

CHILDREN AND PLAY

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ABSTRACT

It is aimed to give information about the child and play in this article by compiling the literature. In the article has been mentioned about play areas, the effects of play on children according to age groups, play and development and computer game dependency. As a result; the game is very important for the child, and nowadays the variety of games is increasing with technology.

Keywords: children, play, development

INTRODUCTION

Game; In the Turkish dictionary prepared by the Turkish Language Institute, talent and intelligence are described as a developer, having certain rules and having good time (<http://tdk.gov.tr/02/12/2015>). Also, in another definition, the game is expressed as a means to understanding of children others, to coping with their problems, to learn new information about the surroundings, and communicate and socialize and as a means to getting skills for the future (Atay, 2011). Generally; the game is an effective learning process that is based on the development of the physical, cognitive, social and emotional aspects, with or without a goal, involving the child at will, with or without rules (Ünal, 2009).

When children start to play a game there is no beginning of the game, so they do not see how the game is created (Öğretir, 2008). In the life of child, the game has importance as feeding and breathing. Children always play the game with pleasure and willingness. As the game is the most natural learning environment for the child, the perception becomes stronger, the talents and the skills increase as children play. In addition, the game recognizes the world in which the child lives, creating the most appropriate language for emotions such as love, jealousy, happiness, internal conflicts, fears, dreams, and thoughts (Atay, 2011).

The game is also an important factor contributing to the social and cultural development of the child as well as the personality development (Gökşen, 2014). It is one of the most important nutritious elements especially in pre-school period (Koçyiğit et al., 2007). The game has an impact on children's intellectual development, sensorimotor development, socialization, creativity, self-awareness and therapeutic value (Hesselgrave, 2009). For this reason, it is aimed to give information about the child and play in this article by compiling the literature.

GAME AREAS

Playgrounds help the child develop both emotional and cognitive as well as social skills. In addition to physical development in children playing in playgrounds, it also enhances the child's self-confidence by enabling language, communication, high brain functions and social skills to develop (Ünal, 2009). In our country, a large number of children's gardens are formed together with urbanization. Children's gardens create a green space environment as well as creating basic play areas for both children and cities (Yılmaz and Bulut, 2003).

In the construction of playgrounds; planting, floor coatings, reliability of the gaming equipment used should be taken into consideration, and the play area should be planned appropriately for children and attention to design principles (Ünal, 2009).

A well-used and well-designed playground creates positive emotional development for children. Playgrounds contribute to the development of young children towards exploring new play methods and taking risks. Children's playgrounds should be places where all children can easily reach and offer different play opportunities. Safety, comfort and ease of maintenance should be considered in children's play areas and material selection should be emphasized (<http://www.planlama.org/02/12/2015>).

EFFECTS ON CHILDREN ACCORDING TO THE AGE GROUPS

According to the age groups, the effects on the the child of the game can be evaluated in 5 steps as stand alone play, audience behavior, parallel play, together play and cooperative game.

Stand Alone Game (0-2 years)

During this age, the children play games on their own and choose toys, while not being affected by the children and adults around them (Atay, 2011). The most precious toy of a newborn baby is his own body. When the child starts to sit, the environment expands. He tries to holding the objects he can reach and attain. Children not play together with over the age of 1, but they watch the play for a short time or play with them, they do not communicate much with their surroundings. Because; their body, muscles and language skills are both undeveloped and immature (Yalçınkaya, 1993).

Audience Behavior (2-2.5 years)

In this period, the child watches other children's games for a long time, occupies himself with them, does not participate in games but can ask some questions about games and can say his own ideas (Atay, 2011).

Play Parallel (2,5-3 years)

This is a game period the children play in the same environment as other children but independently of each other. Children who are in this period continue to play independently of each other and without being influenced by their surroundings (Akinbay, 2014). In this period there is no interaction or communication between children but they enjoy playing side by side in the same environment (Atay, 2011).

Play Together (3-4 years)

In this period, the children influence each other and play together. In the same game they can share their items for a short time (Atay, 2011).

Collaborative game (4 years and over)

The games which are the children play have a waste purpose. Children with leadership skills start to show themselves. While there is a strong social interaction among children, co-operative games may not be observed in some children (Atay, 2011). But; collaborative play includes social life behaviors and prepares the child for the adult world (Sevinç, 2004).

GAME AND DEVELOPMENT

Play and development in children is assessable as cognitive, emotional, social and movement development.

Cognitive Development

Children begin to learn when they interact with objects (Atay, 2011). When using a child language, it must be able to understand both the discourse of the opposite and express itself. Children aged 3-4 begin to use skills to communicate their language needs and feelings, to ask questions, to think, to represent their experiences (Sevinç, 2004). If a child is playing by himself, he usually talks to the player, shares the drama and expresses the appropriate role in this role because he has a role in the player (Koçyiğit et al., 2007). The game improves children's creative thinking and supports decision-making skills (Atay, 2011).

Emotional and Social Development

Social development can be defined as a process starting with birth, continuing for life, and providing the collective harmony that the individual has by establishing good relations with other individuals (Koçyiğit et al., 2007). The child explores the game, discover, learn and establish relationships with one another come together with peers (Sevinç, 2004).

The child's feelings develop with the game (Koçyiğit et al, 2007). Social communication in the gaming environment creates an important experience for children to control their negative emotions because they use both positive and negative emotions in children's games (Atay, 2011).

The emotional direction of the game also affects family behavior. She reflects many emotional attitudes and behaviors she sees from a child's family into the play environment (Koçyiğit et al., 2007).

Movement Development

The child, who makes all kinds of movements in a natural way, learns on the one hand and learns with his muscles on the other. In the development of basic mobility skills, the opportunities given to children and mobility training play an important role in the game (Yalçınkaya and Çağlak, 1998).

Through the game, children can control their body movements and use them in a coherent way, which promotes muscle growth (Atay, 2011).

COMPUTER GAMES ADDICTION

In recent years, the use of console games, computer games and digital games has increased in the virtual environment among children and young people (Akçay and Özcebe, 2012). Today, it is observed that the use of computer and computer games has become a sector that is getting bigger every day (Horzum et al., 2008).

It is a fact that the computer contributes greatly to hand-eye coordination, attention concentration, problem solving skills especially in children ages 0-6 who are the fastest and most important years of child development and it is also fact that the computer games reinforces the information which is took during the training period in the child's daily life. However, violent computer games play a role in aggressive behaviors in children and adolescents, and also cause psychosocial problems such as obesity, visual and musculoskeletal physiological problems and social development problems and internet addiction due to the prolonged use of computers. The good or bad situation of computer games is related to the contents of games, to the when it is played and to the time. The criteria for playing computer games need to be determined by the parent and not by the child (Akçay and Özcebe, 2012).

Personal protection measures must be supported to prevent children and young people from encountering unwanted, risky situations on the internet (Çelen et al., 2011).

Children play games solely with technology, especially because they play more with electronic devices such as computers and tablets, so traditional games do not take up much space nowadays. Whereas games played in the past years are often played out in groups such as outdoors, on the streets and in the garden, they make a great contribution to both physical development and spiritual development of children (Başal, 2007).

With today's fast-growing urbanization, children can not go out, and for this reason, these games from the past has begun to be forgotten due to not play.

Traditional games should be explain and teach to children for convey our traditions and customs to our children and to protect our culture (Toksoy, 2010).

As a result; the game is an indispensable element for the healthy development of the child. Today, however, living conditions and technological developments make it possible for children to play in closed spaces rather than traditional games played outdoors. Nowadays the variety of games is increasing with technology for a healthy generation, healthy play environment should be created and support should be given to children to play in this environment.

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