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Ahmet TEMEL¹, Murat KANGALGİL², Oğuzhan ÇALI³

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¹ T.R. Ministry National of Education, Eskiil 75. Yıl Anatolian High School, dr.ahmettemel@gmail.com,

<https://orcid.org/0000-0001-9215-6106>

² Dokuz Eylöl University, Necat Hepkon Sports Science Faculty, murat.kangalgil@deu.edu.tr,

<https://orcid.org/0000-0002-7480-199X>

³ Cumhuriyet University, Sports Science Faculty, oguzchali@gmail.com,

<https://orcid.org/0000-0001-6521-9714>

Teachers' Views on the Role of Traditional Children's Games in Education**Ahmet Temel¹, Murat Kangalgi², Oğuzhan Çalı³****ARTICLE INFORMATION**

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Volume: 5, No: 1**Pages:** 52-65**ABSTRACT**

This research aimed to determine the opinions of teachers who participated in the “I Live My Values with Traditional Games Project (ILMVTGP)” in the 2nd semester of the 2022-2023 academic year regarding the role of traditional children's games (TCG) in education. In the study, phenomenological research design, one of the qualitative research methods, was used. The study group consisted of 17 teachers in total, including 12 primary school teachers and 5 physical education teachers who participated in ILMVTGP in Aksaray/Eskil. Criterion sampling method was used to determine the participants and focus group interviews were held with the participants. Content analysis was performed to evaluate the data collected with the semi-structured interview form. According to the research findings, four themes were determined: “development”, “cultural bridge”, “value transfer” and “educational tool”. Teachers participating in ILMVTGP stated that TCG supports the holistic development of students and that physical development is especially at the forefront. Traditional games serve as an important cultural bridge in transferring our culture to future generations. The role of traditional games in transferring the values of respect, love, helpfulness, honesty, friendship, and tolerance inherent in our culture was emphasized by teachers. Attention has been drawn to the role of traditional games in transferring physical education lesson achievements, and especially psychomotor achievements, to students. It was stated that students' love for school and motivation to learn increased, their negative behaviors decreased and their academic success increased. As a result of the research; It has been determined that the use of TCG in education serves the purposes of the physical education course curriculum and has a positive impact on children in terms of holistic development, culture, and value transfer. Based on these results, it is recommended that traditional games be used effectively at the basic education level and supported by the authorities.

Keywords: Basic Education, Culture, Development, Traditional Children's Games, Values

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INTRODUCTION

The child needs to be in communication with the social environment, which is the source of emotional stimuli, in achieving holistic development and acquiring cultural achievements. Traditional children's games (TCG) are an important factor in the development of children's communication with the holistic environment (Çankırılı, 2015). Regarding cognitive development, TCG improves children's decision-making abilities (Yıldız & Koçak, 2022), attention, and visual perception (Yıldız, 2023). In TCG, the child learns to be hopeful, share, follow the rules, be patient, and adopt social characteristics such as self-control (Bozkurt & Sözer, 2017; Fang et al., 2016; Lestari & Prima, 2017). It is also possible for children to learn about their cultural richness by having fun in this environment (Lestaringrum, 2017). In addition to these effects, TCG also has a structure that increases children's ability to engage in physical activity and improves their play skills (Temel & Temel, 2023). TCG is frequently used in the acquisition of psychomotor skills (locomotor, non-locomotor, and manipulative) included in the physical education and sports course (Temel & Kangalil, 2021).

Traditional children's games festival (TCGF) is organized every year in a competition format in order to transfer the values of the Turkish society to future generations (Sümbüllü & Atınışık, 2016), to provide leadership, sharing, effective and efficient use of time, and mental and physical skills (Temel & Kangalil, 2021). These activities, which were previously carried out under the coordination of provincial national education directorates, are now carried out under the coordination of provincial youth sports directorates. T.R. Ministry of National Education and by the protocol signed between the T.R. Ministry of Youth and Sports, the games are implemented on a national scale (GSB, 2021). Traditional games include drop the handkerchief, tombik, grab the handkerchief, hopscotch and castled dodgeball games. These games meet the course objectives included in the physical education and sports course (Temel, 2022). Schools starting from the 2nd grade of basic education to the 9th grade can participate in these festivals. Schools' participation in TCGF is not legally obligatory. Schools, within their means; It is possible to participate in inter-class tournaments, competitions with schools in the district, and tournaments with schools within the province and Turkey.

