INVESTIGATION OF THE SITUATION OF THE CHILDREN'S INTELLECTUAL FIELD IN FAMILIES WITH 3-4 YEARS OF EDUCATION WHO CONTINUES PRE-SCHOOL EDUCATION IN TOY SELECTION

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Abstract

Pre-school education; It can also be considered as a learning stage that aims to reveal the potential of the individual within the 0-72 months period, and which is tried to be carried out in a regular and consistent manner that supports the individual in creating his/her own development (Haktanır, 2012). The aim of this study is to examine whether families with children aged 3-4 years attending pre-school education consider children's intelligence areas when choosing toys. In the study, the scanning model was used to examine whether families with children aged 3-4 years should consider intelligence areas in choosing toys. In the research, the families of the children attending the pre-school education institution in the province of Amasya, Taşova were determined as the universe. The sample of the study, on the other hand, is formed by using the appropriate sampling method from families with children aged 3-4 years who continue basic education in the 2018-2019 academic year. In the research, the Questionnaire Form was used as a data collection tool and multiple choice questions were used. In the analysis, descriptive statistics, percentage, frequency were used and interpreted with the support of related researches. According to the research, the participants; their level of knowledge about Multiple Intelligence Areas is insufficient, They do not think enough about which intelligence area or areas their children have, They do not know enough what kind of activities to do to develop their children's intelligence areas, It is seen as the result of the research that which intelligence areas they do not aim to develop.

Keywords: Preschool, multiple intelligences, toys

Citation:

INTRODUCTION

Various definitions have been made about pre-school education. Some of the definitions made included the following statements: These include the period from the birth of the individual to the beginning of primary school in early childhood education; Supporting the personal qualities and developmental activities of individuals of this age at various levels, offering various environmental opportunities along with rich stimulants; It can be expressed as an educational process that contributes to the development of the individual in all areas, the cultural structure and qualities existing in the society, and the learning of the individual in the best way (Oğuzkan and Oral, 1997).

In other words, pre-school education includes the process from the birth of the organism to the primary school level, which will cover the next years of the organism, play an important role in the body, mind, psychomotor, social and language development, and together with the educational content it will offer to the organism. It can also be described as the time period in which he will shape and form his self (Aral, Kandır, Can Yaşar, 2000).

In other words, pre-school education can be defined as follows, it can be considered as a learning stage that aims to reveal the potential of the individual in the 0-72 months period, and provides support for the individual in creating his/her own development, and is tried to be carried out in a regular and consistent manner (Haktanır, 2012).

As can be seen, the first target is in pre-school education; It is meant to support the developmental stages of children and to give children good habits. However, the pre-school period, which includes the basis of life, is a period in which the child gains basic habits, develops his skills, experiences socialization, and rises to higher levels of mental skills and abilities. A qualified education and conscious support to be offered to the child during this period ensures that the child is better prepared for life (Oktay, 2007).

To provide all kinds of development of the child in line with the aims and principles of pre-school education; knowing the child well and arranging the educational environment and life accordingly. It is necessary to consider the individual differences of the child for any purpose that the child will gain, and to use the ways and methods that will enable the child to achieve these gains in a shorter time. It can be said that the intelligence and intelligence areas that make a person different are one of the factors that shows the ways to achieve these gains easily. Knowing the intelligence areas of the child will definitely give us information about whether or not to achieve the intended purpose in education life, in what time and by what means, or to increase an acquired behavior to an advanced level.

Pre-school education, the importance of which is increasing day by day in our country and its quality is increasing; It is an education level where desired habits are acquired, and as Sevinç (2003) emphasizes, it is the most critical point of the education system that needs to be guided by practices that require seriousness that cannot be done randomly, based on science, and have a systematic and plan.

A child who receives pre-school education lays the foundations of the acquisitions that will be needed throughout his life, and bases the standards of his future life with what he has learned here. According to Başal (2005), the main purpose of pre-school education is to provide the most appropriate education necessary for the holistic development of the child in terms of body, mind, emotion and social life before moving on to the next education level.

