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Metaphorical Perceptions of University Students towards the Concept of Digital Game

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Abstract

Significant technological advances have occurred in the last century, and traditional game activities have been replaced by digital games as a result of rapidly increasing urbanization and a lack of playgrounds. The study sought to uncover university students' metaphorical perceptions of the concept of digital game. The study group is made up of 150 volunteer students from Yozgat Bozok University. Data such as "Digital gaming is like..... because..." gathered using a form containing the sentence. The content analysis method was used applied in the data analysis and interpretation. The data in this study were analyzed under the headings of coding and sorting, category development, validity and reliability, and data interpretation, with the content analysis stages taken into account. As a consequence of the grouping created according to the common and similar characteristics of 72 metaphors produced by the students of the faculty of sports sciences for the concept of digital game, they were collected in 5 different categories under the names of "Cognitive Dimension", "Affective Dimension", "Physical Dimension", "Social Dimension" and "Negative Dimension". When university students' metaphors were examined, generally positive descriptions were found. However, it is believed that there are metaphors that should be highlighted in the negative descriptions. There aren't many metaphorical experimental studies on digital games, according to the literature reviews. When the perceptions of the students of the faculty of sports sciences regarding the concept of digital game are examined; It can be said that there are negative effects in terms of social skills and there are gains in terms of cognitive dimension. It is thought that decomposing the study through conceptual dimensions will contribute to the field of sports sciences.

Keywords: Digital Game, Sports Science, Metaphor.

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Üniversite Öğrencilerinin Dijital Oyun Kavramına Yönelik Metaforik Algıları

Öz

Son yüzyılda teknolojik olarak önemli gelişmeler kaydedilmiş ve hızla büyüyen şehirleşme durumu ile oyun alanlarının yetersizliği gibi nedenlerle geleneksel oyun etkinliklerinin yerini dijital oyunlara bırakmıştır. Yapılan araştırmada üniversite öğrencilerinin dijital oyun kavramına yönelik metaforik algılarını ortaya çıkarabilmek amaçlanmıştır. Çalışma grubunu, Yozgat Bozok Üniversitesi'nde öğrenim gören 150 gönüllü öğrenci oluşturmaktadır. Veriler "Dijital Oyun ... gibidir, çünkü ...dır." cümlesini içeren form ile toplanmıştır. Verilerin analiz ve yorumlamasında içerik analizi yöntemi kullanılmıştır. Bu araştırmada veriler, içerik analizi aşamaları dikkate alınarak kodlama ve ayıklama, kategori geliştirme, geçerlik ve güvenirlik, verilerin yorumlanması başlıkları altında analiz edilmiştir. Spor bilimleri fakültesi öğrencilerinin dijital oyun kavramına yönelik ürettiği 72 metafor ortak ve benzer özelliklerine göre oluşturulan gruplama sonucunda "Bilişsel Boyut", "Duyuşsal Boyut", "Fiziksel Boyut", "Sosyal Boyut" ve "Olumsuz Boyut" adı altında 5 farklı kategoride toplanmıştır. Üniversite öğrencilerine ait metaforlar incelendiğinde; genel olarak olumlu betimlemelere ulaşılmıştır. Ancak olumsuz betimlemeler içerisinde ise üzerinde önemle durulması gereken metaforların yer aldığı düşünülmektedir. Yapılan alan yazın incelemelerinde, dijital oyuna yönelik metaforik deneysel çalışmaların çok fazla olmadığı görülmüştür. Spor bilimleri fakültesi öğrencilerinin, dijital oyun kavramına ilişkin algıları incelendiğinde; sosyal beceri yönünden olumsuz etkilerinin olduğu, bilişsel boyut yönünden ise kazanımların söz konusu olduğu söylenebilir. Çalışmanın kavramsal boyutlar yoluyla ayrıştırılmasının spor bilimleri alanına katkı sağlayacağı düşünülmektedir.

Anahtar kelimeler: Dijital Oyun, Spor Bilimleri, Metafor.

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Introduction

The term "university" comes from the Latin word "universus." Community, congregation, "communauté" was used in the Middle Ages in the Western world to mean unity and togetherness. In terms of its historical development, it was used to refer to any institution associated with the middle and upper levels of church teaching. It began to express the parts of educating masters of various degrees of public education at the beginning of the nineteenth century, along with modernity.