The benefits of TCG on students are emphasized by most researchers (Bozkurt & Sözer, 2017; Gelisli & Yazici, 2015; Temel & Kangalil, 2021). However, since participation in TCGF places a financial burden on schools, primary school students studying in Aksaray/Eskil cannot participate in these games. To increase students' participation in the festivals, Under the coordination of T.R. Eskil District Governorship and Eskil District Directorate of National Education, the "I Live My Values with Traditional Games Project (ILMVTGP)" was implemented and students were provided with the opportunity to play TCG. With the prepared project, the games in TCGF were played specifically for Eskil and financial support was provided to schools. 2022-2023 education in the second semester of the academic year, schools experienced the excitement of preparing for and participating in the tournaments. 107 teachers and 1124 students from a total of 40 schools, including 27 primary schools and 13 secondary schools, participated in the tournaments. Physical education teachers served as referees in the tournament and had the opportunity to watch other school students. Approximately four In this month-long project, teachers had the opportunity to observe their students and record their development files. Especially since primary school teachers attended all the students' lessons, they had the opportunity to follow different development aspects of the students.

TCG appears as a field of study that is emphasized in the literature and has important consequences for education. Temel and Kangalil (2021) reported that TCG was effective in

achieving course objectives, but they did not mention the contents to what extent teachers used TCG, which games they used, and the time spent in the tournament. In the research conducted by Bozkurt and Sözer (2017) on 3rd-grade primary school students in Elazığ, they found that students were able to acquire some values through children's games. Still, the fact that the research was conducted in a single school and 40 students were included in the sample is seen as an important limitation. Temel (2022) noted that there was an improvement in the students' responsibility, helpfulness, self-control, and attitude values as a result of the physical education and sports lesson they conducted for 10 weeks, using the games in the TCG content. The fact that this research was conducted in a single school creates a significant limitation in terms of generalizing the results obtained. Istirahayu (2020), Romanvican et al. (2020) and Syihabbudin and Umami (2021) focused on a single traditional game in their research and recorded the educational outcomes of traditional games by working on a small number of samples. Studies in the literature focused on one age group and excluded students in other age groups. In this study, 107 teachers from 40 schools first taught the games to 1124 students and then enabled the students to participate in the games. The fact that students actively participate in the process, provide learning by doing, and the large sample size increases the importance of the results obtained in the research. Within the scope of the I Live My Values with Traditional Games Project (ILMVTGP), it has become easier for schools to participate in tournaments and their results can be followed. In addition, the fact that the project covers a period of time increases the reliability of the results obtained. In this regard, the study was conducted to determine the opinions of teachers participating in ILMVTGP regarding the place of TCG in education.

METHOD

Research Model

In this research, a phenomenological pattern, one of the qualitative research methods, was used to examine the opinions of primary school teachers and physical education teachers who participated in tournaments by teaching traditional games to their students within the scope of "I Live My Values with Traditional Games Project (ILMVTGP)". In phenomenology studies, phenomena that we are aware of but do not have a detailed understanding of are examined. For this reason, a theoretical explanation of a process or action is put forward by going beyond describing and emphasizing the common experiences of a group of individuals (3-15). The ultimate goal of phenomenology research is to understand and explain human experience (Tekindal & Uğuz Arsu, 2020).

Research Group

In the 2022-2023 academic year, 17 teachers, including 12 primary school teachers and 5 physical education teachers, who participated in the ILMVTGP within T.R. Eskil District Governorate (dated 20.02.2023 and numbered E-72879462-604.01.01-70660067) formed the research group. To obtain a rich knowledge of the subject under investigation, teachers with experience on the subject were purposefully selected. "Criteria sampling" was used to select students (Yağar & Dökme, 2018). Teachers who were included in the study according to criterion sampling were included in the research provided that they participated in ILMVTGP and took an active part in the tournaments. The qualifications of teachers are shown in detail in Table 1.

Table 1

Qualifications of the teachers who participated in the focus group discussion

Code	Gender	Branch	Career (year)	Student group
P1	Female	Primary school teacher	17	3 rd grade
P2	Male	Primary school teacher	13	1 st grade
P3	Female	Primary school teacher	4	3 rd grade
P4	Female	Primary school teacher	9	2 nd grade
P5	Female	Primary school teacher	1	4 th grade
P6	Male	Primary school teacher	10	4 th grade
P7	Female	Primary school teacher	8	1 st grade
P8	Male	Primary school teacher	1	3 rd grade
P9	Female	Primary school teacher	17	2 nd grade
P10	Female	Primary school teacher	12	3 rd grade
P11	Female	Primary school teacher	17	1 st grade
P12	Female	Primary school teacher	25	2 nd grade
P13	Male	Physical education	3	5th-8th. grades
P14	Male	Physical education	3	5th-8th. grades
P15	Male	Physical education	4	5th-8th. grades
P16	Male	Physical education	13	5th-8th. grades
P17	Female	Physical education	3	5th-8th. grades

Data Collection Tool

A semi-structured interview form was used to collect research data. The form, which was created by taking the opinions of three different faculty members who conduct qualitative research in the field of sports sciences, included seven questions. Teachers were asked to answer questions during the focus group interview. More comprehensive and in-depth information is obtained in focus group interviews than in individual interviews. In the group meeting, participants can make additional comments or have the opportunity to look at the issue from different perspectives because they hear someone else's comments (Büyüköztürk et al., 2020: 160). With permission from the teachers, the focus group interview process was recorded with a voice recorder. The interview duration lasted 77.13 minutes in the 1st focus group and 35.03 minutes in the 2nd focus group. The interviews on the voice recorder were transcribed in a word processing program, and copies were sent to the teachers for them to read and approve. After the teachers approved the records in the meeting minutes by signing, the voice recording was deleted and the principle of protecting confidentiality was followed.

