

Examination of Secondary School Turkish Lesson Textbooks in Terms of Traditional Children's Games

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ABSTRACT

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Keywords: Traditional Children's Game, Turkish Textbook, National Culture, Folklore, Turkish Education.

In this research in qualitative model, it is aimed to examine the secondary school Turkish textbooks prepared within the framework of the Turkish Lesson Curriculum, which was renewed in 2017 and is still in force with various updates, in terms of including traditional children's games. In this context, secondary school Turkish textbooks published by the Ministry of National Education, which have been decided to be taught by the Board of Education since the 2017-2018 academic year, are the study objects of the research. The textbooks mentioned within the scope of the document analysis method were subjected to descriptive analysis separately by three different field experts in terms of including traditional children's games. Since the preferences in determining the contents of traditional children's games are subjective, Miles and Huberman's (2016) reliability formula was used in order to ensure unity among the three researchers and to increase the coding reliability, and the reliability of the research was found to be 0.87 at the end of the calculation. At the end of this process, consensus among researchers was achieved. Based on the findings, it was concluded that the textbooks were insufficient in terms of referring to traditional children's games, the games in the books did not comply with any standards or plans, the traditional games were included in the 5th grade textbooks at most, and very few and sloppy visuals were added. Suggestions for curriculum developers, textbook authors and teachers were presented at the end of the study. It is thought that the data and results obtained from the research will contribute to the researchers working in the fields of folklore and Turkish education in terms of presenting data.

Geleneksel Çocuk Oyunları Açısından Ortaokul Türkçe Ders Kitaplarının İncelenmesi

Makale Bilgileri

ÖZ

Makale Geçmişi

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Anahtar Kelimeler:

Geleneksel Çocuk Oyunu, Türkçe Ders Kitabı, Millî Kültür, Halk Bilimi, Türkçe Eğitimi.

Nitel modeldeki bu araştırma ile 2017 yılında yenilenen ve hâlen çeşitli güncellemelerle yürürlükte olan Türkçe Dersi Öğretim Programı çerçevesinde hazırlanmış ortaokul Türkçe ders kitaplarının geleneksel çocuk oyunlarına yer verme yönüyle incelenmesi amaçlanmaktadır. Bu kapsamda 2017-2018 eğitim-öğretim yılından bu yana okutulmasına Talim ve Terbiye Kurulu Başkanlığınca karar verilen, Millî Eğitim Bakanlığı tarafından yayımlanmış ortaokul Türkçe ders kitapları araştırmanın çalışma nesnelerini oluşturmaktadır. Doküman incelemesi yöntemi kapsamında bahsi geçen ders kitapları, geleneksel çocuk oyunlarına yer verme açısından üç ayrı alan uzmanı tarafından ayrı ayrı betimsel analize tabi tutulmuştur. Geleneksel çocuk oyunları ile ilgili içeriklerin belirlenmesindeki tercihlerin öznellikten dolayı üç araştırmacı arasında birliği sağlamak ve kodlama güvenilirliğini artırmak adına Miles ve Huberman'ın (2016) güvenilirlik formülü kullanılmış olup hesaplamaların sonunda araştırmanın güvenilirliği 0,87 bulunmuştur. Bu sürecin sonunda, araştırmacılar arası görüş birliği sağlanmıştır. Elde edilen bulgulara dayalı olarak ders kitaplarının geleneksel çocuk oyunlarına gönderimde bulunma açısından yetersiz olduğu, kitaplarda geçen oyunların herhangi bir standart veya plana uygun olmadığı, geleneksel oyunlara en fazla 5. sınıf ders kitaplarında yer verildiği, konuyla ilgili çok az ve özensiz görsellerin eklendiği sonuçlarına ulaşılmıştır. Çalışmanın sonunda öğretim programı hazırlayıcıları, ders kitabı yazarları ve öğretmenlere yönelik öneriler sunulmuştur. Araştırmayla elde edilen veri ve varılan sonuçların halk bilimi ve Türkçe eğitimi alanlarında çalışma yapan araştırmacılara veri sunma yönüyle katkı sağlayacağı düşünülmektedir.

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INTRODUCTION

Turkish education is not only the development of language skills of students within the scope of formal education; in addition, it is the process of adopting Turkish culture and strengthening their national feelings and thoughts. In other words, language education is also process of cultural transfer. Thanks to language education, societies continue their existence by transferring their own cultures to future generations. Traditional children's games are among the cultural elements of a society. Therefore, this element should be transferred to students within the framework of language education. Considering that the main material of Turkish lessons is the textbook, as in other lessons, the importance of including traditional children's games in Turkish lesson textbooks is emerging. It has been determined that very few studies have been done examining Turkish lesson textbooks in this respect, and there has not been any study dealing with secondary school level Turkish lesson textbooks yet when the literature is examined. With this research, secondary school Turkish lesson textbooks prepared within the framework of the Turkish Lesson Curriculum, which was renewed in 2017 and still in effect with various updates, are examined in terms of including traditional children's games. It is thought that the data and results obtained from this research will contribute to the lack of knowledge in the field.

“Game” is a word that has very old roots in Turkish cultural history. This word is encountered in the oldest sources like *Divanü Lûgat-it Türk*, *Kutadgu Bilig*, *Volga Bulgarian inscriptions* etc. (Arat, 1988; Atalay, 2021; Bang vd., 2015; Ergin, 2008; Orkun, 1987; Tekin, 1988; Yıldız, 1995). When the Turkish dictionary is examined, it is understood that the word has 10 different meanings. According to Özdemir (2006a), this situation shows the depth of the concept of “game” in Turkish culture. If its connotations are set aside, the game is the name of the fun that develops talent and intelligence in the basic sense in the Turkish Dictionary, has certain rules, and helps to have a good time. Vygotsky (1978) stated that play has an important function in children's language development and many studies on this subject (Furió, et. al., 2013; Gelişli & Yazıcı, 2015; Kızıldere, E., et. al., 2020; Kovačević & Opić, 2014; Soyoo & Jokar, 2014) have also revealed the effect of play on the language development of the child.

