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PRIMARY SCHOOL TEACHERS' PERCEPTIONS REGARDING THE CONCEPT OF GAME: A PHENOMENOLOGICAL STUDY

Research article

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Abstract

The aim of this research is to examine the perceptions of primary school teachers about the concept of game. For this purpose, opinions of classroom teachers on the concept of game were taken. The research was carried out in a phenomenological research design in accordance with the qualitative research approach. The study group of the research consisted of 78 classroom teachers working in Ordu, Turkey. The data were collected via the "Primary School Teachers' Opinion Form on the Concept of Game" developed by the researcher and analyzed by content analysis method. In the research, in terms of the concept of game of primary school teachers; it was determined that they evaluated them in the categories of vital activity, food, health, entertainment tool, object, skill, educational activity, image and resource.

Keywords: Primary school teacher, game, metaphor, phenomenology

1. Introduction

Game, which is the most important occupation of children, has important effects on cognitive, affective, and psychomotor development thanks to its versatile, functional and entertaining features for children's age and development. Thanks to the game, children; gaining skills such as discovery, reasoning, sharing, problem solving, communication, coordination and balance (Kennedy- Behr, Rodger, & Mickan, 2015; Lillard et al., 2013). In addition, the game facilitates the adaptation of children to the outside world, offers new learning experiences to the child, contributes to the discovery of their environment and helps them to gain various social roles. In this context, play takes its place in children's worlds as both a learning and a development tool (Gingsburg, 2007). Within the scope of development theories, many meanings and functions have been attributed to the game. For example, while cognitive development theory considers play as a means of making repetitions and preparing the ground for further learning, psychoanalytic theory considers play as a source of coping with the negative emotions and traumas of the child (Barnet, 2013). While Bruner (1975) describes play as a problem solving process, Vygotsky (1967) defines it as a child's struggle with his environment and draws attention to its feature of helping to develop abstract thinking. Contemporary development theories, on the other hand, see game as a part of a dynamic structure that changes with the developing and changing mental and physical characteristics of the child and contributes to their development.

The game, which has a very important place for educators as well as for children, has a guiding feature for teachers in terms of contributing to the organization of educational environments and being used as a teaching method. As a matter of fact, by integrating games into educational environments, children get to know and experience the basic skills of scientific processes such as trial and error, examination, and observation (Broadhead, 2007; Russo, 2009). Games are not a leisure activity for children, they are a natural learning environment where they can shape themselves. While playing games, children both have a pleasant time and



develop their personal characteristics (Hurwitz, 2002). Taking advantage of games and game-like processes in teaching activities requires professional knowledge, skills and experience. Addressing the child's world and being a part of that world makes teaching activities more effective and permanent (Sandberg, Lillvist, Sheridan, & Williams, 2012).

Charles (2003) argues that individuals' cognitive structures and interests are different from each other. These differences can be enriched by meeting students on common denominators and interests in the classroom. As a matter of fact, some of the characteristics that teachers should have; facilitating teaching for students, guiding the learning process, and mastering teaching methods and techniques that can meet the learning needs of students. At this point, teachers' use of games in educational environments comes into play. With the effective use of the game by the teachers in their lessons, the students participate actively, and the learned subjects and information are permanently included (Lee & Haz, 2015).

The use of games by teachers in educational environments directly affects the quality of education. In this context, the meanings that teachers attribute to the game are important for the game to fulfill their missions in educational environments. Many methods can be used to determine teachers' thoughts about the game. These; observation, interview, opinion taking. In addition, expressing their views on the game with various simulations from life provides an idea about the permanence rate of the games in their lives and the meaning they have. In this direction, one of the methods by which teachers can express their thoughts about the game in detail is metaphors.