Game is an ancient phenomenon that has played an important role in shaping human culture and civilization. So much so that what began as a simple imitation behavior in the early days has evolved into a part of many important life rituals such as belief, war, and art over time. The game's meaning and value have been influenced by civilization and culture. However, changing and developing humanity has also influenced and shaped the game phenomenon. In terms of definition and basic structural features, digital games and traditional games are similar. The differentiation of the games played in terms of area, number of players, game tools, game format, and content are the basic elements (Hazar et al., 2017).

Previously, games were often played in non-closed places (playgrounds, streets, etc.) in interaction with friends, but with the advancement of technology, particularly computers and the internet, it has now begun to be played with people in closed and virtual environments (Horzum, Ayas, and Çakır-Balta, 2008). Almost all games that were previously played in parks, fields, streets, and even coffee shops are now played in homes, offices, internet cafes, and play station halls. Games have also had an impact on our lives, which have become increasingly virtual in many ways (Kaya, 2013).

Whereas computers and the internet make life easier in many ways, they have also grown in popularity as a game and entertainment tool. Because of factors such as technological advancements, urbanization, and a lack of playgrounds, digital games have taken the place of traditional game activities. Young people, in particular, are very interested in these games, which are played by people of all ages, and the amount of time they spend playing games is increasing (Gentile, 2009).

There is a period when young people who closely follow technology are more interested in digital games, and digital games are a popular culture image among young people. It is widely accepted that playing digital games in moderation as part of a healthy lifestyle is normal and that games can even provide benefits such as emotional release and relaxation (Prot et al., 2014). However, if a person's desire to play cannot be controlled and causes a change in feelings, thoughts,

or social life, the presence of a problem or addiction is indicated (Griffiths and Davies, 2005, Ögel 2012, Young, 2009).

The game industry's increasing growth rate, particularly since the 1990s, has resulted in various types of digital games that are rapidly consumed and new versions are released. There are many and varied types of games available today, each tailored to the preferences of the player. Although researchers are divided on how to classify these games, Adams and Rollings (2006) identified seven game types: tactical, puzzle, adventure, action, sports, role-playing, and simulation. Furthermore, there are digital games that can be played offline or online in four different areas such as console, computer, mobile, and arcade game machine in virtual space. Depending on the number of players, these games can be multi-player or single-player (Irmak and Erdoğan, 2015).

According to Phan (2011)'s research, 341 participants between the ages of 18 and 51 preferred tactics (47%), action (39%), and role-playing (39%). It has also been demonstrated that game preferences differ by gender. Women prefer fantasy, non-violent, less competitive, slow-paced, single player and customizable, cartoon-style games, whereas men prefer more exciting, strategic planning, high visual quality, current and real-life, violent and multiplayer online games. It has been reported that they greatly prefer it (Homer et al., 2012). Considering all of these evaluations, it is believed that investigating university students' metaphorical perceptions of the concept of digital game will benefit the field.

Method

The research was designed in a metaphor pattern using the qualitative research method to determine sports science faculty students' perceptions of digital games. The metaphor method is a technique for revealing beliefs about a subject or phenomenon. Metaphors transfer information from one field to another, filter reality, and simply describe it. It can be defined as research in which qualitative data collection methods such as interviews, observation, and document analysis are used, and a qualitative process is followed to reveal perceptions and events in a natural environment in a realistic and holistic way (Yıldırım and Şimşek, 2013). As a result, the metaphor technique was used to determine university students' perceptions within the scope of the study.

Study Group

Purposive sampling method was conducted in the sample selection of the study. Purposive sampling is a sampling technique that is suitable for individuals with certain, limiting and hard-to-reach individual characteristics (Erkuş, 2013). In this respect, the study group of the research

consists of 150 volunteer students selected from 900 students studying at Yozgat Bozok University in the 2021-2022 academic year.

Collection of Data

Metaphors are well known for their ability to be used as a qualitative data collection tool, yielding rich results (Patton, 2014). As a result, data for the study were gathered in 2021. The forms were completed in an average of 20 minutes by the participants. Participants were coded from the first row (C.1) to the last row (C.105). As a result, "Digital gaming is like..... because..." forms have been prepared. After the concept, the participants were asked to explain the reason for the analogies they made within the framework of logic. These forms, which included the participants' analogies and explanations for the concept of "because," served as the research's data source in the form of a document.

