as an inverse question. The seventh question in the interview form is the filter question, which is functional according to the answer to the sixth question.

In addition, the mind map technique was used to reveal students' perceptions of the game. In the mind map technique, there is a concept or subject in the center. The person(s) using the mind map write down everything that is in their minds about the mentioned concept and that this concept evokes for them. He/she expresses his/her thoughts about the concept by making symbols and drawings with the help of arrows placed in the center, and then explains these symbols and drawings in a few words or short sentences to indicate what they mean. When preparing mind maps, colored pencils are used, symbols are painted.

2.5 Data Collection Process

The data collection process started by explaining the mind map technique to the students. The mind map was introduced by the researcher and an exemplary application was made with the students. When it was seen that the students used the technique correctly, the students were asked to prepare a mind map about the game. Since the data were collected during the distance education process, a meeting was organized with the students through a program that allows video interviews (zoom) and mind maps were prepared by the students. After the meeting, mind maps were delivered to the researcher digitally. Students were given 30 minutes to prepare the mind map. This period has been sufficient. There were no students requesting additional time. No limitation or guidance was given to the students. Only the questions of students about the technique were answered.

In the second stage of data collection, one-on-one video interviews (via zoom) were conducted with the students. The date and time of the interview were agreed in advance with the parents of the students and an appointment was made. The interviews with the students lasted approximately 20 minutes on average. These interviews were completed in 20 days. Interviews with students were recorded with a voice recorder. Before, students and their parents were informed about the situation and registration was made after their permission was obtained. After the interviews, voice recordings were recorded in writing.

2.6 Data Analysis

It was analyzed using content analysis for the data obtained from the study. The main purpose of content analysis is to reach the concepts and relationships that can explain the data obtained from the study. For this purpose, the collected data should be conceptualized first, then organized in a logical way according to the emerging concepts and the themes explaining the data should be determined accordingly (Yıldırım and Şimşek, 2016). The data were subjected to content analysis as content analysis enabled a more detailed examination. The data obtained from the interview questions were transferred to Word. The data were read again and again by the researcher and the codes were created first. Then, categories and themes were reached from the codes. In order to clearly and fully reflect the views of the students, the findings were supported by direct quotations. The data obtained from the interview were coded by two separate researchers and consensus was reached to create compatible codes.

2.7 Validity and Reliability

For the internal validity of the study, the opinions of the students were given with direct quotations. In order to determine the reliability of the data analysis, the reliability value was calculated with the formula proposed by Miles & Huberman (1994) with encodings made every two weeks. In qualitative studies, the concordance between coders should be at least 85% (Miles, Huberman and Saldana, 2014, p.79). There was a difference of opinion between the encoders in 3 codes.

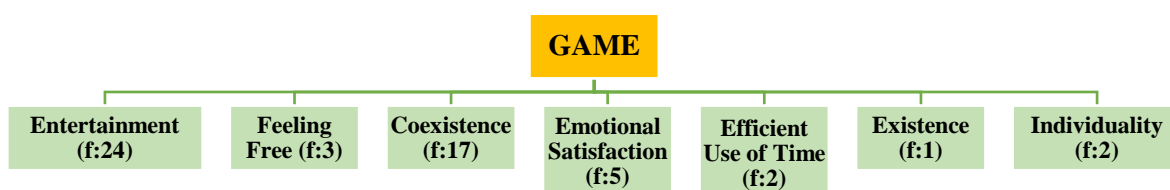
3. Findings

In this section, the findings obtained as a result of the analyzes made in the study are given. The findings were discussed under four headings in accordance with the sub-problems of the study. No distinction was made between third and fourth grade on findings. This is because very similar codes and categories emerge at both grade levels.

3.1 Findings Related to the First Sub-Problem

Under this heading, an answer was sought to the question of what game means for 3rd and 4th graders of primary school. The findings obtained as a result of the analysis of the interviews with children are shown in the following diagram. Children's perceptions of the concept of game are shown in seven codes.