Metaphors are an indicator of the way individuals handle and make sense of the world, facilitating the understanding of intangible phenomena and difficult-to-understand concepts (Wells, 2015). In TDK (2023), the metaphor that corresponds to a "metaphor" is the expression of a concept with other concepts, a bit of exaggeration and reference to other things (Jacobson, 2003; Lakoff & Johnson, 2003). Metaphors vary from culture to culture. With this feature, it is not universal but more regional. In addition, it is easier to express the unknowns based on the known and the words are insufficient in social life with the help of metaphors (Adu-Ampong, 2016; Knowles and Moon, 2004). Metaphors enable people to reflect their views and thoughts on a subject. A word, concept or idea can be defined with a different word or approach through metaphor. In this way, people's tendencies, perceptions and approaches to that subject can be determined. Metaphors, since it reflects the way values, beliefs and attitudes are handled, it is used as a data collection tool in many disciplines and subjects. If examples from the literature on these disciplines and subjects are presented; teaching profession, teaching identity and attitudes (Altun & Camadan, 2013; Ben-Peretz, Mendelson & Kron, 2003; Ekiz & Koçyiğit, 2012; Saban, Koçbeker & Saban, 2007), school principals, administrators and education leaders (Hacıhafızlıoğlu, Karadeniz and Dalgıç, 2011; Pesen, Kara and Gedik, 2015; Singh, 2010), school and classroom climate (Gökçe and Bülbül, 2014; Turhan and Yaraş, 2013; Özdemir and Akkaya, 2013); It can be seen that there are disciplines and subjects such as nature and environment (Geçit & Gençer, 2011; Kaya, 2014; Kelleci, 2014; Öztürk, 2007), drama and creativity (Pekdoğan & Kanak, 2015).

When the literature is examined, it is possible to come across the existence of metaphor studies for the concept of game. It has been determined that these studies are generally shaped around students, teachers, and teacher candidates (Güneş, Tuğrul & Öztürk, 2020; Hazar, Tekkurşun & Dalkıran, 2017; Tuğrul, Ertürk, Özen Altınkaynak & Güneş, 2014). When the studies with teachers are examined, most of these studies are; It is noteworthy that it is carried out with preschool teachers and special education teachers (Eren, 2018; Tok, 2018). The purpose of this research is to examine the mental images of primary school teachers about the concept of game through metaphors. For this purpose, primary school teachers were studied in

the research, and they were asked to express their knowledge about the subject through metaphors. In this way, it was tried to determine the metaphorical perceptions of the primary school teachers about the concept of game. Thus, it is thought that the research will fill an important gap in the literature.

2. Method

In this section, research design, study group, data collection tool, data analysis, credibility and consistency information are included.

2.1. Research Design

This research was structured in accordance with the phenomenology research design, one of the qualitative research designs, in order to have a detailed and in-depth understanding in line with the main purpose of the research (Yıldırım & Şimşek, 2018). The phenomenological research design is frequently used in subjects that are aware of but have not developed an in-depth view. With this feature, it makes it easier to express the determined subjects through metaphors (Merriam, 2009).

2.2. Study Group

The study group of the research consists of 78 primary school teachers working in Ordu in the 2022-2023 school year. Demographic information about the teachers participating in the research is presented in Table 1.

Table 1. *Demographic information of teachers*

Gender	f	%	Teachers
Female	45	57.7	T1, T2, T6, T7, T8, T9, T11, T13, T15, T16, T22, T23, T24, T27, T28, T29, T30, T31, T32, T33, T34, T35, T38, T39, T41, T45, T46, T47, T51, T53, T54, T56, T59, T61, T62, T66, T67, T68, T69, T71, T72, T73, T74, T75, T78
Male	33	42.3	T3, T4, T5, T10, T12, T14, T17, T18, T19, T20, T21, T25, T26, T36, T37, T40, T42, T43, T44, T48, T49, T50, T52, T55, T57, T58, T60, T63, T64, T65, T70, T76, T77
<i>Total</i>	78	100	
Professional Seniority Year	f	%	Teachers
1-9	6	7.7	T2, T6, T15, T32, T47, T75
10-19	10	13	T17, T19, T20, T50, T54, T56, T58, T63, T67, T70
20-29	39	50	T3, T4, T5, T7, T8, T9, T10, T11, T13, T14, T16, T22, T23, T26, T28, T30, T33, T34, T35, T38, T39, T41, T43, T44, T49, T51, T53, T59, T60, T64, T65, T66, T68, T69, T72, T73, T74, T76, T78
30-39	19	24.3	T1, T12, T18, T21, T24, T29, T31, T36, T37, T42, T45, T46, T48, T52, T55, T61, T62, T71, T77
40 years and above	4	5	T25, T27, T40, T57
<i>Total</i>	78	100	

When the demographic information of the teachers participating in the research in Table 1 is examined; It is seen that 45 of the 78 teachers participating in the research are female and 33 are male. When the professional seniority years of the teachers are examined; It is noteworthy that the most seniority interval is between 20-29 years (39 teachers), and the least seniority interval is 40 years and above (4 teachers). In order to protect the personal information of the teachers and not to reveal their identities, codes such as T1, T2, T3... were given.