Analysis of Data

The collected data were analyzed using the content analysis method. The "coding" method was used to extract meaningful themes from the codes during data analysis. The process of coding (quantifying) what people say and write in response to specific instructions is known as content analysis (Patton, 2014). During this process, expert opinions from within the field were used to determine whether the codes formed a meaningful whole with the themes. As a result, data that were written by listing the metaphors created by the participants one by one, were meaningless or did not form the integrity of the study. Then, the data gathered from the participants were prepared by grouping them as themes, categories and subcategories. The reliability of the study was calculated with the reliability formula (Reliability = Consensus/ (Consensus+ Dissensus) × 100) suggested by Miles and Huberman (1994). The analysis revealed that the reliability rate was 90 %. Direct quotations were made as another method of reliability by including the expressions used by the participants to describe the metaphors.

Findings

The metaphors generated by university students regarding the concept of digital game, as well as the categories formed from these metaphors, are presented in tables in this section. The metaphors generated by the participants within the framework of the predetermined categories were then evaluated by including quotations from the students' statements.

Metaphors generated by university students and collected in five categories were listed separately under each category and tabulated, and direct quotations from students' statements were included in these tables. Table 1 contains examples of physical education students' perspectives on the "Cognitive Dimension" category.

Table 1

"Cognitive Dimension" Category

Metaphor name	**Quotation**
Brain	"It develops people by producing more detailed solutions and creating fictions in their brains." (c.22).
Course	"We receive education." (c. 105).
Project	"You make it and you mess it up and you come back to the beginning point." (c.134).
Book	"It teaches you something. It has depth in it." (c.116), (c.125), (c.144)
Pi	"It has many steps." (c.21).
Space	"There is no limit to what we can do." (c.1).
Another World	"There you are free and whoever you want, you can be alive." (c.60).
Love	"It means something when you understand." (c.54).
Online lesson	"If you enter, you will not understand, if you do not enter, you will fail the class." (c.76).

There are nine metaphors under the "Cognitive Dimension" category. In the discourse of university students, it was emphasized that the sportive digital game is a beneficial activity for the individual in the cognitive dimension category. It is seen that the most frequently used metaphor under this category is the book. The opinions of university students on the "Affective Dimension" category are presented in Table 2.

Table 2

"Affective Dimension" Category

Metaphor name	**Quotation**
Art	"It gives pleasure." (c.5).
Color Scale	"The more right you play, the more fun you will have." (c.8).
Sugar	"It gives flavor. It is very pleasant when we eat, but we start to see its harms later" (c.13), (c.18), (c.115).
Fun Center	"It's comforting" (c.66).
Medicine	"It makes you happy." (c.49), (c.126).
Eagerness	"It gives short-term happiness. (c.72) .
Therapy	"It calms." (c.50).
Dream , Sleep	"It carries from dream to dream." (c.87), (c.59).
Meal	"It makes you happy." (c.89).
Adventure	"It gives excitement and stress." (c.119).
Minty gum	"It refreshes." (c.132).

Sports	“It makes our free time fun, we can't let it go.” (c.52),(148.).
Lemonade	“It cools.” (149).

As seen in Table 2, thirteen different metaphors were grouped under the "Affective Dimension" category. Looking at the expressions of university students, it is seen that the concept of digital game is associated with different emotional associations on the person. It is seen that the most frequently used metaphors under this category are sugar, dream-sleep, and medicine. The opinions of university students regarding the "Physical Dimension" category are indicated in Table 3.

Table 3

“Physical Dimension” Category

Metaphor name	**Quotation**
Water	“We need it. Without it, we cannot live. ” (c.37), (c.48), (c.85), (c.58).
Clay	“It takes shape in the hands of its user.” (c.111).

When the Table 3 is observed, there are two different metaphors under the "Physical Dimension" category. Although university students cannot explain the digital game with literature concepts in terms of psychomotor development features, it is understood that they think that it develops physically beneficial features. It is seen that the most frequently used metaphor under this category is water. The opinions of university students regarding the "Social Dimension" category are given in Table 4.

Table 4

“Social Dimension” Category

Metaphor name	**Quotation**
Seed	“It is addictive.” (c.3), (c.71).
Thief	“Steals time.” (c.9), (c.78), (c.102).
Water	“It takes time away.” (c.11), (c.30), (c.85).
Love	“The more you run, the more you connect.” (c.20).
Cigarette	“It is addictive.” (c.25), (c.35), (c.51), (c.122), (c.124), (c.129), (c.141).
Alcohol	“It is addictive”. (c.29).
Relative	“Even if you want to break up, you can't.” (c.31), (c.56).
Drug	“It is addictive.” (c.37), (c.38), (c.40). (c.42). (c.53), (c.62), (c.108).
Bad Friend	"It's wasting our time." (d.39).
Emptiness	“You can't get out once you're in.” (c.45).
Brother	"Don't know whether to eat it or rub it on." (c.73).
Mother	“Sometimes even if you get offended, you can't let go.” (c.77).
Lover	“It rots the soul of man.” (c.88), (c.150).