When the sources (Azhar & Sutapa, 2018; Aydemir, 2022; Gultom et al., 2022; Novinda & Haryadi, 2020; Sümbüllü & Altınışık, 2016; Tatlı, 2018; Vasileva et al., 2014) are examined, it is seen that the game, which has been a part of the lives of individuals since their early childhood, is divided into two as “modern/digital/technological” and “traditional”. The type of game that will be discussed in this study is traditional children's games.

Many definitions have been made on traditional children's games. According to the definitions made, these games take their rules from customs, reflect the nation's beliefs, traditions and customs, lifestyles and language (Budak et al., 2017; Civarello, 2006); based on interpersonal communication, physicality and creativity (Hazar et al., 2017), satire, intelligence and mobility (Oğuz & Ersoy, 2005); involving excitement, joy and fun (Huizinga, 2006); activities that can positively affect the child's developmental aspects and develop the child's potential (Lestarinigrum, 2017; Petrovska vd., 2013). While these activities with folkloric value enable children to learn about their social universe and to witness the culture of the nation they belong to without realizing it (Parlebass, 1988), they include many social values such as empathy, honesty, cooperation, sharing, being a part of the group, acting together, and these values turn into spontaneous behavior among children (Wijaya & Pujihartati, 2018; Sallabaş, 2020). Traditional children's games, which have a critical role in the development of cognitive, affective and psychomotor skills thanks to the activeness of children during the activity (Charles et al., 2017; Kovačević & Opić, 2014), have a great function in learning social rules, obeying the rules and developing a control mechanism regarding the rules, considering the rules they contain, their practice process and the rule-game relationship (Sallabaş, 2020, 99). These games can be used to develop children language skills through elements such as rhymes or counting-out rhymes, which are the products of folk culture for more than centuries, and by putting the words, music and movement elements in these games to work together, they can develop a sense of harmony and rhythm (Sallabaş,

2020). In addition to these, Sridiwayati et al. (2020) stated that traditional children's games can be used to educate children about taking responsibility, developing and implementing independent action, accepting defeat, completing tasks, competing in a healthy way, being honest and helpful. In their research, they also concluded that traditional games contribute more to children physical movements (83%) compared to social relations (77%). Kacar and Ayaz Alkaya (2022), on the other hand, determined in their research that traditional children's games can be effective in reducing internet use and improving children's social skills. Researchers state that traditional children's games should also be used in educational activities on the strength of their benefits.

According to a study conducted by Yılmaz et al. (2022), traditional games in which children are actively involved predict their value perceptions positively, and it would be a correct approach to direct children to traditional games that will enable them to be active both in and out of school. According to Kacar and Ayaz Alkaya (2022), traditional children's games should be used in school environments in order to protect children's physical, cognitive and psychosocial development and health. Sridiwayati et al. (2020) underlined that parents and educators should provide opportunities for children to play traditional games. In addition to its benefits, the need to popularize traditional children's games in formal education due to the fact that they are being forgotten is another issue that draws attention.

Melianasari and Suparno (2018) also emphasized that children development can be supported in all aspects by including these games in teaching because the cultural values and identity of traditional children's games are being forgotten by children. According to Sallabaş (2020), educational institutions should fulfill their duties in order to prevent the child's cultural, social and linguistic development and to prevent the traditional games from being forgotten in the face of modern technology. Oğuz and Ersoy (2005) pointed out that the fact that modern urban culture does not recognize these traditional children's games causes the forgetting of a great wealth that can be used in all formal and widespread cultural production-consumption areas, from educational institutions to the media and even the toy industry. They later pointed out that such games should be taken under protection in accordance with the "Convention for the Safeguarding of Intangible Cultural Heritage" adopted by UNESCO in 2003. According to them, children should not be shown as individuals who act like adults in television series that portray traditional life, shots should be made showing them in traditional playgrounds and these games should be taught in educational institutions.

Considering that, as Özdemir points out, one-third of a nation's culture is related to children, children's games played in the past have become less and less playable, and children are more oriented towards technological and individual games, the importance of traditional games in cultural transfer will be better understood in establishing their individual identities and national identities and the necessity of including traditional children's games in the Turkish lesson, which aims to ensure that children attach importance to national, spiritual, moral, historical, cultural and social values and to strengthen their national feelings and thoughts, will be better understood.

No research has been found that examines the 5th, 6th, 7th or 8th grade Turkish lesson textbooks since the 2017-2018 academic year, which were decided to be taught by the Board of Education and published by the Ministry of National Education, in terms of the presence of traditional children's games in the search made with the keywords "traditional children's game", "traditional game", "textbook", "geleneksel çocuk oyunu", "geleneksel oyun", "ders kitabı" within the Council of Higher Education Thesis Center, DergiPark Akademik, TR Dizin, WEB of Science and Education Resources Information Center (ERIC) databases. It is seen that the two identified studies examined some of the textbooks taught in the 2016-2017 academic year: In the research conducted by Yıldırım (2022), some of the 3rd, 4th and 5th grade Turkish lesson textbooks taught in the 2016-2017 academic year were examined for the use of games and toys. In the study of Duran and Sezgin Tufan (2017), some of the 1st, 2nd, 3rd and 4th grade Turkish lesson textbooks taught in the 2016-2017 academic year were examined in the context of traditional children's games. With this research, it is aimed to examine the situation of including traditional children's games in the 5th, 6th, 7th and 8th grade Turkish lesson textbooks, which were decided to be taught by the Ministry of National Education within the framework

of the current Turkish Language Curriculum renewed in 2017, updated in 2018 and 2019. Answers are sought for the following questions created for this purpose:

1. What is the status of 5th grade Turkish textbooks in terms of including traditional children's games (written, verbal or visual)?
2. What is the status of 6th grade Turkish textbooks in terms of including traditional children's games (written, verbal or visual)?
3. What is the status of 7th grade Turkish textbooks in terms of including traditional children's games (written, verbal or visual)?
4. What is the status of 8th grade Turkish textbooks in terms of including traditional children's games (written, verbal or visual)?