2.3. Data Collection Tool

In the research, "Primary School Teachers' Opinion Form on the Concept of Game" developed by the researchers was used as a data collection tool. In order to examine the perceptions of the primary school teachers participating in the research on the concept of game through metaphors, each of the teachers said, "The game is like Because....." were asked to complete the sentence. In studies where metaphors are used as a data collection tool, the word "like" is generally used to more clearly evoke the connection between the subject of the metaphor and its source, while the word "because" explains its reason (Akbaş & Gençtürk, 2013).

2.4. Data Collection and Analysis

While collecting the research data, information about the study was given by interviewing the schools to which the teachers forming the study group were affiliated. The teachers were provided with information about the study by the researchers, the ethics committee permission document of the research was shared, and they were provided to fill in the voluntary participation forms in the time periods that the school administration deems appropriate and determined together with the researchers. Then, the "Primary School Teachers' Opinion Form on the Concept of Game" was distributed to the teachers who volunteered to participate in the research, and the teachers were given time to fill in these papers.

The data obtained in the research were subjected to content analysis. Content analysis, means to classify, analyze and make inferences in line with the findings in an objective and systematic way of the messages and meanings contained in written or verbal sources (Tavşancıl & Aslan, 2001). In the analysis of the data, the metaphors were coded by the researchers at the first stage, and the answers that did not have a metaphor example and that did not provide a justification for the metaphor were extracted. In this context, 85 teachers were reached, but 7 invalid or incomplete answers were removed in accordance with the specified criteria, and research was conducted with 78 teachers. In the second stage of the data analysis, 32 metaphors were revealed by arranging the metaphors in alphabetical order. In the third stage, categories were created by considering the metaphors and their reasons. At this stage, 9 categories were determined. Expert opinion was sought within the scope of reliability analysis. The metaphors and their categories were sent to 2 experts and 1 Turkish language expert who had a doctorate in classroom education and had studies on games, and expert opinions were received. In addition, the different categories created by the researchers were compared. The reliability of the study was calculated by using Miles and Huberman's (1994) formula ($\text{Reliability} = \frac{\text{consensus}}{\text{consensus} + \text{disagreement}} \times 100$) by determining the numbers of "consensus" and "disagreement" in the comparisons. Accordingly, it was seen that the consensus rate among the researchers was 88%, and in this direction, the researchers reached a consensus on 49 metaphors. Three metaphors with disagreement were excluded from the study. As a final step, the distributions of the metaphors in the categories were determined by frequency and percentage distributions. In addition, direct quotations are also included.

2.5. Credibility and Consistency

The concepts of validity and reliability are the basic elements that are frequently used in quantitative research and increase the impact of the research. In qualitative research, the concepts of validity and reliability have been replaced by the concepts of credibility and consistency (Lincoln & Guba). To increase the impact of this research, the concepts of credibility and consistency have been emphasized and the necessary things have been tried to be done. Johnson and Christensen (2004) state that providing information about the participant group in qualitative research will increase credibility. In this study, it was tried to increase the credibility by giving information about the participant group. In addition, taking expert opinions is one of the methods used to increase credibility (Merriam, 2009). In this direction, "Primary School Teachers' Opinion Form on the Concept of Game", which was used as a data collection tool in the research, to receive expert opinions; It was presented to 3 experts, consisting of an academician, a language expert and a teacher with 22 years of professional experience, working in the classroom teaching program of a state university, and their opinions were taken. In order to ensure the consistency of the research along with the credibility, the consistency of the categories created by the researchers was determined. Indeed, coherence between coders is important for consistency. For this, Miles and Huberman's (1994) formula (Reliability = consensus / consensus + disagreement X 100) was used. It can be said that the procedures performed are necessary and sufficient to ensure credibility and consistency in research (Cresswell & Miller, 2000; Yıldırım & Şimşek, 2018).