Diagram 1: The Concept of Game in Children



As seen in Diagram 1, as a result of the analysis, it was concluded that the game was a fun activity for most of the children (f:24). At the same time, game means being with friends for children. Nevertheless, it is seen that the perception of game has a slightly different meaning in two children and that individuality (f:2) comes to the forefront. Below are the statements taken from children:

S1: "For me, game is fun, teacher..."

S25: "The game is for me to have fun and friendship and to play together."

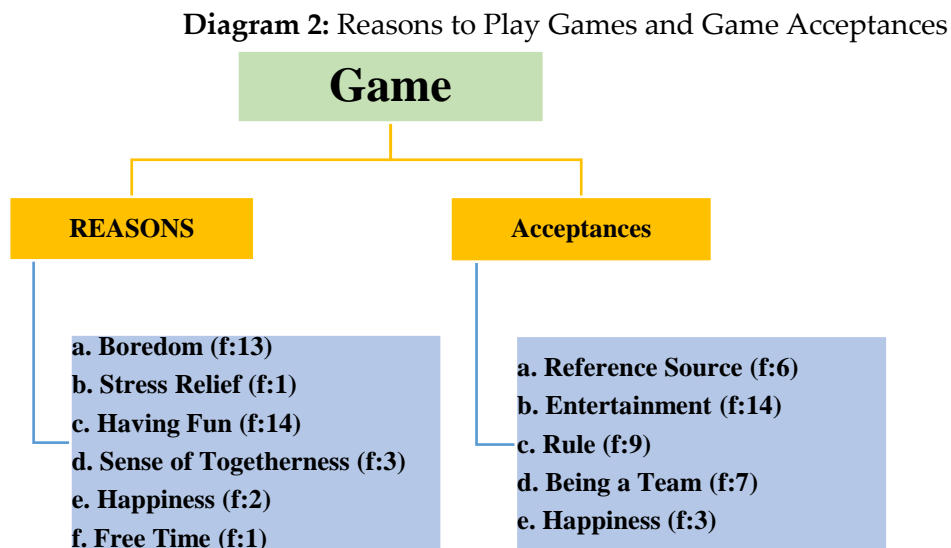
S18: " For me, the game is to ride a bicycle. It is playing with my toys. "

While some children consider the game as an activity that gives them a chance to experience a kind of emotional satisfaction in which they feel various values and are happy (f:5), both children consider it as a way to use time efficiently. Below are the children's thoughts on the subject:

S9: "For me, game is fun and love and respect..."

S2: ... "Game is not wasting time, partnering with my friends, developing intelligence."

The reasons why children play games and the conditions for accepting an activity as a game are visualized in the following diagram:



According to Diagram 2, the reasons for children to play vary. While some of the children play games to relieve boredom, some of them play games because they have the opportunity to act with a sense of togetherness during the game. Some children showed the desire to have fun (f:14) as the reason for playing games. While two children stated that they were happy when they played, one of them stated that he/she played to fill his/her spare time and one of them stated that he/she played to relieve stress. Below are excerpts from the children's thoughts on the subject:

S3: "... I play games because I am bored. I play to avoid wasting my time, to relieve stress."
S8: "... I play games so that I do not get bored. I get bored at home, so I go out and play. "
S36: "... Because game is everything to children. The children are playing games and they are very happy. "

When the parameters of children accepting an activity as a game are examined, it is seen that the code called entertainment is the code with the highest frequency accumulation (f:14). Children emphasized that they need to have fun to accept an activity as a game. Below are the statements of the child coded S10 on the subject:

S10: "For example, let us say running is not a game. Because you run alone, you do not play games. We should have played hide-and-peek as a game. You run, but it is not fun. You count when you play hide-and-peek, and something fun happens. I think all games are fun. "