METHOD

Information is given about the research model, study objects, and the process of collecting and analyzing data in this section.

Research Design

This study, which examines secondary school Turkish lesson textbooks in terms of traditional children's games, is a qualitative study and was conducted with a basic qualitative research design. According to Merriam (2013, p. 23), basic qualitative studies, which can be encountered in all disciplines and fields of application, are probably the most common pattern used in education. In this design, data can be collected through interview, observation or document review.

Examination Objects of the Study

In accordance with the letter of the Ministry of National Education, Directorate General for Basic Education, dated 28.10.2016 and numbered 7451, it was decided to implement the "Primary School (1-4. Grades), Secondary School and Imam Hatip Secondary School (5-8. Grades) Turkish Lesson Curriculum" in 1st and 5th grades as of the 2017-2017 academic year, and at all grade levels as of the 2018-2019 academic year. This Curriculum was updated in 2018 and 2019 and is still in effect. The examination objects of this research consist of secondary school Turkish lesson textbooks prepared within the scope of the said Curriculum and published by the Ministry of National Education, which have been decided to be taught by the Board of Education since the 2017-2018 academic year. In this context, two textbooks taught in 5th, 6th, 7th and 8th grades (Tetik et al., 2016; Ađın Haykır et al., 2018; Ceylan et al., 2018; Ertürk et al., 2021; Akgül et al., 2018; Kır et al. , 2018; Mete et al., 2018; Eseliođlu et al., 2019) were examined.

Research Instruments and Processes

In order to obtain the textbooks, at the first stage, it was determined which publishers' textbooks were used in secondary schools. For this purpose, the issues of the Journal of Announcements published since 2017 by the Board of Education were examined. Among the Turkish lesson textbooks published by the Ministry of National Education, which were deemed appropriate to be read and mentioned in the relevant Journal of Announcements, those included in the Educational Informatics Network (EIN) were accessed.

Data Analysis

Within the scope of the document analysis method, which is defined as "the analysis of materials containing information about the phenomenon or cases to be researched (Yıldırım & Şimşek, 2016, p. 189)", the mentioned textbooks were subjected to descriptive analysis separately by three different field experts in terms of including traditional children's games. Since the preferences in determining the contents on traditional children's games are subjective, Miles and Huberman's (2016) reliability formula [Reliability = Agreement / (Agreement + Disagreement)] was used in order to ensure unity among the three researchers and to increase coding reliability. At the end of the calculation, the reliability of the

research was 0.87. Having a reliability result above 0.80 is sufficient for the reliability of the research (Miles & Huberman, 2016). At the end of this process, consensus among researchers was achieved. The findings are presented with reference to the relevant parts of the books.

Ethical Matters

This article is included in the category of articles that do not require ethical committee approval, since no data were obtained from any living thing during the research process.

FINDINGS

In this section, the findings about Turkish lesson textbooks, which are examined in terms of including traditional children's games, are presented.

The Presence of Traditional Children Plays in Secondary School 5th Grade Turkish Lesson Textbooks

When the Journal of Notifications numbered 2712 and 2719 is examined, it is observed that two different textbooks [Tetik vd. (2016), Ađın Haykır vd. (2018)] belonging to the Ministry of National Education will be taught as of the 2017-2018 academic year. In addition, it has been reported that the 2017 Turkish Language Curriculum (TLC), which entered into force on 17.07.2017 with the Decision dated 19.01.2018, has been abolished as of the 2018-2019 academic year and instead, it has been reported that 2018 TLC, the updated version of the said Program, has been put into practice. Based on this decision, the list of textbooks to be taught in the 2018-2019 academic year has been updated, and only the textbook written by Ađın Haykır et al. (2018) for 5th graders has been included in the list. The aforementioned textbook is still in effect. In this section, the findings about both textbooks, which are examined in terms of including traditional children's games, are presented.

Existence of Traditional children's games in the Turkish Lesson Textbook Written by Tekin et al.

The textbook has a teacher's guide as of the period of its publication. When the guide was examined, it was determined that in the "Oyun Tasarımı (Game Design)" text belonging to the 7th theme titled "Sađlık, Spor ve Oyun (Health, Sports and Play)", the teacher was asked to start the lesson by talking about traditional children's games, and then to read the "Unutulan 10 Geleneksel Oyun (10 Forgotten Traditional Games)" text to the children. Although the phrase "10 traditional games" is mentioned in the title, 5 traditional games are included in the text, respectively: "blind man's buff (kõrebe), tipcat (çelik çomak), leapfrog (birdirbir), istop, jumping rope (ip atlama)". Thus, it is understood that the content is included for the students to recognize the mentioned games or to remember them even if they know.

In the 6th activity based on the same text, it was aimed that the students compare computer games and traditional games and understand the importance of being balanced about both. The following statements that the teacher was asked to express within the scope of the activity are noteworthy in terms of including traditional children's games within the scope of Turkish education: "Make students understand that traditional games are important physically and socially. Guide them to reach the conclusion that they should play computer games in a balanced way that does not interfere with both their health and doing their homework (p. 233)."

6. ETKİNLİK Gerçek Sanal Karşı Karşıya

Bahçede veya oyun alanlarında oynadığınız oyunlarla, bilgisayar oyunlarının özelliklerini yazarak karşılaştırın.

Geleneksel Oyunların Özellikleri	Bilgisayar Oyunlarının Özellikleri
Benzer yönleri	
Farklı yönleri	

Figure 1. An activity to compare traditional children's games and computer games

In the said reading text, one of the elements of traditional children's games, counting rhyme, is also included. In the game "Körebeye (Blind Man's Buff)":

“Türkü söyler döneriz,
Bil bakalım biz kimiz,
Göster bizi körebeye (s. 231)”

and in “İp Atlama (Jumping Rope)”:

“Laleli belkız,
İçeriye gir kız,
İpten çık kız,
Dışarıya çık kız.
Denizde dalga, hoş geldin abla,
Eteğini topla, rahat otur abla,
Etek bluz, İngiliz turist,
Nereden çıktı bu iki kız (s. 232).”

counting rhymes draw attention in this respect.

