

The Relationship of Children's Play

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Abstract

Game assists the child in the growing period and education life, it also assists the child in the psychological and physical development. By the means of games children learn to obey the rules of the society, helping each other, being respectful towards people, making close relationships with people of different types, not offending their friends, protecting both their own rights and those of their friends, cleanliness and tidiness. From this point of view game is not a time spent in vain, but a different way to learn about life. We found it suitable to approach the "games of children" with this awareness in this book of ours.

Keywords: Child, Family, Game,

Children being the symbol of purity and goodness are the biggest source of happiness for their parents from their birth onwards. Everything is considered before they are born, all preparations made, and families start to wait for the new member. When the new member of the family is born it spreads happiness around himself. It is just when several days are gone past the parents start to accept the child's presence and the excitement of the first day loses its effect. The child's first steps are a phenomenon the family can't stand waiting for, and when the child starts to walk he is asked to sit down. Families impatiently long for the first words of the child to be uttered, but when he starts talking parents get impatient and want him to be quiet. The adults wait for every period of their child with a big curiosity and when it is realised they get very happy, but however they become lazy in performing the necessary duties (Salk, 1998). But in fact children learn anything related with life in this way; that is in talking, asking, trying and playing (Dönmez, 1992). Considering these features their children possess, parents should act accordingly, should be much more patient in the developing era of their children, should pay more attention to the childhood period and all these without showing intolerance (Ongun, 1996). The point what parents must especially focus on is the question "why did the child do this?" Parents should evaluate the behaviours of their children (Şirin, 1999) and should pay more effort and attention to not treat their children with the manners and behaviours they were mistreated by their own parents once upon a time, in regard of their own childhood. In following a way like this the behaviours of children can be understood much better and can be set into a more logical frame (Maraşlı, 2010). Children grow so fast and develop at the same speed that the families are unable to understand. As the children grow up their problems raise accordingly and the duties of the parents get more difficult the same. The parents are not able to give a meaning to their child's acting independently while growing, his wish to make his own decisions himself and his reacting abnormally even just being confronted with a very normal event. Because parents can't keep up with their children growing that fast and find it difficult to comprehend that their children grow up. Consequently the knowledge they bear in themselves become insufficient in solving the problems they are confronted with. In fact the real reason of the behaviour of the child that is misleading, incomprehensible and foreign for the parents is the fact that children continue to possess a childish spirit despite their body grows up physically. Parents miss the period of growing up of their children. And this results in facing abruptly an accumulation of problems. Whereas the close interest and attention of the parents will assist to be aware of this situation much earlier. As for children don't get adults just at once. This is a process. Children develop while growing up and change within time. They show difference every year they grow. In this period children don't lose their childish spirit despite they grow up physically. And this is the major reason that misleads the parents. The rapid growth of their children misleads the parents in two ways.

One of them is the fact that the childish spirit still doesn't disappear despite children show rapid physical growth. The other one is, that the children showing a rapid physical development are put directly into the level of the adults. The parents have a wrong supposition in taking the childhood to have come to an end when they see them having developed physical structure. For this reason the games of the children are either restricted or ended as a whole. But however the biggest and most important occupation of children is "game" (Özhan,1974). Though they grow they spend most of their time by playing games. Even in the growing period they keep on making jokes and playing games. In this way with the help of games children learn about life, the structure of the society, our traditions, our values and our culture as well. Because the games children play with enjoyment are means of conveying culture (Cengiz,1997). Parents find it extremely hard in comprehending this fact. From their point of view their children are now grown up and should act accordingly like an adult (Ercan,1997). For this reason they aren't allowed to play outdoors.