In addition, pre-school education to be given in this period when the child's development and learning potential is quite rapid; contributes and shapes the personality structure and value judgments of the child (Oktay, 2010). All these developmental gains can be expressed as the qualities that an individual will need in order to adapt to the environment.

Many factors play a role in the adaptation of the child to the environment in which he lives. The personality structure of the individual, beliefs, attitudes and other developmental differences can be said as the individual's unique qualities in adapting to the environment.

It can be stated that one of the unique qualities of the child in adapting to the environment is intelligence. Piaget sees intelligence as the power to adapt to the environment. Intelligence; According to some, it is defined as being unique, according to some, the ability to adapt to the environment, according to some, it is an expression of verbal and numerical ability, and according to others, it is defined as a personal potential. Every individual is born with a unique intelligence potential. While some scientists describe the potential of intelligence as IQ, others emphasize that it is insufficient to describe this potential as IQ alone, and argue that intelligence consists of multiple components with various fields. This study includes parents' guidance activities for the recognition of multiple intelligence areas and the development of these areas.

Although researchers have different definitions from different perspectives on defining this feature that distinguishes an individual from others, it can be said that Howard Gardner made the most striking definition of intelligence. Gardner states that intelligence includes many abilities. For this reason, he thinks that intelligence cannot be expressed with only one dimension and defines intelligence as an individual's potential to create products with a value in various cultures, and the capacity to produce solutions to the obstacles he encounters in his life (Gardner, 2004; Saban 2010).

Gardner, in his book Frame of Mind, published in 1983, stated that intelligence has a multiple structure and emphasized that there are seven intelligence areas. Continuing his studies on intelligence, Gardner added Nature intelligence, which is the eighth intelligence type, to the revolutionary intelligence types in 1996 and defined these intelligence types. These intelligence types are as follows;

1- Linguistic intelligence
2- Logical intelligence
3- Spatial intelligence
4-Music is intelligence
5-Kinesthetic intelligence
6-Social intelligence
7-Inner intelligence
8- It consists of natural intelligence (Stanford, 2003).

According to Gardner, every individual inherited all intelligences. Research has shown that these differences in children's intelligence areas it shows that they occurs depending on hereditary, biological factors, nutritional qualities, environmental stimuli and cultural factors (Radin, 2008).

Supporting-obstructing experiences, which are among the factors affecting multiple intelligence areas, form the basis of the study. According to Saban (2003), the development of the individual's intelligence areas is shaped by "supporting (crystallizing) experiences" and "blocking (crippling) experiences". Crystallizing experiences include experiences that can be described as "turning points" in the development of the individual's abilities and potentials. It is stated that the magnetic compass, which was a gift from Albert Einstein's father at the age of five, aroused Einstein's curiosity and desire to explore the secrets of this universe in which we live. It can be said that as a result of this experience, the genius that was in Einstein's potential awakened and made him the most important scientist of his age.

Paralyzing experiences include those that negatively affect or destroy the individual's intelligence potential, despite crystallizing experiences. These negative experiences that the person has gone through are generally the experiences of negative emotions (shame, guilt, fear, anger, etc.) that hinder the development of any intelligence type. For example, if a student is humiliated and humiliated in front of the society instead of being praised or appreciated in the excitement and enthusiasm of any product he produces, this teacher probably causes the development of the intelligence field of the branch of art that the student produces (Saban, 2003). As it can be seen, the experiences that the individual encounters direct his/her existing potential.

Based on this point, it is aimed to crystallize the potential intelligence areas of the child with positive experiences with the activities to be prepared for parents and students.

According to Gardner, it can be said that the awareness of various inherited intelligence potentials in children by families and educators, the consideration of potential individual differences in formal and informal education experiences, and activities aiming at behavioral changes will produce positive results for the individual. In the pre-school period, when educational activities are consciously presented to the child; It is stated that children who do not have such experiences fall behind their peers and they have to carry these missing life traces throughout their lives (Arı, 2003).