3. Findings

In this section, metaphors developed by primary school teachers regarding the concept of game and the categories under which these metaphors are included are given.

Table 2. *Distribution of primary school teachers' metaphors regarding the concept of game by categories*

Categories	f	%	Categories	f	%
Game as a vital activity	20	25.64	Game as skill	5	6.41
Game as food	17	21.79	Game as an educational activity	5	6.41
Game as a health element	11	14.1	Game as image	4	5.12
Game as a means of entertainment	6	7.68	Game as a resource	4	5.12
Game as object	6	7.68	<i>Total</i>	<i>78</i>	<i>100</i>

When Table 2 is examined, it is seen that the metaphors of the primary school teachers regarding the concept of game are divided into 9 categories. These categories are; vital activity (25.64%), food (21.79%), health (14.1%), entertainment tool (7.68%), object (7.68%), skill (6.41%), educational effectiveness (6.41%), image (5.12) and resource (5.12%). Primary school teachers perceive play mostly as a vital activity, and least as an image and resource.

Table 3. *Distribution of metaphors in the category of play as a vital activity*

Metaphors	f	%
Life	16	80
Breath	2	10
Need	1	5
Life	1	5
<i>Total</i>	<i>20</i>	<i>100</i>

When Table 3 is examined; primary school teachers stated 4 metaphors in the category of vital activity related to the game. These metaphors, in order of repetition, are life (16), breath (2), need (1) and soul (1). T11 and T72, who likened the game to life, expressed their thoughts as follows:

“Game is like life. Because through play, children learn about experience, life, value, interests and what to do in daily life.” (T11).

“Game is like life. Because the child learns what is what from the thing that is close to him, that is, from the game.” (T72).

T7, who likened the game to breathing, explained his views on this subject below:

“Game is like breathing. Because just as the child's lungs fill up when he breathes, his personality fills up when he plays.” (T7).

S60, who sees play as a need for children, stated the following on this subject:

“Game is like necessity. Because the child finds everything he needs in the game.” (T60).

T26, who likened the game to life, explained his thoughts below:

“Game is like life. Because in their world it is as precious and sweet as life.” (T26).

Table 4. *Distribution of metaphors in the category of game as food*

Metaphors	f	%
Food	9	52.9
This	3	17.6
Sugar	2	11.8
Honey	1	5.9
Ice cream	1	5.9
Maya	1	5.9
<i>Total</i>	<i>17</i>	<i>100</i>

When Table 4 is examined, primary school teachers stated 6 metaphors in the food category related to the game. These metaphors are food (9), water (3), sugar (2), honey (1), ice cream

(1) and yeast (1), in order of repetition. T5, who likened the game to food, expressed his thoughts on this subject as follows:

“Game is like food. Because just as our bodies are filled with food, so do the souls of children with games.” (T5).

T45 and T57, who likened the game to water, expressed their thoughts on this subject as follows:

“The game is like water. Because it is extremely necessary for the vital activities of children.” (T45).

“Game is like water. Because without water there would be no people, and without play, children would not be children.” (T57).

T39, who likened the game to candy, expressed his thoughts on this subject as follows:

“Game is like candy. Because it is sweet and attractive to children.” (T39).

On the other hand, T48, who compared the game to freezing, used the following statements on this subject:

“Game is like ice cream. Because it has very good flavors in it. Children taste those flavors once and they can't give up.” (T48).

T52, who likened the game to yeast, expressed his thoughts on this subject as follows:

“Game is like yeast. Because they make sure something is ready for the children, and in this way, they shape the children.” (T52).

Table 5. *Distribution of metaphors in the category of play as an element of health*

Metaphors	f	%
Medicine	6	54.5
Relaxation	4	36.4
Potion	1	9.1
<i>Total</i>	<i>11</i>	<i>100</i>

When Table 5 is examined, primary school teachers stated 3 metaphors in the health category related to the game. These metaphors are drug (6), relaxation (4) and elixir (1), in order of repetition. T65, who likened the game to medicine, expressed his thoughts on this subject as follows:

“Game is like medicine. Because it allows the child to get rid of unwanted situations. And the behaviors to be gained are better given through games.” (T65).