Besides this type of families there are also extraordinary protective kind of families. These families don't allow their children playing outdoors because of different reasons. An excessive protective kind of behaviour lies in the nature of their reasons. They desire their children to stay at home. In having a desire like this they still don't let the children free when game is the matter. When the child that wants to play with his toys, scatters his toys around the floor, parents get angry with the child and want him to pick them up immediately so that the house doesn't stay in a mess. Some special toys are even put away in a safe place and only on special days they are allowed to play with. However this is a wrong attitude. Since games and toys have a very important place regarding the development of the child. (Topkaya,2004). While children are developing skills (Sel,1988) playing with their toys on one hand, they get to learn life on the other (Onur,2009). For this reason it should be provided that children feel themselves as free as possible, and it should be taken care about the children's not getting anxious. Children sometimes take a break while playing and start to seek different occupations. In fact this doesn't mean finishing the game but a process to pass to another game. But thinking that the child has finished playing the game, parents want him to pick the toys up immediately. In fact the child has taken a break just for a while, and would just continue to play. And consequently he gives negative reaction to his parents as he is not understood by his parents. This isn't a manner developed against them, but a simple emphasis on how important the toys are for him. Therefore when there is a need for the toys to be picked up it would be a very positive behaviour to ask the child for his consent. In fact a generation is raised, and this generation imitates those who are in the closest environment to them (Gordon,2009). To form a good example and to be able to canalize the children to what is good frequent conversation should be held with them. During the conversation it should be given attention to listen to him interestedly, should provide for an eye to eye contact resulting in a conversation held at the same eye level with the child. If there is a situation that parents dislike or disapprove, the child should be taken into the front and it should be explained why the situation is disapproved. Otherwise the expression "decision made case over" is very wrong. All kinds of behaviour shown to children should be performed with utmost care and attention as the children of today will be the adults of tomorrow.

1. The Importance of Games in the Developing Period of the Children

Game is an extremely important means that prepares the child to his grown up life (Ormanoğlu,1997). Either for children or for the adults game is a means of relaxation, game is abandoning the problems we are surrounded with, getting far away from the stressful business life and therefore is a need (Dodson,1997). Game is not only related with children. Also adults now and then play games like football, tennis, billiards and okay. In fact games that are played just to spend time, take people away from their problems even for a while. And it is just the same for children. Also children get rid of their problems while having fun at the same time (Günce,1974). But besides all these game bears very different meanings for children. These are: Children learn to make decisions while under pressure and learn to make accurate choices via games. The child learns this type of behaviour in the natural environment of games very easily, in other means he would have never been able to learn it (Huizinga,1995). While playing the chasing game the child thinks about how he can get rid of his chaser and develops a new manner of action. And this experience provides for acting more logically even while being under pressure in the following ages. Game teaches children to be respectful towards their friends (Tuncar,1999). Children obey the rules of the game very strictly while playing. The child waits for his turn because it is a rule of the game and doesn't join the game unless it is his turn. As a result the child learns to follow his own turn and so learns to be respectful to other people's rights throughout games.

And he learns to be patient during this process. This is a feature that can be hardly acquired in a natural environment of life. But the child learns this via games in an easy way (Yörükoğlu,1978). Games teach the child to be self-reliant and self sufficient (Akadere,2004). The child is alone while playing. There is no mother or father around him. There is nobody to protect him but his friends. He joins the game relying on his own skills. The child that doesn't rely on himself gets anxious at first and doesn't wish to join the game. But after a reluctant joining he starts to warm up relations with his friends and starts to realize his own skills (Akadere, 2004). The child becomes aware of his skills and abilities in this way (Seyrek,1997). And this is the magical power of games.

Game teaches children to obey the rules given and set rules himself (Tuncar,1999). Children set the rules of the games they play themselves. And they obey the rules they set very strictly. They warn the ones that don't obey the rules harshly. Children are very cruel to each other and punish the one that behaves wrongly in a very pitiless way, that is they are thrown out of the game. Being thrown out of the game is the hardest punishment ever to be given to a child. When the child experiences this just once, he abandons the mistake he has made and tries not to repeat it. In this way the child learns to obey the rules set just as they are. On contrary he knows for sure that his friends in the game will externalize him. The rules set in a game are rules that are also necessary in real life, that is they are necessary kinds of behaviours (Dönmez,1992). The child forms a habit in obeying the rules without being really aware of while he is playing (Yörükoğlu,1978).