In the preparation part for the text titled “Komşuluk (Neighborhood)” of the theme titled “Millî Kültürümüz (Our National Culture)” (p. 107), the teacher is asked to write down two different counting rhymes presented to him/her on the papers in the order of speech and distribute them to his/her students so that they can say the correspondence quickly. Afterwards, he/she is asked to warn his students that it will not be pleasant to speak on the counter if there are pauses in the reciprocal transitions (p. 108):

KOMŞU, KOMŞU	KOMŞU KOMŞU HUU
-Komşu, komşu!	Komşu komşu huu...
-Hu, hu!	Sırtındaki ne?
-Oğlun geldi mi?	Arpa
-Geldi	Kaçça sattın?
-Ne getirdi?	Kırka
-İnci, boncuk.	Eve ne aldın?
-Kime, kime?	Hırka
-Sana, bana.	Çocuğa ne aldın?
-Başka kime?	Halka
-Kara kediye	
-Kara kedi nerede?	
-Ağaca çıktı	
-Ağaç nerede?	
-Balta kesti	
-Balta nerede?	
-Suya düştü.	
-Su nerede?	
-İnek içti.	
-İnek nerede?	
-Dağa kaçtı.	
-Dağ nerede?	
-Yandı, bitti kül oldu	
	ANONİM
ANONİM	

Figure 2. Two separate counting rhymes in the instruction for the teacher

Existence of Traditional children's games in the Turkish Lesson Textbook Written by Ađın Haykır et al.

The following expressions in the text titled "Oyuncak (Toy)" in the 1st theme of the book explain the game of "aşık atma" game; refers to "askercilik (soldiering game)", "leapfrog (birdirbir)", "jackstones (beştaş)", "puss-in-the corner (köşe kapmaca)" and "leapfrog (uzuneşek)" games:

(...) Aşık oynardım. Hani şu koyunların bacaklarından çıkan kemik var ya, işte onunla. Aşığı kırmızı, çıkmaz boyaya boyardım. Şişkin yanına "tek", içeri göçük yanına "aç", bir fasulye kesitini andıran yanına "bey", düzce olan yanına "eşek" derdik. Elimize alıp havada döndürerek yere atardık aşıkları. Ustalık "bey" yanını üste gelecek biçimde, aşığı yere oturtabilmekteydi. Sonra tahtadan kılıçlar, söğüt dalından atlar yapıp askercilik oynardık. Şarkılar söyleyerek "Girit bizim canımız, feda olsun kanımız." diyerekten. Birdirbir oynardık, beştaş oynardık, köşe kapmaca oynardık, uzuneşek oynardık (s. 11).

With the following sentence on the 12th page of the book, the "aşık atma" game is defined and a visual about this game is included (Figure 3):

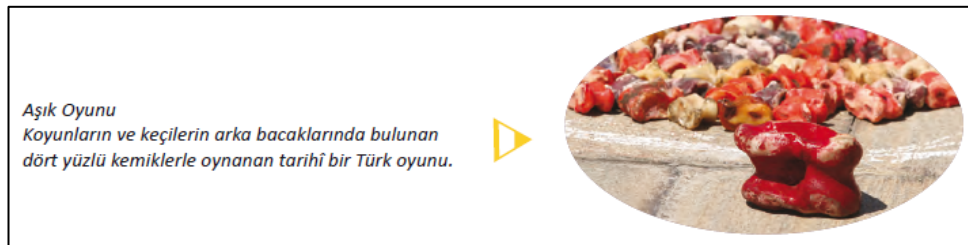


Figure 3. Description of "aşık atma" game

It has been referred to traditional children's games through the directive on page 15: "Learn from the adults in your family or around you about a game they played in their childhood."

The following expressions in the poem "Childhood" belonging to the same theme refer to traditional

children's games such as "kiting (uçurtma uçurma)", "mig (zıpızıp)" and "hoop rolling (çember döndürme)":

(...) Uçurtmam bulutlardan yüce,
Zıpızılarım pırıl pırıldır.
Ne güzel dönüyor çemberim (...) (s. 16)"

The following question in the Preparatory Studies section of the text titled "Ben Bir Çınar Ağacıyım (I Am a Sycamore Tree)" on page 20 also refers to traditional children's games: "Which traditional children's games do you know and play (p. 20)?"

In addition, the names of the games "hide and seek (saklambaç)", "blind man's buff (körebe)", "dodgeball (yakan top)", "tipcat (çelik çomak)", "handkerchief snatching (mendil kapmaca)" are mentioned in a story text entry in activity 12 (p. 29) related to this text (Figure 4):

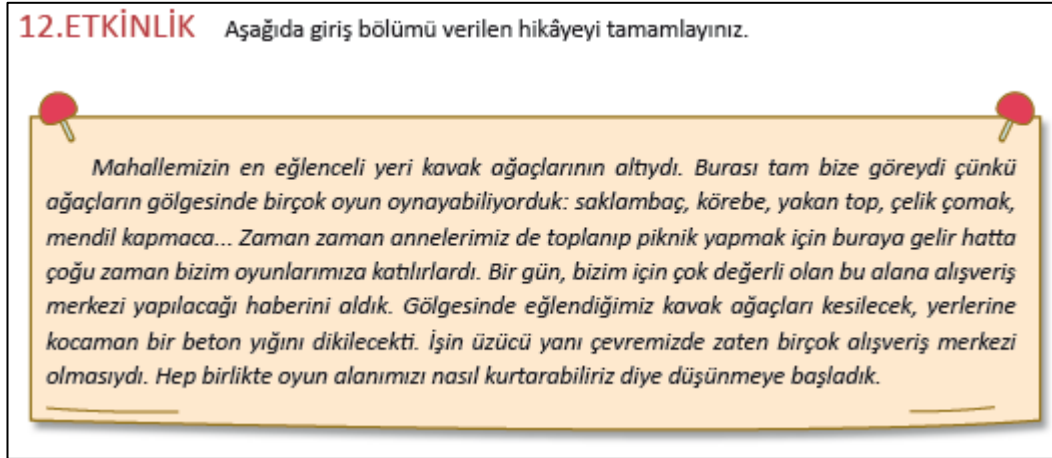


Figure 4. The 12th activity in which the names of the games "hide and seek (saklambaç)", "blind man's buff (körebe)", "dodgeball (yakan top)", "tipcat (çelik çomak)", "handkerchief snatching (mendil kapmaca)" are mentioned.