Seeing the game as a relaxation, T77 explained his thoughts on this subject as follows:

“The game is a kind of relaxation. Because in the game, the child gets rid of everything and focuses only on the game he will play.” (T77).

T33, who evaluated the game as a kind of potion, made the following statement on this subject:

“The game is like a potion. Because sick children can't move, but when there is a game, they suddenly stand up.” (T33).

Table 6. *Distribution of metaphors in the category of game as an entertainment tool*

Metaphors	f	%
Swimming in the sea	2	33.34
Entertainment	2	33.34
Participation	1	16.66
To cook food	1	16.66
<i>Total</i>	<i>6</i>	<i>100</i>

When Table 6 is examined, primary school teachers stated 4 metaphors in the category of fun tool related to the game. These metaphors are swimming (2), entertainment (2) participation (1) and cooking (1), in order of repetition. T19, who likened the game to swimming in the sea, expressed his thoughts on this subject as follows:

“The game is like swimming in the sea. Because, just as a person gets comfortable, happy and calms down when they go into the sea, the same happens when the child is playing. They relax, laugh, move.” (T19).

Ö58, who evaluates the game as entertainment, expresses his thoughts on this subject as follows:

“Game is like entertainment. Because fun and play go together. The game is not without fun. As such, play is very important for children to have fun.” (T58).

T4, who sees the game as participation, expressed his thoughts below:

“The game is like active participation. Because the game does not exist without participation.” (T4).

T9, who considers the game as cooking, expresses this thought as follows:

“Game is like cooking. Because as a result of the actions you take in order, the food that is necessary for a person comes out. This is necessary for human survival. Play also consists of sequential activities and is necessary for children to live their childhood.” (T9)

Table 7. *Distribution of metaphors in the category of game as object*

Metaphors	f	%
Mirror	3	50
Rope	1	16.67
Door	1	16.67
Bridge	1	16.67
<i>Total</i>	<i>6</i>	<i>100</i>

When Table 7 is examined, primary school teachers stated 4 metaphors in the object category related to the game. These metaphors are mirror (3), rope (1), door (1) and bridge (1) in order of repetition. Seeing the game as a mirror, T56 expressed this thought as follows:

“The game is like a mirror. Because whatever the child has is reflected in the game. The child finds himself in the game.” (T56).

T69, who likened the game to a rope, expressed this thought as follows:

“The game is like a rope. Because it is thanks to games that children establish strong bonds with the future.” (T69).

T38, who evaluates the game as a door, explains his thoughts on this subject as follows:

“The game is like a door. Because it introduces the child to worlds that he has never seen or known and allows them to enter from there. In this way, the child gets used to life more easily.” (T38).

T12, who sees the game as a bridge, said the following about it:

“The game is like a bridge. Because the child reaches the good and beautiful things by using these bridges. This happens in the game as well. The child goes to places that are beneficial for him with games.” (T12).

Table 8. *Distribution of metaphors in the category of play as a skill*

Metaphors	f	%
Expression skill	2	45
Sociability	2	45
Physical skill	1	10
<i>Total</i>	5	10

When Table 8 is examined, primary school teachers stated 3 metaphors in the game-related skill category. These metaphors are expression skill (2), sociability (2) and physical skill (1), in order of repetition. Considering the game as an expression skill, T31 explained his opinion on this subject with the following words:

“The game is similar to the skill of expression. Because the child expresses himself best in the game. This is because his world is a game.” (T31).

Ö44, who evaluated the game as sociality, said the following about it:

“Play is like socializing. Because children are not alone in the game. There is always someone with them. The fact that they are not alone supports their sociability. Thus, socially developed individuals are raised.” (S44).

T50, who sees the game as a physical skill, expressed his thoughts on this subject as follows:

“Game is like physical skill. Because in some cases, children want to develop physically and show themselves. Games are meaningful activities that give children physical skills.” (S50).