As a result, it is seen that all studies to be carried out considering the intelligence areas of children in the preschool period leave permanent traces in their future lives Starting from this point, toys, gifts, etc. to be bought by their families for children. It is striking that it is an important situation not to consider the aspects of such things as developing intelligence areas. This study also emphasizes this aspect.

Howard Gardner, in his cognitive research called "Project 0" (project zero), which he started at Harvard University in 1980, suggested that the intelligence existing in genetics and inherited could hange and intelligence could be learned at a certain level. As a result of the research, it has been found that individuals may have intelligence other than numerical and verbal intelligence.

Howard Gardner explained the theory of multiple intelligences, and the definition and inventories of intelligence including verbal and numerical dimensions became history. This theory, which was accepted in Multiple Intelligences, quickly changed the understanding of thinking and perception, and affected the education systems and caused new regulations to be made. A year later, Gardner included nature intelligence as the eighth intelligence area to the types of verbal intelligence, mathematical intelligence, spatial intelligence, rhythmic intelligence, bodily intelligence, social intelligence, and individual intelligence that Gardner mentioned in 1993 snake. (Gardner 1995; Demirel, 2000, Altan, 1999).

Verbal intelligence

Gardner first discussed the person's linguistic intelligence and talked about this area. Therefore, he saw language as the most obvious reflection of a person's intelligence and touched on verbal-linguistic intelligence in detail (Gardner, 2004). It is the potential to use one's own language and other languages, to put into words what is in one's mind and to understand people. Effective, eloquent speaking and emotion appear as talent in writing thoughts. Words are thought and expressed, evaluating the existing meanings of the language that are difficult to solve, perceiving and comprehending the meaning and levels of words, language products such as poetry, story, humor, grammar, metaphorical expression, It is the potential of obtaining a product as thinking, concept writing with abstract expression and symbolic expression forms. Learning can be improved by methods such as listening, telling, reading and writing (Checkley, 1997; Yavuz, 2001; Vural, 2004). Verbal intelligence is the ability to produce and use language effectively, to explain what is in one's mind and to understand other people (Vural, 2004; Checkley, 1997).

Mathematical intelligence

According to Schmidt (2001), Mathematical intelligence includes a tendency to inductive and deductive ways of thinking, dealing with abstract concepts and numerical values, and seeking answers to the question of why. Mathematical ability is the ability to find promising ideas for the future and deal with them. On the basis of this ability, there is the potential to recognize important problems and produce solutions to these problems (Gardner, 2004a).

It is the potential to deal with numbers, make calculations, create logical relationships, develop hypotheses, pose problems, offer ways of solving, critical thinking, understand and interpret abstract symbols such as numbers, symbols, graphs, shapes, and establish a part-whole relationship. It enables the development of activities such as doing research and establishing logical relationships with concepts (Checkley, 1997; Yavuz, 2001).

Visual intelligence

People with high intelligence have high imaginations and dream much more than other people. They can read tools that describe the situation that need to be analyzed, such as graphics, tables, maps, quickly, easily and accurately. Artistic activities such as painting, sculpture and drawing are very interesting. They create shapes and drawings very well compared to their peers. They learn easily by examining visual materials. They have the most features such as solving puzzles, making visual designs in the mind, using colors effectively, producing creative products. They enjoy activities such as drawing, creating shapes, drawing pictures, making sculptures, and making visual designs in their minds (Tarman, 1998; Saban, 2004).

Musical intelligence

Musical intelligence shows the individual's potential to perceive sounds and rhythms, distinguish them from each other, and express them with new products like an artist. This intelligence area expresses the individual's acoustic sensitivity, sensitivity to rhythms and sounds (Saban, 2005).

Musical skill emerges first among the potentials in human beings. The sine qua non of the musical language can be expressed as rhythm, pitch and tone. It is known that a person will be successful in musical success, playing instruments, singing the wheel, using this tripod (Gardner, 2004a). Individuals with dominant intelligence take great pleasure in using musical instruments, humming songs, composing and expressing them with rhythm and harmony (Tarman, 1998).