Magic	"It binds to itself." (c.91), (c.123).
Friend	"It saves from loneliness."(c.147).
Sports	"It makes our free time fun."(c.148).
Fortune teller	"You do not believe, but you cannot do without it."(c.84).
Music	"It means being isolated from the world and your family, as you continue to play."(c.84),(c.138).

In Table 4 it is monitored that, there are eighteen different metaphors under the "Social Dimension" category. Looking at the statements of university students, it is seen that the concept of digital game evokes different connotations on individuals. When we look at the discourses of university students, it is seen that the most frequently used metaphors are cigarettes and drugs. The opinions of university students regarding the "Negative Situation Dimension" category are given in Table 5.

Table 5

"Negative Dimension" Category

Metaphor name	**Quotation**
Swamp	"Every day it takes you inside more. You can't get rid of it if you press." (c.6), (c.27), (c.118), (c.121), (c.95).
Dessert	"Too much of it is bad." (c.12).
Sea	"There is no end." (c.19).
Gravity	"As you play, you find yourself at the bottom."(c.23).
Medicine	"It also bothers when taken in excess." (c.26).
Love	"It takes you to a ridiculous realm." (c.32).
Ocean	"As you progress, you sink. It is both bottomless and has no end." (c.33), (c.117).
Darkness	"Even if you want to get out, you can't get out as it sinks into the dark." (c.34).
Noise	"It annoys". (c.36).
Virus	"Once you start, you can't quit easily. is difficult to treat." (c.61),(c.86)
Black hole	"The closer we get, the more it absorbs. When you get sucked in, you get lost." (c.63), (c.100).
Hole	"When you fall, you can't get out." (c.65).
Whirlpool	"The more you breathe in, the more you pull away." (c.69).
Horse glasses	"It narrows our horizons." (c.70).
Corona	"It doesn't end." (c.74).
Language I don't know	"It means nothing to me." (c.75).
Waste of time	"There is no use, the harm is too much. It makes you like a robot. We spend hours of our time." (c.96), (c.109), (c.137).
Drugs	"As you play, you will play." (c.103).
Pastry	"It doesn't come off when it sticks." (c.104).
Chewing gum	"You can't get rid of it when it sticks." (c.146).
Salt	"Too much is nauseous." (c.131).
Dough	"It doesn't come off when it sticks." (c.104).
Radiation	"It strains the eyes." (c.110).
Stopped clock	"Time steals away." (c.93).
Bakery products	"It makes you gain weight." (c.43).
Sand watch	"It finishes the time it is in very quickly." (c.64).

Noise	"It gives a headache." (c.36).
Waste of time	"It tires the human mind." (c.14).
Broken minute hand	"It is nothing but a waste of time." (c.83).
Open faucet	"It flows, but it does not help." (c.92).

As can be checked in Table 5, there are thirty different metaphors produced for the concept of sportive digital game under the category of "Negative Situation Dimension". It is seen that university students stated that digital games bring some negative behaviors to the individual. It is seen that the most frequently used metaphor under this category is swamp.

Discussion and Suggestions

Metaphors are associated with a specific theme in this study, which aims to reveal the thoughts of university students on the concept of digital games through metaphors, taking into account the reasons of the participants. Metaphor is defined as figuratively describing a conceptual structure with another conceptual expression. Metaphors gathered for this purpose are thought to be a very powerful tool for discovering and assessing university students' perceptions of the concept of digital games. In the frame of our research, the data were collected in 5 conceptual categories with 72 types of metaphors. According to the results obtained, it was determined that the metaphors they produced regarding the concept of digital game were mostly gathered in the categories of "Negative Situation Dimension", "Social Dimension", "Affective Dimension", "Cognitive Dimension", "Physical Dimension".