Table 9. *Distribution of metaphors in the category of game as educational activity*

Metaphors	f	%
School	2	40
Child	1	20
Teaching activity	1	20
Rule	1	20
<i>Total</i>	<i>5</i>	<i>100</i>

When Table 9 is examined, primary school teachers stated 4 metaphors in the category of educational activity related to the game. These metaphors are school (2), child (1), learning activity (1) and rule (1) in order of repetition. S29, who sees the game as a school, explains his thoughts on this subject as follows:

“Game is like school. Because in the game, there is a systematic and regular learning as in the school. Children are both having fun and gaining the knowledge they will need.” (T29).

T41, who identified the game with the child, made the following statement on this subject:

“The game is like a child. Because the game is sensitive like a child. When approached like him, it grows and benefits its environment. That's why the game is like a child.” (T41).

Considering the game as a teaching activity, S59 shared his opinion on this subject as follows:

“The game is similar to the teaching activity. Because the necessary features for children to learn are available in the game. Play is the door to the child's world of learning.” (T59).

T61, who likened the game to a rule, expressed his thoughts on this issue as follows:

“The game is like a rule. Because just as rules exist to regulate people's lives, games exist to regulate children's lives.” (T61).

Table 10. *Distribution of metaphors in the category of play as image*

Metaphors	f	%
Imagination	3	75
Dream	1	25
<i>Total</i>	<i>4</i>	<i>100</i>

When Table 10 is examined, primary school teachers stated 2 metaphors in the image category related to the game. These metaphors are imagination (3) and dream (1), in order of repetition. Evaluating the game as imagination, Ö78 expressed his thoughts on this subject as follows:

“Game is like imagination. Because children's thoughts and feelings are not inhibited in the game. They think and feel whatever they want. Free imagination is the main feature of the game.” (T78).

T14, who likened the game to a dream, said the following about it:

“The game is like a dream. Because there is no limit. Where the imagination takes the child, he goes. The game is a sweet dream with no end to entertainment.” (T14).

Table 11. *Distribution of metaphors in the category of game as a source*

Metaphors	f	%
Sun	2	50
Light	2	50
Total	4	100

When Table 11 is examined, primary school teachers stated 2 metaphors in the resource category related to the game. These metaphors are sun (2) and light (2) in order of repetition and alphabetical order. T53, who sees the game as the sun, expressed his thoughts on this subject as follows:

“The game is like the sun. Because it both shines light around and warms people.” (T53).

T55, who evaluated the play as a light, explained his thoughts on this subject as follows:

“Game is like light. Because the game guides children even in the most difficult times, it sheds light.” (T55).

4. Discussion, Conclusion and Recommendations

In this research, mental images of primary school teachers about the concept of game were examined through metaphors. As a result of the research, the concept of game of primary school teachers; It was determined that they evaluated them in the categories of vital activity, food, health, entertainment tool, object, skill, educational activity, image and resource. The fact that the games are handled in more than one category by the teachers is evidence that both the concept of game is widely recognized and that the teachers attribute meanings to the concept of game according to their own perspectives. Knowing the games by the teachers, having meanings according to their point of view and using them in the lessons; It is of great importance in terms of providing equal opportunities to students, increasing the quality of learning outcomes, and motivating students and teachers. As a matter of fact, Alkış Küçükaydın (2020), Genç Ersoy (2021), and McLane (2003) stated in their research that knowing the games by the teachers and using them in the lessons makes the students more active and willing to learn in their teaching processes.

The first of the categories reached in the research is vital activity. Metaphors in the category of vital activity; life, breath, need and soul. These metaphors and category are an indication that teachers consider the concept of play as a vital activity. The reason for this is thought to be of vital importance for children. Like this idea, Çar (2022) also stated in his study that teachers consider games as a natural and necessary activity for children. Another category reached in the research is food. Looking at the metaphors in this category; food, water, sugar, honey, ice cream and yeast. Teachers' evaluation of games in the food category can be associated with the fact that games contribute to the development of children, just like food. When the literature is examined, in the study of Gözel and Gündoğdu (2021), teachers liken

games to foodstuffs. Therefore, it can be stated that this result obtained from the research is supported by the relevant literature. Another category reached in the research is health. Metaphors in the health category are medicine, relaxation and elixir. These metaphors can be evaluated as games are good for children both mentally and physically, can rehabilitate them when necessary and support their mental and physical development. As a matter of fact, Baydar Arıcan (2021), who emphasizes the necessity of games for a healthy life in children, also draws attention to the way that games relax children and argues that children will be fit, pleasant and happy by playing games. Another category that emerged in the research is entertainment tool. Play is a concept where children spend most of their time and are happy during this time period. It is common to use games as a means of entertainment (Pehlivan, 2012; Rothlein & Brett; 1987). When the metaphors in the entertainment tool category are examined; It is noteworthy that there are metaphors that children can enjoy, such as swimming, entertainment, participation and cooking. It is thought that these metaphors highlight the fun aspects of games. Yaman (2020) also states in his study that games are fun, similar to the results of his research.