Bodily intelligence

Individuals using this intelligence field express their feelings and thoughts by using bodily movements, and this intelligence field expresses potentials such as body-mind coordination, balance, power, speed, aesthetics (Amstrong, 1994).

Gardner sees kinesthesia as our sixth sense and states that this kinesthesia is related to aesthetic movement and perceiving the movement of things and objects. People with a dominant intelligence area may be insufficient in academic success. The reason for this situation is that people with this intelligence are not inclined to academic subjects and academic information is not presented to these individuals with appropriate methods and techniques (Selçuk, 2003). .

Social intelligence

In his theory, Gardner discussed interpersonal and intrapersonal intelligence under the same title ("personal intelligences"), and later came to the conclusion that they are independent of each other (Selçukv. d. 2004). Gardner viewed this intelligence area as the development of understanding the individual's own emotions, mood, and their emotions and mental states in communication with other people (Gardner, 2004a; Saban, 2004).

It is the potential of knowing, understanding and skillfully applying subjects such as being in the same environment with other individuals in social life, working, communicating, recognizing their emotions. This intelligence area is the ability to understand and interpret one's own and other individuals' gestures clearly and accurately, and to use them effectively in relationships (Armstrong, 1994; Çakır, 2005). The most important aspect of interpersonal social intelligence is the ability to make decisions. Strengthening this intelligence field will enable the formation of individuals who can understand their own and other people's emotional states, have high communication skills and can cooperate (Willis, Johnson 2001, Saban, 2005).
Inner intelligence

It is the area of intelligence in which one seeks answers to questions about one's identity. It is the aspect of discovering personal potential, such as one's aspirations, interests, dimensions of what he can do. In other words, our consciousness of existence and awareness of our inner potential is our capacity to know about our essence (Tuğrul and Duran, 2003). According to Armstrong (1994), personal-intrinsic intelligence is what an individual knows about his existence and his potential to act according to this information.

Inner self-intelligence is the individual's capacity to recognize himself and to act with this awareness. This intelligence area expresses the potential of a person to control with self-discipline, to be aware of the existence of personal feelings, to know their own limits and to act with self-confidence. People with a dominant intelligence area like to do activities individually and alone rather than in large groups (WillisandJohnson 2001; Saban 2005). These individuals, who prefer individuality and loneliness, have more personal perceptions than other people (Sevinç, 2003; Ömeroğlu & Kandır, 2005; Mangır, 2005).

Nature intelligence

It is the eighth intelligence area that Gardner added to the seven intelligence areas in 1995. It has the potential to recognize all living things in nature, to examine them curiously and to develop ideas about how they were created. It is observed as an interest in living creatures and their environments, plants, landforms and natural phenomena. Feature classification techniques make learning easier (Ergül et al., 2007).

According to Gardner, natural intelligence has a mystical side. This is to think about the causes of creation on the mystical side. They look for a trace of the creator in living things and being alone with nature makes them very happy (Özdemir, 2006). These people with high intelligence are curious about animal species and enjoy being in nature. Gardening and vineyards entertain them a lot. Sorting Living Beings and Beings into classes are fun activities. Various interesting plants are related to living things. They are sensitive to issues such as the cleanliness and protection of natural environments. They enjoy watching documentaries about live life. Natural phenomena attract their attention. They feel peaceful in their natural habitats, forested areas and recreation areas. These people with high intelligence are agricultural engineering, florist, zoologist, botany, chemistry, biology, geology, meteorology, archeology, biologist, petshop owner, veterinarian, environmental scientist, geologist, landscape architect, astronomer, medicine, photography, mountaineering and scouting, animal they are successful in business and occupational groups such as trainers (Selçuk et al. 2004; Saban 2004).

Existential intelligence

This intelligence area, which is expressed by Gardner as the ninth intelligence area, is the type of intelligence that focuses on the universe and the reasons for the creation of man. It can be said that its questions mostly cover the questions that are of interest to philosophy and mysticism. Questions about second life, answers to questions that include abstract concepts, are also the area of interest of potential (Gürel and Tat, 2010; Gardner, 2009). Gardner stated that this intelligence area has not been added to his theory for now, since the data on the brain region with its neurological basis and connection are not certain (Gardner, 2009).