No other content has been identified in the book in terms of traditional children's games.

The Presence of Traditional Children Plays in Secondary School 6th Grade Turkish Lesson Textbooks

Findings and comments about the traditional children's games in textbooks of Ceylan et al. (2018), which has been deemed appropriate to be taught for 6th grades from the 2018-2019 academic year in the 2729, 2736, 2747, 2759 and 2770 issues of the Announcements Journal and of the textbook written by Ertürk et al. (2021), which has been taught since the 2020-2021 academic year, according to numbers 2747, 2759 and 2770 are presented.

Existence of Traditional children's games in the Turkish Lesson Textbook Written by Ceylan et al.

In the 5th activity (p. 176) of the text of the poem titled "Anatolia" of the theme of "Our National Culture", traditional children's games "handkerchief snatching (mendil kapmaca)" and "Chinese whispers (kulaktan kulağa)" were explained, two illustrations (illustration) were included to represent these games, then, the students were asked to choose one of the traditional children's games, tell them to their friends in class, and play a favorite game together.

5. Etkinlik A) Aşağıda tanıtılan geleneksel oyunlarımızı inceleyiniz.

Mendil Kapmaca
İki gruba ayrılarak oynanır. Gruplar tek sıra hâlinde karşı karşıya gelirler. Oyun yöneticisinin elinde tuttuğu mendil, her gruptan gelen birer oyuncunun "Başla!" komutundan sonra mendilli kapmasıyla oyuncunun çevresinden dolanarak mendilli oyunun yöneticisine getirir. Bu oyun, mendilli ilk kapan oyuncuya ikinci kez sıra gelene kadar devam eder. Sırası önce gelen grup, oyunu kazanmış olur.

Kulaktan Kulağa
Oyuna katılacak bütün oyuncuların yan yana oturmaları gerekmektedir. Sıranın ucunda oturan oyuncu, yanındaki arkadaşının kulağına herhangi bir cümle fısıldar. Bu oyuncu da duyduğu cümleyi diğer yanındaki arkadaşının kulağına tekrar eder. Bu, böylece sıranın sonuna kadar gider. Sıranın sonundaki oyuncu duyduklarını yüksek sesle tekrarlar. Daha sonra ilk oyuncu oyunun başında söylediklerini yeniden ama bu kez yüksek sesle söyledikten sonra son oyuncuya ulaşana kadar sözün ne kadar değiştiği ortaya çıkar.

Selçuk YILDIRIM

B) Siz de geleneksel oyunlarımızdan birini arkadaşlarınıza tanıttınız. Sınıfta tanıtılan oyunlardan beğendiğiniz birini sınıfta arkadaşlarınızla oynadınız.

Figure 5. 5th activity referring to traditional children's games

No other content has been identified in the book in terms of traditional children's games.

Existence of Traditional children's games in the Turkish Lesson Textbook Written by Ertürk et al.

In the "Preparation for the Next Lesson" section of the book, which is completed when the listening/watching text of the "Millî Mücadele ve Atatürk (National Struggle and Atatürk)" theme is completed, students are asked to get information about the games their elders played when they were little. Thus, students are provided to encounter traditional children's games. After that, under the 'Preparatory Studies' title of the first text titled "Çocukluk (Childhood)", which is included as soon as the "Çocuk Dünyası (Children's World)" theme is passed, the elders of the students are asked to briefly describe one of the games they have learned before through their elders.

The following expressions encountered in the text of the poem titled "Çocukluk (Childhood)" refer to the game of hide and seek, but the name of hide and seek is not directly mentioned here:

"Ne oldu çocukluğum?
Köşelerinde nefes nefes koştuğum
Odalar?
Ortalarında tahta at koşturduğum
Geniş sofalar?
Sofalarda gizli köşelerim, gizli yerlerim (s. 70)?"

There is no other content in the book in terms of traditional children's games.

The Presence of Traditional Children Plays in Secondary School 7th Grade Turkish Lesson Textbooks

The findings and interpretations regarding the use of traditional children's games in the textbooks prepared by Akgül et al. (2018) and Kır et al. (2018), which have been deemed appropriate for 7th grade students as of the 2018-2019 academic year in the issues 2729, 2736, 2747, 2759 and 2770 Announcements Journal, are presented.

Existence of Traditional children's games in the Turkish Lesson Textbook Written by Akgül et al.

The sentence "Bugün dışarıda oyun oynayalım (Let's play five stones outside today).", which is included in a grammar activity in the text of the 1st theme called My Brother, refers to the "jackstones

(beştaş)”, which is considered among the traditional children's games, but no explanation has been given about this game in question.

Cümleler	HABER KİPLERİ					DİLEK-ŞART KİPLERİ				
	Görülen geçmiş zaman	Öğrenilen geçmiş zaman	Şimdiki zaman	Gelecek zaman	Geniş zaman	Gereklilik kipi	İstek kipi	Dilek-Şart kipi	Emir kipi	
Ödevlerimi özenerek ve zamanında yapmalıyım.						✓				
Cephede yaralı bir askere rastladı.										
Öğrenciler dersi can kulağı ile dinliyor.										
Köyüne uzun yıllardır kendi başına gitmemiş.										
Odanı toplarsan birlikte sinemaya gideriz.										
Buraları dikkatli ve güzelce temizle.										
Bugün dışarıda beştaş oynayalım.										
Türkçe sınavları haftaya açıklanacak.										
Keşke sinemaya seninle gitsem.										

Figure 6. Activity sentence referring to the “jackstones (beştaş)” game

There is no other content in the book in terms of traditional children's games.

