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Examination of Mothers' Opinions Regarding Children's Digital Playing

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Abstract: The first periods of human life are defined as critical periods by educators. The child's recognizing and making sense of the outside world usually starts in this period and the child harmonizes this process through play. Especially in childhood education and development, play is an indispensable part of life for children. While technological developments make life easier in many areas, they sometimes make people addicted. Therefore, with the widespread use of digital games, a computer addiction occurs in society. The aim of this study is to reveal the views of mothers about children playing digital games. The research is a qualitative study. The research group consists of 30 mothers and this study group was determined by the maximum variation sampling method. In the study, face-to-face interview technique was used on a voluntary basis with 10 mothers who have children under 6 years old. In the research, using the interview method, which is one of the qualitative research methods, the data obtained were analyzed by the content analysis method. As a result of the research, mothers see play as a means of entertainment, socialization and education in terms of children's development. In addition, the research group stated that they could not spare time for children due to intense daily working conditions and children tended to digital games. They stated that when digital games are mentioned, they think of computer, telephone and technological games. As a result, mothers stated that digital games affect the development of children negatively and create addiction in children. In addition, it has been concluded that mothers, digital games create a lack of communication in children, keep them away from social life and slow down their social development.

Keywords: Child, Digital Game, Mother.

Introduction

From the existence of humanity to this day, the concept of game is one of the most satisfying resources that continues with some changes and development (Tuğrul, 2010). It is observed that individuals are in various movements towards achieving their goals within game activities (Ayan, Alıncak & Tuzcuoğulları, 2015). Play is the most effective period of childhood. In this sense, the child, who is in new relationships and tries to understand what is happening around him, does this through play (Koçyiğit & Tuğluk, 2007). Although it is perceived differently by adults, play is an important and serious occupation for the child. The child's approach and observation of the outside world starts in this period and harmonizes this process with children's play activities. In this sense, the concept of play is very important in the development and education of children (Aydın, 2008; Karabaş & Alıncak, 2019).

He suggests that by allowing children to play activities to express themselves, their creative abilities will emerge significantly and lead to an increase. The child gets acquainted with the concept of play in every way (Timmons, 2003). According to Montessori, play is one of the most important tools for the development of the child (Kayılı, 2010). Huizinga (2013) play is a volitional action or activity that is freely consented, but performed within certain time and place limits in accordance with mandatory rules, has an intrinsic purpose, accompanied by a sense of tension and joy and the consciousness of being 'different from the usual life'.

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Hazar game, (1996) individuals; He defined it as activities performed in his free time outside of his daily work for any goal. Digital games have been defined as computer games, video games, and electronic games since the mid-1980s. define computer games are widely used in Turkey (Binark and dairy Bayraktutan, 2008: 42). Digital games include arcade games, computer games, console games, mobile games and all different genres. (Yengin,). Postman states that the children's games we could see on the streets in the past have disappeared and even the thought of children's games has been erased from minds. Because children understand very quickly the types of games played by young people and adults on computers and even participate in online games with them (Kıran, 2011).

This study was prepared to evaluate the parents' views on children's digital games. For this purpose, answers to the following questions were sought:

1. What are your thoughts on digital gaming in general?
2. How do digital games affect children's development?

Method

The case study design, one of the qualitative research methods, was used in the study. Qualitative research is a method that offers the researcher flexible movement, and offers different approaches in data collection method, analysis, and research patterning according to quantitative research (Gay, Mills, & Airasian, 2006). The case study is a research design that examines the researched case within its own life frame, is used in cases where the boundaries between the case and its environment are not clear and where there are more than one evidence or data source (Yin, 1984; Yıldırım & Şimşek, 2013).

Preparation and Application of the Open-Ended Questionnaire

The interviews and related literature from the acquired know the result of the interview form wearing draft was obtained. One of the logical ways used to test the k apsam validity of the measurement tool prepared for the research is to seek expert opinion (Büyüköztürk, 2006). Interview form prepared the final version of the Ankara Provincial i from the various games room and playground located in 30 parents applying data were obtained. During the application, the purpose of the research was explained to the participants, and they were informed about the importance of their answers. As a result of the answers given by the participants to the measurement tool, multiple statements were collected under common themes.