Another category reached in the research is the object. Some of the teachers liken games to objects that are used in daily life and have many functional benefits. Metaphors that enable the games to be handled in the object category, mirror, rope, door and bridge. Games that allow children to contact their inner worlds and get to know themselves serve as a mirror for them. Games that enable the child to establish strong bonds between the past and the future serve as ropes and bridges. Similarly, the door, which is one of the object metaphors, is considered as the door that opens new horizons and enables children to pass from the moment, situation and environment to other places. Another category obtained in the research is skill. Skills are abilities that are aimed to be acquired by students during the learning process and become a standard of living (Narin, 2007). The earlier these abilities are acquired by children, the stronger they will be. When the metaphors in the skill category are examined, it is seen that there are metaphors of expression skill, sociability and physical skill. These metaphors represent abilities that children must acquire at an early age and develop continuously in their later lives. Indeed, the aforementioned abilities are among the 21st century skills of today's world (Goleman, Boyatzis & McKee, 2002). 21st century skills are used by students to process the information they have about the situations they encounter. Therefore, the better the students can process and make the information permanent, the more they adapt to the era. In this way, they can continue their lives without staying out of the changing and developing world. Thanks to this feature, games positively support the skill development of children. Similar to the results of the research, Gagnon and Nagle (2004) and Boz, Uludağ and Tokuç (2018) also argue that games support children's skill development in their studies.

Another category reached in the research is educational activity. The use of games in educational activities is intertwined with executing educational processes in the world of children. Based on the belief that the child's world is a game and considering the need for education at every moment of life, it is possible to state that children benefit from using games in formal or informal education processes. As a matter of fact, it is aimed that children are active in planning, implementing, and evaluating educational processes. This activity is possible in environments where children can feel comfortable and easily demonstrate their expression skills (Kim, 2015; Lee & Hammer, 2011). It is thought that teachers can easily create this environment through games. As a matter of fact, in the category of educational activity; When the metaphors of school, child, teaching activity and rule are evaluated as a whole, it is seen that they support this idea. Another category reached in the research is image. Image is not an exact copy of reality, on the contrary, it is a newly established form with the help of mental processes (Keser, 2005). With the help of games, children pass the real world through their own mental filters and create their subjective designs with their creativity. In this

way, they can reveal their own unique identities. As a matter of fact, imagination and dream metaphors in the image category are thought to be concepts that support children's creativity and increase their imagination power. In this context, it can be stated that games are an effective element that enriches children's mental processes and enables them to create their own identities creatively. The last category that emerged in the research is the source. The teachers used the metaphors of sun and light while describing the play. For this reason, it can be argued that games are a guiding and illuminating force. Because games are very effective in increasing children's awareness and developing their horizons (Dönmez, 2017). Thanks to this feature, it contributes to the cognitive and affective development of students.

As a result, when the metaphors created by primary school teachers are examined; It was determined that students produced metaphors suitable for their developmental characteristics and creating an efficient educational process. On the other hand, the fact that the teachers express the game with metaphors that students should be present in every moment of their lives further deepens the meanings of games for children. With this research, it is thought that games can become widespread in educational environments by determining teachers' perspectives on the concept of game. Based on this idea, the following suggestions can be made in line with the results obtained from the research:

- Apart from the primary school teachers, the point of view of the teachers working in different branches should be determined and their use of games in the lessons should be determined.
- The perspectives of primary school students and primary school teacher candidates towards the concept of game should be examined.
- In-service training should be given on the more detailed recognition of games by teachers and their more effective use in lessons.
- Games that teachers can use in lessons should be systematized for target behaviors and turned into books, magazines, and guides.

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