Just as the multiple intelligence areas that the theory of multiple intelligences refer to are important for an individual's self, personality and life, the game, which carries traces of an individual's personality, self and life, is a very important concept for the individual.

The game

The game; is mong the concepts related to the life of children. It contains an abstract quality that is very difficult to understand. Bayar Çelebi (2007: 10) describes the game as a process that children do for pleasure in their life, and in later times, they reveal their intelligence, talent and temperament by understanding the rules. The game has a purposeful or purposeless nature. Children act voluntarily in the games they create, and they take part in the game. Play supports the child's physical, mental, social and linguistic progress and facilitates the child's active and permanent learning (Bilir, 1995; Akandere, 2003). Thanks to the game, individuals become aware of their role in real life, relax psychologically and can communicate with the people around them (Thompson 1990; Bayar Çelebi, 2007: 10).

With the game, individuals interact with those around them and learn to use their expression skills (Bilir, 1995). Play is the formation in the child's structure (Bayar, Çelebi, 2007: 10). The qualities formed during the game force the intellectual level of the individual and create an environment for the individual to develop in his future life (Yiğit 1995). Along with the above-mentioned statements about the game, the game is a source for the child in revealing learning and creativity in children's life, communicating, gaining experience, and getting used to life. It contributes greatly to understanding the feelings and thoughts of others, to conveying one's own desires, wishes and ideas clearly, to the formation of mental, psychological, social and verbal skills, and also supports the individual to engage in activities that he or she likes (Poyraz 1999:136).

Selection of Toys and Toys

The most basic meaning of play in children's lives is the expression of toy, and it is seen as an indispensable element in the games that the individual deals with (Jackson, 2001). It can be said that the past of toys is as old as the history of humanity (Onur, 2002). Mankind has had toys that will contribute to playing games in almost every period (Ergün, 1980: 2002).

One of the most important qualities of the game tools produced is that it should contribute to the holistic support of the child's life by contributing to the children's gaining experience of different skills, developing these experiences and contributing to them at different levels (Ramazan and Adak Özdemir, 2012: 2).

Toys that support the individual to have a good time are also seen as the most important tool that helps the individual to relieve his energy. In fact, toys and games support each other in terms of quality and include the mental and imagination of the child (Egemen, Yılmaz, & Akil, 2004: 39). Poyraz (1999: 136) Toys can be said they are seen as a tool that systematizes children's skill learning processes, contributes to their progress in cognitive, kinesthetic and psycho-social situations, and plays the most fundamental role in the emergence of various abilities. Ergün (1980: 106) toys can be expressed as a means of entertainment, which is put forward with the contribution of adults and shows the most basic quality for the individual to produce games. It can be said that it contains the historical, cultural and socio-economic accumulation of the past ages, which brings the social structure to the future. Thanks to toys, the child develops various social (dividing what he has with his friends, his environment, teamwork and working together, etc.) and emotional (anger, happiness, sad, etc.) skills and enables them to emerge in an appropriate way (Canlı, 214: 27) .Toys allow children to connect with the content of the game they are playing (Kim, 2002).

Best toy is expressed as a toy that the child does not touch after playing once, but that he can always set up a game and get pleasure from it when he plays. Toys offered for children; it should be designed to contribute to their research, learning, understanding, knowing and discovering something. Again, toys should contribute to the physical area, which includes the psychomotor development of children, and should support the child in the development of problem-solving skills that support production (Egemen et al. 2004: 40). Therefore, the educational side of toys should attract attention and parents should pay attention to their educational and developmental nature when choosing toys (Ergün, 1980: 107). While choosing toys, they should be according to their developmental period, age and wishes. Care should be taken to present the toys selected as simple, not difficult to understand and solid products. Therefore, The toys should be designed in a way and feature to support the abilities of the individual (Canlı, 214: 24).