While some of the children focused on game rules (f:9), some of them had the feature of being a team (f:7), which was effective in game acceptance. For a child, game acceptance matches happiness. For some children, the acceptance of games depends on a reference they receive from people or objects. The student coded S9 attributed this situation to both the person and the toy object and emphasized that the activities in which the toy is a game. Below are the statements of the child coded S9 on the subject:

S9: "I know what is a game when I am playing. I know when no one is playing. Let us say there is a ball on the field, I understand that there is a game. If there is something around, if there is a toy or something, we play a game. "

In the following table, as a result of the analysis of the mind maps prepared by the children, their associations related to the concept of game are given:

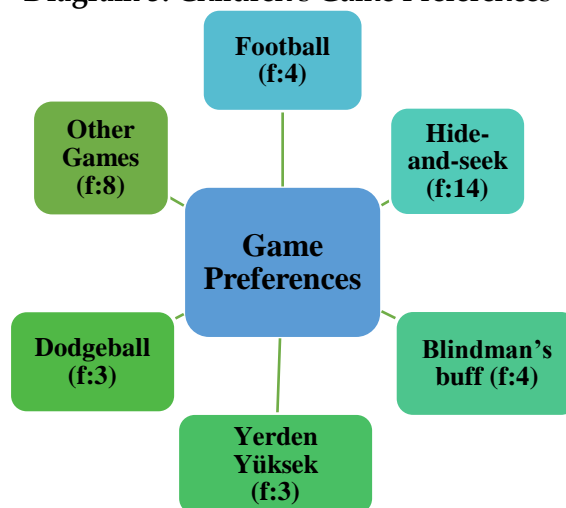
Table 2: Concepts Invoked by the Game

| Code | (f) | Code | (f) | Code | (f) | Code | (f) | Code | (f) |
|---------------|-----|-----------------|-----|-------------|-----|------------------------|-----|----------------|-----|
| Hopscotch | 3 | Joy | 5 | İstop | 2 | Accident | 2 | Group | 2 |
| Yerden yüksek | 13 | Love | 6 | Dodgeball | 5 | Respect | 1 | Victory | 2 |
| Categories | 2 | Ball | 6 | Volleyball | 3 | Kuka | 1 | Defeat | 2 |
| Puzzle | 1 | Tennis | 1 | Movement | 1 | Halay | 2 | Fatigue | 2 |
| Entertainment | 20 | Running | 8 | Picnic | 1 | Rock, paper & scissors | 1 | Tactics | 1 |
| It | 3 | Excitement | 5 | Kite | 3 | Marble | 1 | Pursuit | 1 |
| Jackstones | 4 | Hopscotch | 2 | Toy | 5 | Kural | 1 | Hand Game | 1 |
| Basketball | 3 | Blindman's buff | 8 | School | 1 | İş birliği | 1 | Mendil kapmaca | 2 |
| Football | 11 | Jumping ropes | 4 | Garden | 1 | Playing house | 1 | Racing | 2 |
| Hide and Seek | 17 | Painting | 1 | Bird noises | 1 | Child | 1 | Hiding | 1 |

| | | | | | | | | | |
|------------------|----|-------|---|---------|---|-------------|---|---------------|---|
| Counting | 1 | Music | 3 | Dancing | 1 | Fellowship | 6 | Feeling Sad | 1 |
| Friendship | 16 | Trees | 2 | Freedom | 5 | Cooperating | 4 | Happiness | 5 |
| Playing on phone | 4 | Book | 2 | Crying | 3 | Unity | 3 | Playing Games | 5 |
| Family | 4 | Park | 5 | Swing | 1 | Dokuztaş | 1 | | |

Table 2 contains data supporting the analyses obtained from the interview questions. It is seen that the highest frequency in children's association with the game belongs to entertainment (f:20). For most children, the game evokes the game of hide-and-seek. Although specific games evoked in children, it is also possible to see that the game evokes values such as friendship, friendship and freedom. In this case, it can be said that the game is a concept that can be associated with a wide range for children. In line with the analysis obtained from mind maps, most of the traditional children's games such as hide-and-seek, football, blind, and higher than the ground is among the most preferred games of children. The data obtained regarding the games played by the children as a result of the interviews with the children are given below:

Diagram 3: Children's Game Preferences



According to Diagram 3, hide-and-seek game (f:14) is one of the games that children prefer and know how to play. Football, dodgeball, yerden yüksek and blindman's buff games constitute the preferred games after the hide-and-seek game. Games coded in the form of other games are a frequency game. These games include jumping rope, hopscotch, tag. Below are the statements taken from children:

S1: "The game I know is blindman's buff, teacher. They blindfold a child in the game. Then they make noise to indicate their place. If that child touches that one, for example, that child becomes the blindman, if that child does not touch, that child does not become the blindman."

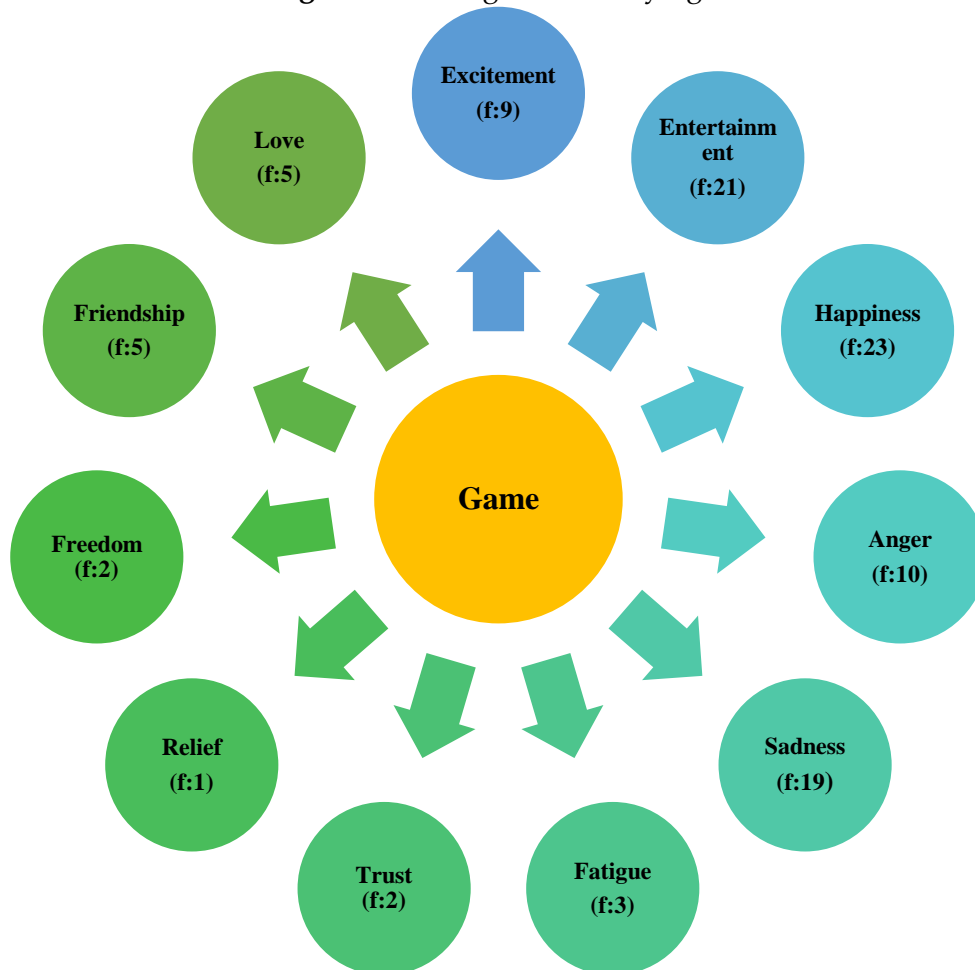
S15: "Hide-and-seek: One person is it, the others are hiding, and the person who is it is trying to find those children. If he finds them, if it says it first, he wins, but if the others do, they win."