Existence of Traditional children's games in the Turkish Lesson Textbook Written by Kır et al.

The following sentence encountered in the information paragraph in the 6th activity of the text titled “Atatürk’ü Gördüm Düşümde (I Saw Atatürk in My Dream)” of the theme of “Millî Mücadele ve Atatürk (National Struggle and Atatürk)”, lists the names of traditional children's games such as “dodgeball (yakan top)”, “playing house (evcilik)”, “blind man's buff (körebe)” ve “hide and seek (saklambaç)”:

6.Etkinlik Aşağıdaki paragraflarda kullanılan düşünceyi geliştirme yollarını bularak altlarındaki boşluklara yazınız.

Benzetme **Karşılaştırma** **Tanımlama**

Oyun kavramının tarihi çok eskilere dayanmaktadır. Bundan yüzyıllar önce var olan oyun ve oyuncak, varlığını geliştirerek ve değişerek günümüze kadar sürdürmüştür. Eskiden çocuklar için oyun; mahalle aralarında oynanan yakan top, evcilik, körebe, saklambaç gibi eğlenceli aktivitelerdi. Şimdilerde ise değişen yaşam koşulları sebebiyle sokaklarında oyunlar oynanan mahalle kavramı yerini bilgisayar ve internet oyunlarına bırakmıştır.

Düşünceyi Geliştirme Yolu:




Figure 7. Activity sentence referring to the “dodgeball (yakan top)”, “playing house (evcilik)”, “blind man's buff (körebe)” and “hide and seek (saklambaç)”

However, it can be stated that the image positioned to the right of the text does not represent any of the above games.

In the 5th activity (p. 128) related to the listening/watching text of the “Erdemler (Virtues)” theme titled “Akıllı Çocuk (Smart Son)”, the students are asked to form groups with the guidance of their teachers and to have a rhyme fight with their groupmates based on the rhymes they have compiled. Since rhymes are an element of traditional children's games like counting rhymes, this instruction is data that can be associated with the games in question.

No other content has been identified in the book in terms of traditional children's games.

The Presence of Traditional Children Plays in Secondary School 8th Grade Turkish Lesson Textbooks

According to the Announcements Journal numbered 2729, a Turkish lesson textbook prepared by Mete

et al. (2018) was used for 8th graders in the 2018-2019 academic year. According to the numbers 2736, 2747, 2759 and 2770, the Turkish lesson textbook written by Eselioğlu (2019) has been used since the 2019-2020 academic year. In this section, the findings and comments regarding the traditional children's games in these two books are presented.

Existence of Traditional children's games in the Turkish Lesson Textbook Written by Mete et al.

There is no content related to traditional children's games in the textbook written by Mete et al. and determined to be taught only in the 2018-2019 academic year.

Existence of Traditional children's games in the Turkish Lesson Textbook Written by Eselioğlu et al.

In the following statements in one of the end-of-theme evaluation questions of the textbook (p. 113), which has been taught since the 2019-2020 academic year, "hopscotch (seksek)" and "snail hopscotch (salyangoz seksek)", which are traditional children's games, are referred to, and a brief explanation about "snail hopscotch (salyangoz seksek)" is presented.

5. Seksek çoğunuzun bildiği eğlenceli bir oyun. Salyangoz seksek de sekseğe benziyor ancak kuralları seksekte biraz farklı. Salyangoz seksek oynamak için önce salyangozun sarmal kabuğuna benzeyen bir oyun alanı çizmeniz gerekiyor.

Yukarıdaki paragrafta düşünceyi geliştirme yollarından hangisi kullanılmıştır?

.....

Figure 8. Activity sentence referring to the "hopscotch (seksek)" and "snail hopscotch (salyangoz seksek)"

Detailed information about "hide and seek (saklambaç)" is provided in a paragraph (p. 134) in the 4th activity of the text titled "Dilimiz Kuşatma Altında (Our Language is Under Siege)" under the theme of "Bilim ve Toplum (Science and Society)":

Saklambaç, en az iki kişiyle oynanır. Öncelikle bir ebe belirlenir. Ebe, duvara yasladığı ön kolu üzerine yüzünü ve gözünü kapatarak önceden belirlenen bir sayıya kadar sayar. Saymaya başladığında da diğer oyuncular saklanır. Ebe saymayı bitirince "Önüm, arkam, sağım, solum sobe; saklanmayan ebe!" diye bağırır ve diğer oyuncuları bulmaya çalışır. Diğer oyuncular ise ebeğin korunaksız bıraktığı ebe duvarına "Sobe!" diye bağırarak dokunmaya çalışır.

.....

Figure 9. Activity sentence explaining the "hide and seek (saklambaç)" game

No other content has been identified in the book in terms of traditional children's games.

DISCUSSION, CONCLUSION, RECOMMENDATIONS

The results of this study, which examines the secondary school Turkish lesson textbooks prepared in accordance with the current Turkish Language Curriculum, which was renewed in 2017 and updated in 2018 and 2019, in terms of including traditional children's games, are presented in this section by discussing within the scope of relevant studies.

When the 5th grade books prepared by Tetik et al. (2016) and Ağin Haykır et al. (2018) were examined, it was seen that the textbook prepared by Ağin Haykır et al. contained more content related to traditional children's games. The number of traditional children's games included in the textbook written by Tetik et al. was less in number (5 games) compared to the other textbook, but the features of each of these games and the way of playing were explained. In the textbook of Ağin Haykır et al., only the game of aşık atma was explained, and the names of the other games (13 games) were either mentioned or implied. Considering the parts referenced to the games, it was determined that the names and descriptions of the games in the textbook of Tetik et al. were included in a non-text part (a reading text that the teacher was asked to read). In the textbook by Ağin Haykır et al., it was determined that 1 game name and its description and 5 game names were mentioned in the text, 6 game names were included in the non-text parts (activity). In addition, 3 games were mentioned indirectly (implying without mentioning their names) in a text. It is also seen that in the non-text sections of both books (preparatory studies, activity, preparation for the next lesson)

traditional children's games are referred to through questions or instructions (Tetik et al. 1, Ađın Haykır et al. 2 sections). The fact that traditional children's games are referred to in non-textual parts in general coincides with the results reached by Yıldırım (2022), but the findings of this research do not coincide with his finding that no game name or game term about traditional games is mentioned anywhere in Tetik et al.'s book. It should also be noted that the presentation of rhymes and counting rhymes in two non-text parts of the book prepared by Tetik et al. (preparatory studies) is a positive case regarding traditional children's games.