When the metaphors that make up the "Cognitive Dimension" category are analysed; It is observed that it is stated as "Brain", "Course", "Project", "Book", "Pi", "Space", "Another world", "Love", "Online lesson". It is seen that the most frequently used metaphor is "Book", "teaching you useful things". With this metaphor, it is clear that the participating university students believe that digital games are beneficial to individuals. The game contributes significantly to the cognitive development of the child by allowing them to freely explore their surroundings, generate solutions to problems they will encounter, make predictions, and establish a cause-effect relationship (Aksoy and Dere-Çiftçi, 2014). The digital game clearly demonstrates both success, physical activity (quickness), and cognitive (intellectual, mental) abilities; it is possible to state that the sportive digital game has a cognitive (intellectual, mental) aspect similar to a project (Yavru, 2019). From this perspective, a digital game is a sport that requires far more cognitive (mental) processes than most sports. Sports psychologists have conducted numerous studies to examine the physical and mental development of athletes. Researchers discovered that male and female students who play interactive video games improve their spatial and direction-finding abilities, their ability to rotate objects in their minds spatially, and their attention in following more than one event, their

performance in dual and attention-demanding tasks, and their motor skills (Murphy, 2009). Furthermore, doctors who play video games for at least three hours per week make 37 % fewer mistakes, make decisions 27 % faster, and make % more accurate decisions (Rosser et al., 2007). Sporting digital games such as football and basketball have been found to improve players' sports skills, knowledge, and ties to sports (Murphy, 2009). According to reports, digital games significantly improve student learning process (Clark et al., 2016). According to reports, digital games can improve skills such as mental and spatial visualization (Gunawardhana and Palaniappan, 2015). According to the data, it is believed that digital games contribute positively to an individual's cognitive development.

When the metaphors that form the "Affective Dimension" category are examined; “Art”, “Color”, “Scale”, “Sugar”, “Medicine”, “Dream , Sleep”, “Meal”, “Adventure”, “Minty gum”, “Fun Center”, “Eagerness”, “Therapy”. It is seen that it consists of concepts such as "mint gum" and "lemonade". It can be mentioned that the digital game evokes different emotional associations on university students. The most frequently used metaphors are “Sugar”, “It gives taste. It is very pleasant when we eat, but we start to see its harms later” “Medicine” makes us happy.” “Dream” means “From dream to dream”. It is seen that "Dear", "We make our free time fun and we can't stop". Taking into account the structural features of the digital game as well as these discourses, it can be stated that participants feel better than they actually are while playing digital games. And the fact that they feel emotions while playing high-level digital games may explain their frequent use of these metaphors. Numerous emotional reactions such as happiness, joy, pain, pity, fear, anxiety, friendship, hatred, desire to succeed, ambition, love, being loved, and independence are learned through play (Pehlivan, 2012). Game is a unique tool for emotion regulation (Fredrickson, 2001). It can also be said that experiencing positive emotions while playing the game is a conscious motivation tool at the beginning of the game (Olson, 2010). Digital games enable people to experience many feelings of success and pleasure that they cannot experience in real life, revealing their talents in a world of unlimited imagination, and this is a very important element that pushes them to digital games. Digital games make people live in a fantasy world. It offers an environment where they can easily and with great pleasure realize their imaginations that they cannot or cannot do in reality. This activates people's emotions and makes them more curious. It gives people the chance to experience the feeling of winning and to dominate the game (Ögel, 2012). Considerations such as virtual socialization in the game, appreciation of achievements in the game, gaining respect, having a good time away from the sense of responsibility, being superior to other players, leading, and doing some behaviors that cannot be done in reality without a doubt play an important role in the virtual environment, rather than the pleasure mechanism. All of these factors contribute to people's interest in digital games. Besides, individuals can see digital games as an escape from

problems, because their minds are constantly busy with the game while playing and they do not have to think about anything else. They gradually lose interest in social and physical activities, and they become alienated from their families and circles of friends. They generally felt inadequate to deal with the problems and events that they encountered and that continually hurt them, so they turned to digital games (Kocadağ, 2017). Clinton Loomis was a professional e-sports player in the past. Danil Ishutin, another professional actor, claims that he became introverted after the death of his father, with whom he was very intimate at a young age, and that he spent most of his day playing computer games to relieve his pain (Co, 2014).