S23: "For example, hide-and-seek; one person becomes it and starts to count, then the others hide and when it finishes counting, turns around and tries to find friends and call them it before they do."

3.2 Findings Related to the Second Sub-Problem

Under this heading, answers were sought to the question of how primary school 3rd and 4th grade students feel while playing games. As a result of the analysis, the feelings of children while playing games were gathered under 11 codes. The following diagram shows the codes mentioned.

Diagram 4: Feelings While Playing



Children feel many things while playing. What children feel during the game is shown in diagram 4 with 11 different codes. Most of the children (f:23) stated that they felt happy during the game. The number of children who stated that they had fun while playing games (f:21) is also quite high. Below are the children's thoughts on the subject:

S25: "I feel joy, happiness and friendship."

S36: "I feel so good. The game is everything to me. I' am very happy..."

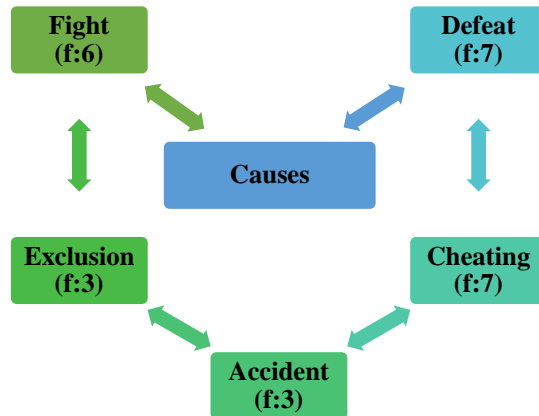
While some of the children (f:9) stated that they were excited while playing games, there are also children who feel values such as love, friendship and freedom. Although children generally feel positive, it is also seen that some children experience feelings such as sadness (f:19) and anger (f:10). Below are the statements taken from children:

S38: "Fun, beauty, friendship, being loved. I feel joy, I feel my dreams. When something happens at the game, I get upset. I fall and get hurt while playing, so I feel sad. Or my friend trips and falls in my place, I feel sad. "

S32: "I feel excited when I play. I feel confident. For example, I feel good. We were playing hide-and-seek once. They got me even though I was not it. That is why I got so sorry. "

The reasons why children feel negative emotions while playing are visualized in the following diagram:

Diagram 5: Causes for Feeling Negative Emotion



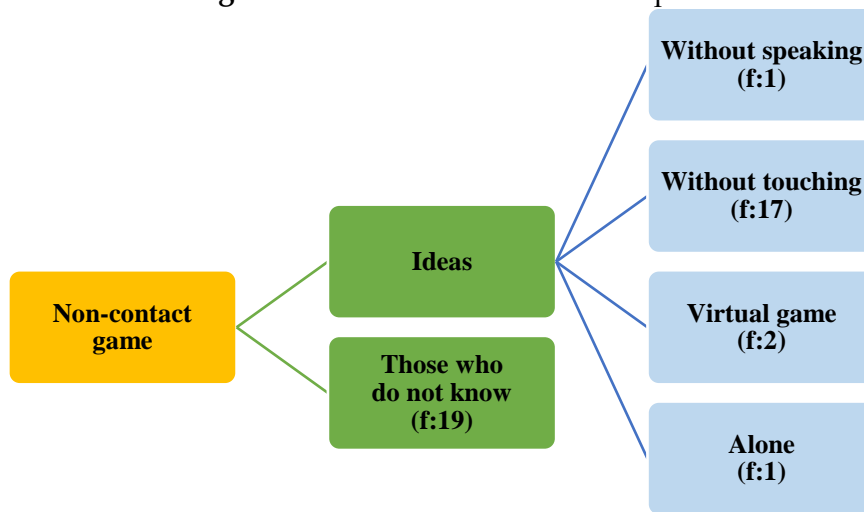
The reasons for the negative emotions felt by the children during the game were coded as the fights and injuries experienced, the involvement of fraud in the game, the exclusion of the children from the game and the defeats received as a result of the game. Children expressed that they were sad and angry when they were excluded by their friends while playing games. Another reason why they feel negative emotions is that they are defeated in games and they are constantly it. One of the reasons that angers children the most is that their friends cheat during the game (f:7). Children state that they are angry because of the violation of their rights. Accidents during the game can also cause children to feel pain and sadness (f:3). Below are the thoughts of the child coded S14 on the subject:

S14: "I feel happiness, excitement, but if it hurts, I feel negative emotions. For example, while playing games, we play dodgeball if the ball hits me hard, I would feel sad"(The game that the child calls is dodgeball. Locally, this game is also called 'can' meaning life.)

3.3 Findings Related to the Third Sub-Problem

Under this heading, answers were sought to the question of what non-contact game means for 3rd and 4th grade primary school students. As a result of the analyzes, two categories and four codes related to non-contact game were created. The following diagram shows these codes and categories:

Diagram 6: Non-Contact Game Perceptions



It was observed that some of the children (f:19) had no knowledge about non-contact game. Quotes on the subject are as follows:

S9: "I do not know, teacher."

S10: "I do not know. I have never heard of it in my life. "

As seen in Diagram 6, many of the children (f:21) had an idea of what non-contact game might be. Children's ideas about non-contact game are coded as speech, touch, virtual game and alone. Some of the children's opinion makers (f:17) stated that non-contact games are games they play remotely without touching. While two of the children expressed non-contact games as virtual games, one child stated that games played without speaking and one child stated that games played alone could be non-contact games. Quotes from children are:

S5: "It means not getting together with friends. Computer games. "

S15: "Teacher, these are games we play without touching each other."

T21: "Like jumping rope and then playing ball. For example, we stay away from playing with hands. In jumping rope, two people only hold the rope. In other words, being distant from your non-contact playmates."

3.4 Findings Related to the Fourth Sub-Problem

Under this heading, an answer was sought to the question of what are the non-contact games that can be played for 3rd and 4th grade primary school students. Examples of children's non-contact play are shown in the table below. Games that children think can be non-contact games are grouped under 13 headings.

Table 3: Examples of Non-Contact Games of Children

| Name of Game | Frequency (f) |
|-----------------|---------------|
| Hide-and-peek | 3 |
| Jump rope | 4 |
| Dodgeball | 4 |
| Categories | 2 |
| Playing Ball | 2 |
| Hand Game | 2 |
| Tip Oyunu | 1 |
| Volleyball | 1 |
| Snowball | 1 |
| Blindman's buff | 2 |
| Jogging | 1 |
| Basketball | 1 |
| Virtual Games | 2 |
| Total | 26 |

As can be seen in Table 3, the answers obtained from the question asked by the children to those who have ideas about non-contact game show that they give examples of games in accordance with the children's non-contact game perceptions. Those who understand the 'non-contact' emphasis among children are aware that they can actually play the games they played before the pandemic if they maintain the appropriate distance. The table above supports this. According to the table, it is seen that children prefer games such as jumping rope, dodgeball, hide-and-peek and running where they can keep their distance from each other. The opinions of the children on the subject are given below:

S5: "Jumping rope. Because I do not have friends nearby. Playing on computer because friends cannot be there. "

S15: "Playing categories. You play with paper and pencil, you draw lines, and then you say name, city, animal, plant, item, score. We also determine a letter, we find a name, a city, an animal, a plant, an object starting with that letter. "

S26: "For example, jumping ropes because you just hold the rope and do not touch each other."