The situation seen in many studies; It has been determined that the contribution of toys, which are generally needed during the playing of childhood games, to the progress of the individual in the cognitive field is at a very high level, and it has been revealed in many studies that they contribute to each other. The positive qualities that toys and games provide for the progress of individuals have not gone unnoticed by researchers over time, and ideas suggesting that toys and many games should be included in the child's life in line with the planned teaching process were defended. In the light of these thoughts, games and toys are seen as the most basic tools for education in pre-school institutions.

Purpose of the Research

As it is known, every family with children buys various toys and materials for their child in order to develop their child's cognitive, affective, psychomotor, social and self-care skills. Families sometimes buy these toys and materials consciously, sometimes only at the request of the child. From this point of view, it draws attention whether the families aim to develop their children's intelligence potential while choosing toys. Therefore, do families with children aged 3-4 years attending pre-school education consider children's intelligence areas when choosing toys? This sentence constitutes the problem of the research.

This research can be considered important in terms of enabling families to consider the issues mentioned in situations such as choosing a gift or toy for their children in order to develop the intelligence areas that are known to exist in the potential sense in children. In addition, it can be said that this study is important in terms of adding a new one to the researches in the field of pre-school education and multiple intelligences. These two situations briefly summarize the importance of the research.

The main objective of this study is to examine whether families with children aged 3-4 years attending pre-school education consider children's intelligence areas when choosing toys. In this direction, answers to the following questions were sought.

- What level of knowledge do you have about Multiple Intelligence Fields?
- What intelligence area or areas do you think your child have?
- What kind of activities do you do to improve your child's intelligence areas?
- Which intelligence area or areas do you aim to develop with the things you buy or present (toys, materials, goods, etc.) to your child?

The research is limited to families who have children in the preschool education group of 3-4 years in the province of Amasya, Taşova.

METHOD

This research was prepared by using qualitative research method. In this study, scanning model was used in order to examine whether families with children in the pre-school education group aged 3-4 should consider intelligence areas in choosing toys. Scanning models are models that aim to transform a situation that has existed before and now into an expression as it exists, in which the situation, person or object to be researched is described within the framework of its conditions (Büyüköztürk, Çakmak, Akgün, Karadeniz, & Demirel, 2015).

The Universe/Sample of the Research

In the research, the families of the children attending the pre-school education institution in the province of Amasya, Taşova were determined as the universe. The sample of the study, on the other hand, was used from families with children aged 3-4 years in pre-school education in the 2018-2019 academic year, using non-random sampling methods, efers to the selection of accessible and applicable groups in terms of time, money and labor (Büyüköztürk et al. 2015).

Again, for the sample group, it was observed that the number of children aged 3-4 years in A Primary School, B Primary School and C Kindergarten in the district center was 38 in order to identify families with children aged 3-4 years attending pre-school education. The families of these 38 children aged 3-4 years were reached and a questionnaire form was given. 6 of the jerseys given were not returned. Therefore, the sample group consists of 32 people, 23 of whom are mothers and 9 fathers.

Findings Regarding the Sample Group

Below are the characteristics of the group constituting the research sample.

Table 1. Sample Group Properties

		f	%
Gender	Woman	23	71,87
	Boy	9	28,12
	Total	32	100
Educational Status	Primary (primary and secondary school)	6	18,75
	Secondary education (high school)	17	53,12
	Associate Degree (School)	5	15,62
	Undergraduate (Faculty)	3	9,37
	Postgraduate(institute)	1	3,12
	Total	32	100

Table1. According to, a total of 32 people participated in the research, 71.87% of whom were 23 women, and 28.12% were 9 men. Again, according to the Table, 18.75% of the 32 participants and 6 of them were in primary education; 17 people with 53.12% Secondary education; 5 associate degree students with 15.62%; 3 person license with 9.37%; With 3.12%, 1 person has postgraduate education.

The data were collected with the "Survey" form consisting of multiple choice questions created by the researcher.