It is seen that the content about traditional children's games in the 6th grade Turkish lesson textbooks is quite less compared to 5th grade textbooks. It can be stated that the textbook written by Ceylan et al. directly includes the names and playing of the "handkerchief snatching (mendil kapmaca)" and "Chinese whispers (kulaktan kulađa)" games, which is more positive in terms of making direct reference to traditional children's games compared to the book prepared by Ertürk et al. In addition, students are asked to get information about traditional children's games from their elders in both books, leaving the information they will reach about the games in question to chance. Considering the existence of hundreds of games, it can be commented that traditional games that students can learn will not meet any standard and may be limited, based on the content of the two books aforementioned. On the contrary, Ceylan et al.'s textbook explains "handkerchief snatching (mendil kapmaca)" and "Chinese whispers (kulaktan kulađa)" and then asking students to choose one of the other traditional children's games, tell them in the classroom and perform a game they like together, which is a positive situation in terms of traditional children's game education, which is not encountered in other textbooks examined. However, considering the existence of hundreds of traditional children's games determined by academic studies (Ođuz, 2005; Özdemir, 2006b), only 4 different games are mentioned in the two books, moreover, the description of the features and gameplay of only two of these games stands out as a deficiency.

If the two textbooks at the 7th grade were examined, in the book written by Akgül et al., it is thought that using the word "jackstones (beştaş)" only in a sentence in a grammar activity is a negative situation in terms of introducing or reminding traditional children's games which is one of the cultural codes and has importance in the transfer of culture (Budak vd., 2017; Civarello, 2006; Melianasari & Suparno, 2018; Özdemir, 2006a; Parlebass, 1988). In Kır et al.'s book, it can be stated that mentioning the names of a few traditional children's games in an activity text and asking students to find rhymes and make rhymes based on them within the scope of another activity is a deficiency in the same respect. Considering the existence of hundreds of traditional children's games determined by academic studies (Ođuz, 2005; Özdemir, 2006b), it can be commented that more space should be devoted to these games in both textbooks.

The 8th grade textbooks make little reference to traditional children's games. It is thought that it is a significant deficiency that there is no reference to traditional children's games, especially in the textbook prepared by Mete et al. In the textbook written by Eseliođlu et al., no reference was made to traditional children's games at the level of reading or listening text, only a few of these games were referred to in the end-theme question or activity. As mentioned in the textbooks for the 5th, 6th and 7th grades, traditional children's games were not included enough at the 8th grade level, considering the existence of hundreds of these games.

When examined according to grade level, it is revealed that traditional children's games are mostly included in 5th grade Turkish lesson textbooks. It has been determined that this number has decreased significantly in the books belonging to the next grade levels, and the content about traditional children's games is almost non-existent, especially when it comes to the 8th grade (Figure 10). At first glance, it may seem expected that as children's grade levels and ages increase, less traditional children's games are included in textbooks. However, it is thought-provoking that there is a significant decrease in the number of such games included in the transition from 5th to 6th grade. In addition, considering Piaget's stages of cognitive development, the 5th-8th grades are in formal operational stage. It can be stated that there are numerous traditional children's games suitable for the level of grade students and these can be included more in

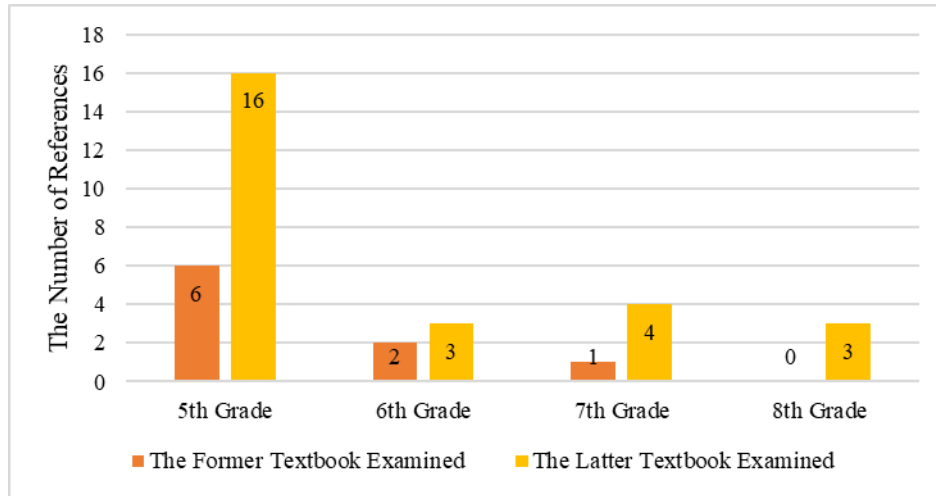


Figure 10. The number of references to traditional children's games in the examined textbooks

In addition, the number of references to traditional children's games by the textbooks at the same grade level and the referenced content differ among themselves. The most obvious example of this is the fact that while the content related to traditional children's games was included 10 times in one of the 5th grade textbooks, this number was 16 in the book belonging to other authors, and the game names and descriptions differed between these books. This situation, which has been revealed, means that the information that students who study at the same grade level but who take Turkish lessons with books by different authors will learn about traditional children's games will also differ. This case coincides with the results of Yıldırım's (2022) study in which he examined 3rd, 4th and 5th grade Turkish lesson textbooks in terms of traditional children's games and Duran & Sezgin Tufan's (2017) study in which they examined primary school textbooks within the scope of game and toys. It was also emphasized by them that games, toys and traditional games were not included in a certain plan and sufficiently in the textbooks.