S35: "Hide-and-peek. If we do not touch each other in hide-and-peek, it becomes non-contact. But if we touch each other, it has contact. Our class plays it non-contact. "

4. Discussion, Conclusion and Recommendations

In this study, it was aimed to reveal the perception of games and non-contact games of primary school third and fourth grade students using various techniques (interview, mind map). In this study, which aims to create non-contact games designed and published by MoNE for the first and second grades but not designed for the third and fourth grades, for the 3rd and 4th grades and to contribute to satisfying the need at the level of these classes, it has been concluded that the game is a fun activity for most of the children. Koçyiğit, Tuğluk and K k (2007) state in their study that game is an activity that children prefer to have a good time, have fun and learn. Similarly, Aksoy (2014) states that the game has an aspect that meets the need for entertainment both individually and within the group. At the same time, game means being with friends for children. Some of the children consider the game as an activity that allows them to experience a kind of emotional satisfaction in which they feel various values and are happy. Erdal (2019) states that the game contains virtues such as friendship, benevolence, honesty and tolerance. Based on the findings of this study, it can be said that children also found environments to experience these values during the game.

Another result obtained in the study is that the reasons for children to play games vary. While some of the children play games to relieve boredom, some of them play games because they have the opportunity to act with a sense of togetherness during the game. Some children have shown the desire to have fun as the reason for playing games. Sapasağlam (2018), in their study examining children's game preferences, state that the reasons why the game is preferred are: interest and love towards games, the fun of the game, curiosity about the game, habits and previous experiences and the physical appearance of the game. Similarly, in the study conducted by Pala & Erdem (2011), it was emphasized that entertainment was decisive in game preferences. While two children stated that they were happy when they played, one of them stated that he/she played to fill his/her spare time and one of them stated that he/she played to relieve stress.

In the study, when the parameters of children accepting an activity as a game were examined, it was seen that entertainment came to the forefront again. Children emphasized that they need to have fun to accept an activity as a game. While some of the children focused on game rules, some of them had the feature of being a team, which was effective in game acceptance. For a child, game acceptance matches happiness. For some children, the acceptance of games depends on a reference they receive from people or objects.

It was seen that the mind maps prepared by the children support the analyses obtained from the interview questions. Fun is one of the most important connotations of children about the game. For most children, the game evokes the game of hide-and-peek. Although specific games evoked in children, it is also possible to see that the game evokes

values such as friendship, friendship and freedom. In this case, it can be said that the game is a concept that can be associated with a wide range for children.

In line with the analysis obtained from mind maps, most of the traditional children's games such as hide-and-peek, football, blind, and higher than the ground are among the most preferred games of children. Similarly, hide-and-peek is one of the games that children prefer and know how to play. Football, dodgeball, yerden yüksek and blindman's buff games constitute the preferred games after the hide-and-peek game. When the characteristics of the games played by children are taken into consideration, it is seen that they are all group games. It can be said that children prefer games where they can play with their friends rather than playing alone. The result of the research conducted by Onur, Çelen & Artar (2001) states the opposite of the results of this research. Researchers state that both the number of games played by children and group games are gradually decreasing. It is stated that the games are moving away from the group game and becoming increasingly individualized. It can be said that this difference between the two researches is due to the characteristics of the geographical regions where the researches are conducted. The aforementioned study was conducted in Bursa province and this study was conducted with the children of a more rural region. And it is possible to see the traditional games still played in the past and their derivatives in the region. This is due to the geographical and cultural structure of the region, which is convenient for children to play in the streets. As a matter of fact, Başı (2007), in his study compiling games played by children in different regions and provinces of Turkey in the past years, states that the general characteristics of the games are group games played on the street with a high number of children. Today, it is stated that street games are gradually disappearing due to reasons such as rapid urbanization, lack of free space and decrease in people's trust in each other.

One of the findings obtained in the study is that children feel many things while playing games. Most of the children stated that they felt happy during the game. The number of children who say that they have fun while playing is also quite high. While some of the children express that they are excited while playing games, there are also children who feel values such as love, friendship and freedom. Similarly, in the study conducted by Girmen (2012), it was concluded that traditional children's games could improve many skills expected to be gained by students in primary education programs. These skills include self-management, language-communication, having fun, cooperating, and being a team. In the study, the importance of including traditional children's games in learning environments was emphasized because the game has a function that can improve their life skills. It is seen that the game is a structure that contains both life skills and values expected to be gained by children and enables them to emerge spontaneously in the child.