The child learns to take responsibility via games. During the game the bond amongst the children gets stronger. This happens much more in team games (Hazar,1996). Children protect their team friends in team games. Providing for his friend not to be caught is an attitude that raises the child's responsibility in a way. He should either save his friend by taking risks or he will be caught himself. Especially in team games children don't play for themselves individually but much more for their teams. And this fact naturally raises their responsibility. Children perform this behaviour also in daily life. They also realize their responsibilities towards their brothers and sisters, their parents and friends at school. Game teaches children to focus his attention and continue this process of focusing with natural ways very easily. Children can focus a long time in a game, especially in memory games. In this way the deep concentration skill learnt with the help of games can be continued as far as possible and the child learns to apply and continue this concentrating skill also in other activities.

None of the activities except that in a game can teach a child so many features in such a short time (Dönmez,1992) and none can achieve a habit formation. This is a teaching method only peculiar to games. And children learn this only from children of their own age. Besides this, game is a period that prepares the child to life (Dönmez,1992). Via the game he plays, the child learns how to make relations with people, help them and communicate with them. No matter how many parents regard games as a waste of time, this is not the fact for children, games are very important and are taken seriously by them. The much the child plays the more development it shows both psychologically and physically. Games especially played outdoors affect the health of children in a very important level. In order for the child to come over this crucial developing period in a healthy way the parents should support the games their children play very consciously.

Outdoors, children jump, run and do various activities. These are activities that support the physical development of children and is also beneficial for the circulatory system, and also for the systems of respiration, digestion and excretion (Merter,2006). And this fact assists the systems to work regularly.

Children reflect to the exterior world the anxieties and problems they nurtured in the subconsciousness and also the anxieties they developed afterwards by the means of games. Thus they reduce the possible effect of some negative anxieties without giving any hazard to themselves and they achieve this via games. By the means of games they forget their anxieties and treat themselves in a way (Günce,1974). Games bearing no hazards in their nature, on the contrary, that are beneficial for the development of children, should be encouraged and supported both by the parents and educators. Sometimes children are obliged to stay at home as there is no appropriate playing environment whether because of weather conditions or some other special reasons (Binbaşoğlu,1990). In this situation the parents should provide for an environment at home and encourage the children to play games alike they play outdoors (Güneş,2010). While doing this they should be able to produce new ideas and new solutions. For example they should provide for toys that reflect the interest and inclinations of their children. Expensive toys might not always derive the attention of children, instead simple and healthy toys, that can also activate the power of imagination, challenge the mind, improve the craftsmanship should be preferred. In this way the child finds an environment at home to develop himself physically without getting outdoors.

Children that have the opportunity to play outdoors are able to use any kinds of objects as toys. For this reason in outdoor games, toys are not very necessary.

2.How Games Reveal What is Subconscious

All individuals had played games in a period of their lives. And the games played in a past time most probably left deep traces in the life of the individuals. Although this process is a fact experienced by all of them, the children of yesterday, the adults of today, restrict the games and the environment of the games of their children (Özhan,1997). However game is a process of communicating and interacting. Children find opportunities to apply what they learnt in daily life to their games, and what they learnt from games to their daily life. Thus children reflect the knowledge and the skills they acquired via games to the exterior world. And in the same way they reflect the world they live in to their games (Russel,1993). This in a way also helps the characteristic features of children to come into light. Because of this reason the manner and behaviours children show during playing games are of utmost importance. The behaviours during the game show that the child was raised in an unjust environment, when he doesn't care to be just towards his friend, or just the opposite, they show that the child was raised in a violent environment when he treats his friend harshly during the games. Children reflect the negative aspects to their games and to their friends in a way (Russel,1993). For this reason the psychological position of the child can be assessed by observing the game he plays (Sağlam,1997). Children keep what is experienced negatively alive in their subconscious mind and reflect them to the exterior world in a way with games. Some psychological cases children experience can be treated via games and game therapies that are applied by experts (Güneş,2010). Those kinds of children can get rid of their negative kind of experiences via games. Note: A part of this article before the "kid's world" was published in My Book.

Conclusion

With this work of ours we desired to show parents that they can teach the rules to their children by setting them into the frame of games. As Salzmann says: "Game is an important chain that connects the child to the leader". Game is a window opened to the heart of children. Because of this reason both educators and parents should make use of this method beneficently. Since spending time with children, dealing with them and thinking in the way they do is a privilege for them.

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