When the metaphors that shape the "Physical Dimension" category are examined; it is monitored that it occurs in the form of “Water” and “Clay”. The most frequently used metaphor is “Water”, “We need it. Without it, we cannot live”. In accordance this metaphor, it is understood that the participating university students think that the digital game develops physically beneficial features, even if they cannot explain it with literature concepts in terms of psychomotor development features in general. As in sports games, digital games also require technique, tactics and strategy. According to some scientists, individuals engaged in e-sports are also considered real athletes. Studies have shown that e-athletes have similar physical efforts, similar stress and excitement levels as real athletes, and activation in similar brain regions during the game. “Results that a marathon runner and an e-sports player have a heart rate of around 160-180 were obtained” (Schütz, 2016). Playing digital games can improve the physical balance of not only the elderly living in the community, but also the elderly living in nursing homes (Zhang and Kaufman, 2016). Cihan and Ilgar (2019) stated that while sports games played on the computer for a long time cause different problems, they provide cognitive, psychomotor and affective gains in individuals as long as they are played in a controlled manner. It is noted that the occurrence of computer games that involve the movement of the player's entire body or body parts will provide an opportunity to develop games for people with motor disabilities (Geurts et al., 2010). Based on these findings, it can be concluded that digital games play an important role in developing psychomotor (physical) skills with university students' metaphorical perceptions, allowing them to apply the techniques, tactics, and strategies they have learned visually and mentally while competing, and that there is little difference between them and other athletes.

When the metaphors that create the "Social Dimension" category are examined; “Seed”, “Thief”, “Water”, “Love”, “Cigarette”, “Alcohol”, “Relative”, “Drug”, “Bad Friend”, “Emptiness”, “Brother”, “Mother”, “Lover”. It is seen that metaphors such as "Fortune Teller" and "Music" are listed. Looking at the expressions of the participating university students, it is seen that the concept of digital game evokes different connotations on individuals. The most frequently used metaphors are “Cigarette”, “It is addictive” “Drugs”, “It is addictive.” concepts such as Participants seem to

associate digital games with addiction. Thus, it can be said that the metaphor of "Addiction" comes to the fore. Expressing it as addiction; reveals that the participating university students have an awareness of this issue. This requires that this issue be given seriousness. The most important point to note is that the participants were able to establish a relationship between addiction and digital play. Various scientific studies have revealed that the behavior of playing digital games in an uncontrolled manner can turn into an addiction in the long run, thus causing serious mental, social and emotional problems for addicted individuals. Situations such as the sudden desire to play games, the inability to control the behavior of playing games, the increase in tolerance that occurs in the time and frequency of playing are a few examples of this (Müller et al., 2014). “Playing games for long hours by constantly being busy with games in the mind and neglecting even the duties and responsibilities of daily life is game addiction” (Hazar et al., 2017). Game addiction is an addiction that negatively affects the daily life and social life of the individual. Therefore, in order to be able to say that a person is a game addict, it is necessary to observe the behavioral changes of the person in daily life and the effects on his social life. Playing games for long periods of time does not imply that a person is a game addict. For example, if a person continues his daily life, fulfills his responsibilities, and maintains positive social relations with his surroundings while neglecting his responsibilities for days, he is not a game addict (Akçayır, 2013). When the concept of digital game is examined in the literature, there is confusion in the social dimension. It is considered to contribute socially, but it causes problems due to the lack of face-to-face interaction.

When the metaphors that make up the category of "Negative Situation Dimension" are examined; “Medicine”, “Darkness”, “Virus”, “Black Hole”, “Pit”, “Vortex”, “Blinkers”, “Corona”, “Time Waste”, “Drugs”, “Radiation”, “Dough” and “Salt”. It is seen that university students stated that sports digital games bring some negative behaviors to the individual. They specify that it is very easy to start the game; they get immersed as they play, and then they become addicted to the game. It is an issue that should be emphasized that the participants are both aware of these negative situations and continue to play the digital game. The most commonly used metaphor is "waste of time," which means "it is useless and extremely harmful." It makes you look like a robot. "We spend hours of our time" metaphor The fact that university students, who state that the most frequently used metaphor under the negative situation category, "waste of time," refer digital games as a waste of time and are aware that they spend hours, shows that participants in digital game addiction certainly prevail the subject.

As a matter of fact, metaphors were used to try to determine university students' thoughts on the concept of digital games. When the metaphors of university students were examined, generally positive descriptions were found. However, it is thought that there are metaphors that need to be emphasized in negative descriptions. According to the literature review, there are not many

metaphorical experimental studies about digital games. It can be said that there are negative effects in terms of social skills and there are gains in terms of cognitive dimension. It is thought that decomposing the study through conceptual dimensions will contribute to the field of sports sciences. The reasons for dealing with negative perceptions towards digital games can be investigated and in-service training can be organized for university students.

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