In this study, although the children generally feel positive while playing games, it was also seen that some children felt feelings such as sadness and anger. The reasons for the negative emotions felt by the children during the game were determined as the fights and injuries experienced, the involvement of fraud in the game, the exclusion of the

children from the game and the defeats received as a result of the game. Children expressed that they were sad and angry when they were excluded by their friends while playing games. Another reason why they feel negative emotions is that they are defeated in games and they are constantly it. One of the reasons that angers children the most is that their friends cheat the game during the game. Children state that they are angry because of the violation of their rights. Sümbüllü and Altınışık (2016), in their study on the importance of traditional children's games in terms of values education, state that children learn many social and cultural values such as love, respect, friendship, sharing, solidarity, cooperation, goodness, evil, righteousness, injustice, honesty, obeying the rules in games through values education. With the game, the child can distinguish both positive and negative behaviors and experience what is right or wrong.

When the children's perceptions of non-contact game were examined, it was seen that some of them had no knowledge. Some of the children had an idea of what non-contact game could be. Many of the children's opinion makers stated that non-contact games are games they play remotely without touching. While two of the children expressed non-contact games as virtual games, one child stated that games played without speaking and one child stated that games played alone could be non-contact games.

The answers obtained from the question asked to those who have ideas about non-contact game show that they give examples of games in accordance with children's non-contact game perceptions. Those who understand the 'non-contact' emphasis among children are aware that they can actually play the games they played before the pandemic if they maintain the appropriate distance. In the study conducted by Demir-Öztürk, Kuru & Demir-Yıldız (2020), it is stated that the children's response to the measures that can be taken in the face of the epidemic is to avoid contact. From this point of view, it can be said that children think that avoiding contact is enough to protect themselves and there will be no problem when they pay attention to this factor in the games they play. When the games preferred by the children are examined, it is seen that there are games where they can maintain distance with each other such as jumping rope, dodgeball, hide-and-seek, running.

Within the scope of this study, the following games are recommended as examples of non-contact games that children can play during the pandemic.

- 1) The first game, which aims to improve children's communication skills, was created within the framework of the achievements of the child to say his/her personal characteristics, to act in accordance with the instructions given and to have information about the personal characteristics of his/her friends. The game is a track game and can be played in the schoolyard or gym. Children must follow the instructions in order to finish the course. The course consists of three parts. And in each section, there are different tasks that children are expected to perform.
- 2) The second game, which aims to improve the attention skills of children, was created within the framework of the achievements of the child to act in accordance with the given instructions and to concentrate his attention on listening. The game

is a card game and the teacher must prepare in advance for the game. The cards are of various colors and correspond to various animals. It is a structure that allows children to match color, animal and sound.

- 3) The third game, which aims to improve children's mobility skills, was created within the framework of the gains of raising awareness about the child's body and acting in accordance with the given guidelines and rules. The game is playable in the schoolyard or gym. There should be circles for children to use for the game. The game was designed based on the movement of the children in a circle in accordance with the instructions prepared in advance by the teacher and the burning of the students who went outside the instructions.
- 4) The fourth game, which aims to improve the cooperation skills of children, was created within the framework of the achievements of the child to cooperate and communicate with the group members. The game is a group game that can be played in the schoolyard or gym. In the game where children are divided into three groups, the groups are randomly formed. A goal such as 'reaching the key to saving the world' is set for children. Children must complete a three-part task to achieve this goal. It is a game based on children's drawing, problem solving and carrying eggs by making division of labor. The game ends when the representative key is given to the group that finishes the tasks first.

Conflict of Interest Statement

There is no financial conflict of interest with any institution, organization or person related to our article. There is no conflict of interest between the authors.

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