When all the books are taken into account, it is seen that "hide and seek (saklambaç)" is the most frequently referred traditional children's game. This situation coincides with the study data showing that hide and seek is one of the most played games among children (Bahçekapılı, et al., 2022; Gülen and Barış, 2022; Wahyuni et al., 2019; Zaim-de-Melo et al., 2020). This game takes place in the textbooks of all grade levels, but in one of the two books of each grade (Table 5). For example, at the 7th grade level, one of the students who teach with different textbooks belonging to the Ministry of National Education will encounter the game of hide and seek (saklambaç), while the other will not. A similar situation is also observed in the game of "jackstones (beştaş)", which is the most referred after hide and seek (saklambaç). Students who study with the book prepared by Tetik et al. in the 5th grade will not encounter this game, which takes place in a total of 3 places, one of the 5th grade textbooks (the book belonging to Ağin Haykır et al.) and two of the 6th grade textbooks. It is thought that this situation, which is seen at the same grade levels, should be corrected in terms of establishing an unity among traditional children's games that children will encounter.

Table 1. Traditional children's games identified in all of the textbooks examined

Game	Tetik et al.			Game	Ağin Haykır et al.		
	Be Mentioned	Be Implied	Gameplay Explained		Be Mentioned	Be Implied	Gameplay Explained
Blind man's buff (körebe)	•	-	•	Blind man's buff (körebe)	•	-	-
Tipcat (çelik çomak)	•	-	•	Tipcat (çelik çomak)	•	-	-
Leapfrog (birdirbir)	•	-	•	Leapfrog (birdirbir)	•	-	-
İstöp	•	-	•	Aşık atma	•	-	•
İp Atlama	•	-	•	Soldiering game (askercilik)	•	-	-
				Jackstones (beştaş)	•	-	-
				Puss-in-the corner (köşe kapmaca)	•	-	-
				Leapfrog (uzuneşek)	•	-	-

Ceylan et al.				Ertürk et al.			
Game	Be Mentioned	Be Implied	Gameplay Explained	Game	Be Mentioned	Be Implied	Gameplay Explained
				Kiting (uçurma uçurma)	-	•	-
				Mig (zıp-zıp)	-	•	-
				Hoop rolling (çember döndürme)	-	•	-
				Hide and seek (saklambaç)	•	-	-
				Dodgeball (yakan top)	•	-	-
				Handkerchief snatching (mendil kapmaca)	•	-	-
				Handkerchief snatching (mendil kapmaca)	•	-	-
				Hide and seek (saklambaç)	-	•	-
				Jackstones (beştaş)	•	-	-
				Jackstones (beştaş)	•	-	-
Akgül vd.				Kır vd.			
Game	Be Mentioned	Be Implied	Gameplay Explained	Game	Be Mentioned	Be Implied	Gameplay Explained
				Dodgeball (yakan top)	•	-	-
				Playing house (evcilik)	•	-	-
				Blind man's buff (körebe)	•	-	-
				Hide and seek (saklambaç)	•	-	-
Mete vd.				Eselioğlu vd.			
Game	Be Mentioned	Be Implied	Gameplay Explained	Game	Be Mentioned	Be Implied	Gameplay Explained
-	-	-	-	Hopscotch (seksek)	•	-	-
				Snail hopscotch (seksek)	•	-	•
				Hide and seek (saklambaç)	•	-	•

In the textbooks examined, very little content was encountered about the rhymes and counting rhymes in traditional children's games. In the books of Tetik et al. for 5th graders, 2 rhymes and 2 counting rhymes were included. In Kır et al.'s books for 7th grade, the students who were divided into groups were asked to compile rhymes and to have rhyme fights among themselves using them. In other textbooks, no data could be found on this subject. However, it was stated by Sallabaş (2020) that rhymes and counting rhymes are the products of hundreds of years of folk culture and that they can be used in language education (especially listening and speaking education) and children's sense of rhythm and harmony can be developed by using words, music and movement elements together. This result in terms of rhymes and counting rhymes seems to be parallel to the results of Yıldırım's (2022) study (except for the conclusion reached in the textbook of Tetik et al.). He stated that hymes and counting rhymes were not included in the 3rd, 4th and 5th grade Turkish lesson textbooks that he examined in terms of traditional children's games. The thesis of the researcher that there was no rhyme or counting rhyme in the textbook written by Tetik et al. does not coincide with the findings of this research. Because, according to the findings of this research, two rhymes and counting rhymes each were detected in the mentioned textbook, but the fact that rhyme or counting rhyme was determined in only two books among the examined books is considered as a remarkable deficiency.

Finally, it would be appropriate to emphasize that there are few images in the textbooks that refer to traditional children's games. However, visuals are coding systems that are highly functional in supporting the written message. Studies on literacy pedagogy (Macken-Horarik, 2004; New London Group, 1996; Salbego et al., 2005; Unsworth, 2013) emphasize the importance and necessity of visuals. It was determined that a total of 4 visuals were used in the examined textbooks, and one of these visuals did not represent any of the traditional children's games mentioned in the text. It can be stated that this situation regarding the visuals is consistent with the findings of Yıldırım (2022), who emphasized the carelessness of the visuals in the textbooks he examined.

Based on these results, the following recommendations can be listed:

- The importance given to traditional children's games, one of the important elements of national

culture, within the scope of Turkish lessons should be increased.

- Arrangements should be made in the Turkish Language Curriculum to include more traditional children's games in the textbooks.

- The studies that revealed the existing traditional children's games should be examined, and then the placement of the games in the textbooks should be put into a system in the light of these studies. Differences in terms of both quantity and quality, which are observed even among books at the same grade level, in reference to traditional children's games should be eliminated.

- Rhymes and counting rhymes, which are a part of traditional children's game and have an important place in the development of language skills, should be given more place in Turkish lesson textbooks.

- Turkish teachers should create their students opportunities to play traditional children's games for their development in all aspects in educational activities. They should develop their sense of rhythm and harmony by enabling them to use the words, music and movement elements in these games together.

- Considering that students frequently encounter visual messages in their daily lives, textbooks should include a large number of quality visuals that support the text.

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