Analysis of Data

The data obtained from the interview form used in the study were analyzed using the content analysis method used in qualitative research. In qualitative research, content analysis is used to create and analyze themes that are not theoretically obvious and sub-themes, if any (Yıldırım and Şimşek, 2006). The obtained data were recorded separately, grouped and coded. This grouping s presented and coding experts, the experts were prepared for analysis by both classified Cutting off states. Made with content analysis he determined to run themes questions and frequencies and percentages given theme he esaplanarak tables have been created. Evaluation of the data betaine imsel analysis was used. Finally, the report was made and the findings were presented.

Findings and Interpretation

Table 1. Distribution of the research group's views on digital games in general.

Themes	n	%
PC games	28	23.8
Technological games	25	21.2
Phone games	24	20.4
Tablet games	23	19.4
Television games	18	15.2
Total	118	100

Table 1, shows the distribution of the research group's opinions on digital games in general. Considering the general opinion of the participants about digital games, 5 themes emerged. It was observed that the participants expressed more than one theme. According to the percentage ranking among these themes, it was observed that computer games (23.8%), technological games (21.2%), phone games (20.4%), tablet games (19.4%), television games (15.2%) were the most prominent.

Table 2. Research group of other social children of built-in digital game how it impacts their development distribution of opinion on.

Themes	N	%
Negatively affects	24	17.3
It prevents communication with the external environment	22	15.9
Emotional development slowed	22	15.9
Is addictive	19	13.7
Leading to violence	16	11.5
Lack of communication	15	10.7
Taking away from life	15	10.7
Affects positively	6	4.3
Total	139	100

Table 2 shows the distribution of the general opinion of the research group about how digital games affect children's social development. The participants how their children's social development impact of digital games as his views on 8 has emerged theme. It was observed that the participants expressed more than one theme. According to the percentile rankings between these themes, adversely affect (17.3%), is blocking communication with the external environment (15.9%), emotional development slowed (15.9%), creating dependency (13.7%), to direct violence (11.5%), Lack of communication (10.7%), distancing it from life (10.7%) and positively affecting it (4.3%) themes came to the fore.

Results and Discussion

When we look at the opinions of the research group about digital games in general, they state that the majority of them are computer games and technological games. Again, the research group of digital games; They stated that there are computer games, technological games and phone games. Besides, parents participating in the research about digital games; They stated that they are tablet and television games. Based on these views, it can be said that when it comes to digital games, people generally come to the fore with computer and phone games. (Erboy and Akar Vural, 2010; Sakin, 2007; İşçibaş, 2011). In their studies, digital games, desktop and laptop games, telephone, etc. They stated that it was a game played with electronic devices.

Considering the general views of the research group on how digital games affect children's social development, eight themes emerged. In general, it is stated that digital games affect children negatively, prevent communication with the external environment and create addiction. In addition, the research group stated that digital games direct children to violence, create a lack of communication and distance them from life. In this sense, it can be said that digital games slow down children's social development and have negative effects on children. Grennfield (1996) found in his study that digital computer games experience deficiencies in the socialization process of children. In addition, Kars (2010) stated in his study that digital games slow down the development of children in many ways.

Conclusion

As a result of the research, mothers see play as a means of entertainment, socialization and education in terms of children's development. In addition, the research group stated that they could not spare time for children due to intense daily working conditions and children tended to digital games. They stated that when digital games are mentioned, they think of computer, telephone and technological games. As a result, mothers stated that digital games affect the development of children negatively and create addiction in children. In addition, it has been concluded that mothers, digital games create a lack of communication in children, keep them away from social life and slow down their social development.

Recommendations

Whether the subject and question distribution of the physical education teacher field exam are adequately met within the framework of teaching profession knowledge on the basis of field should be reviewed should be passed.

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Scientific Ethics Declaration

The author declares that the scientific ethical and legal responsibility of this article published in EPESS journal belongs to the author.

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