After examining the literature related to the most basic objective of the research, sub-problems related to the problems were created and survey questions were prepared. After the questionnaire form was applied to the families of children aged 3-4 years attending pre-school education institutions, the resulting data were analyzed with the SPSS system. In the analysis, descriptive statistics were used in the evaluation of percentage, frequency and quantitative expressions, and they were interpreted with the support of related studies.

FINDINGS AND DISCUSSION

Tables containing the answers to the questions posed to the families in the research questionnaire application are below.

Table 2. What level of knowledge do you have about Multiple Intelligence Fields?

	N	%
I have no idea	21	65,62
I just heard	7	21,87
I know Multiple Intelligence domains	4	12,5
Total	32	100

According to Table 2., at what level do you know about Multiple Intelligence Fields? 21 people with 65.62% of the participants I don't have any information; 7 people with 21.87% said I only heard; 12.5% with 4 people answered I know Multiple Intelligence areas. As can be seen, it can be said that 21 people participating in the research do not have knowledge about multiple intelligences.

Table 3. What intelligence area or areas do you think your child has?

	N	%
I never thought before which intelligence area my child has.	25	78,12
linguistic intelligence		
logical intelligence	5	15,62
spatial intelligence		
rhythmic intelligence	1	3,12
bodily intelligence	1	3,12
inner intelligence		
Social intelligence		
natural intelligence		
Total	32	%100

According to Table 3. Which intelligence area or areas do you think your child has? To the question, 78.12% of the participants gave the answer "I never thought about which intelligence area my child has," 5 people answered Logical Intelligence with 15,62%, 1 person Musical Intelligence with 3.12%, and 1 person Physical Intelligence with 3.12%. As can be seen, it can be stated that the vast majority of the participants did not have such an opinion.

Table 4. What kind of activities do you do to improve your child's intelligence areas?

	N	%
I don't know what kind of activities to do	20	62,5
I read story books	3	9,37
I provide pet feeding	1	3,12
I enable him to participate in artistic activities (Painting, Music, etc.)		
I play mind games	5	15,62
I add them to my friend circles		
I let it be alone		
I do sports activities	3	9,37
Total	32	%100

According to Table 4. What kind of activities do you do to develop your child's intelligence areas? I don't know what kind of activities I will do; 9.37% to 3 people I read story books; With 3.12%, I provide 1 person with a pet; With 15.62%, 5 people play intelligence games; With 9.37%, 3 people gave the answer that they would make sportive activities. Again, according to the table, it is seen that the majority of the participants do not know what kind of activities they will do to develop their intelligence areas.

Table 5. Which intelligence area or areas do you aim to develop with the things you buy or gift your child (toys, materials, goods, etc.)?

	N	%
I've never had such a purpose before	22	68,75
none		
Verbal intelligence		
Mathematical intelligence	6	18,75
Visual intelligence	4	12,5
musical intelligence		
bodily intelligence		
inner intelligence		
Social intelligence		
nature intelligence		
Total	32	%100

According to Table 5. Which intelligence area or areas do you aim to develop with things you buy or present (toys, materials, goods, etc.) to your child? 22 people with 68.75% of the participants to the question I never had such a purpose before; 6 people with 18.75% Logical mathematical intelligence; 4 people gave the answer of Visual intelligence with 12.5%. As can be seen, it can be stated that families do not aim to develop multiple intelligence areas in things such as toys, materials, and items that they buy for their children.

CONCLUSION and RECOMMENDATIONS

According to the research, the participants;
• The level of knowledge about Multiple Intelligence Fields is insufficient,
• They do not think enough about which intelligence area or areas their children have,
• They do not know enough what kind of activities to do to develop their children's intelligence areas,
• It is seen that which intelligence areas they do not aim to develop with things such as gifts (toys, materials, goods, etc.) they buy for their children.
In line with these results, the following titles can be suggested to researchers for new studies to be conducted.
• Information activities on multiple intelligences can be organized for families.
• Families can be made aware of being more sensitive about choosing toys.
• This research can be carried out with a larger group and new data can draw attention to this issue.

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