Data Analysis

Content analysis was performed to analyze the interview minutes, which were converted into written text. Content analysis is a systematic and repeatable technique in which the prominent words of a text are summarized with smaller content categories by coding in line with certain rules (Taylan, 2011). With the inductive approach, the interview minutes are read line by line and the codes are parsed and the aim is to reach themes from similar expressions (Yıldırım & Şimşek, 2018: 242). In this regard, the study findings were analyzed by following the relevant criteria.

Validity and Reliability

In order to ensure the external validity (transferability) of the research, a detailed description was made by selecting a purposeful sample. To generalize the research results under similar situations or environments, a suitable sample should be used and detailed

descriptions should be made (Creswell, 2020: 267). For the internal validity (credibility) of the research, the interview minutes were read to the teachers in writing and participant confirmation was obtained. Obtaining participant confirmation is critical for the credibility of the study (Creswell, 2018: 252). Control of the reliability (consistency) of the research was tested with the formula of Miles and Huberman (2016) (= consensus/consensus + disagreement). According to this formula, the reliability coefficient is expected to be above .70. As a result of the analysis made by two experts conducting qualitative research in the field of sports sciences, a consensus was reached on 36 codes and a disagreement was observed on 5 codes. Accordingly, the reliability coefficient in the study was calculated as .87.

Ethics Statement

The ethical suitability of the research was checked with the approval of the Dokuz Eylül University Non-Interventional Research Ethics Committee (dated 24.05.2023, document number 2023/18-13). The study started after obtaining the research application permission from Aksaray Governorship (dated 18.05.2023 and document number E-76490249-605.01-76503692). Teachers who participated in ILMVTGP were informed about the study, and teachers who met the criteria and agreed to participate voluntarily in the research were included in the research by signing informed consent forms.

FINDINGS

As a result of content analysis, four themes, and related coding are presented in this section. The themes of “development”, “cultural bridge”, “value transfer” and “educational tool” came to the fore in teachers' opinions about the place of traditional children's games in education.

Development Theme

A structure consisting of 16 codes was obtained under the theme of development. The majority of teachers agreed that traditional children's games support physical development. It has been stated that development is not limited to physical development alone, but also develops social, emotional, and mental skills. Ultimately, it was accepted by the teachers that traditional games contribute to holistic development. Teacher expressions that influenced the formation of this theme are as follows. **P13:** “*Traditional children's games contribute to the holistic development of children in physical, mental, social, and emotional areas.*” **P4:** “*Children develop psychomotor skills because they involve movement, cognitive skills because they require knowing strategies and game rules, and affective skills because they make them experience the feelings of winning and losing.*” **P12:** “*These games include all mental, emotional, and psychomotor areas. For example, games include development in many aspects such as who should not give the tissue to whom, following the game, running fast, being happy when you win, or accompanying your friend's happiness. Following the play order, saying the nursery rhyme at the same time and at the same tempo, keeping one's ear to the nursery rhyme, and paying attention to whether a tissue is placed behind the child is very valuable for the development of children.*” **P16:** “*Traditional children's games contribute to the physical and mental development of children. Additionally, through games, children also improve their social skills. While playing games, children can develop communication, observation, and cooperation with other people. They also learn social rules such as respecting others, protecting the rights of others and their own rights, undertaking assigned duties, being able to decide and implement any issue, and cooperating.*” **P2:** “*Children learn basic concepts such as numbers, shapes, and colors through games. In terms of these features, children's attention, focus, and memory improve, and their problem-solving skills improve, making a positive contribution to their mental development. Children also develop socially through the behaviors of cooperating, taking responsibility, and obeying the rules*”

during play.” **P6:** “Children’s self-confidence increased in games, and this was reflected in children’s lessons and increased their academic success.” They used the expressions. Based on this, the theme of development was created.

Table 2

Development theme ’ codes

Codes	Participants	f (n=17)	%
Provides physical development.	P1-P3-P5-P6-P7-P8-P10-P11-P12-P14-P15-P17	12	70
Provides holistic development.	P1-P3-P5-P6-P11-P13-P15-P16-P17	10	58
Provides social development.	P1-P2-P3-P6-P9-P10-P12-P16-P17	9	52
Increases academic success.	P2-P3-P6-P7-P9-P15-P16	7	41
Provides emotional development.	P2-P3-P7-P8-P9-P10	6	35
Develops a sense of responsibility.	P1-P2-P3-P7-P8-P10	6	35
Improves attention.	P1-P2-P6-P12-P13-P16	6	35
Gives you the feeling of success.	P3-P12-P14-P15	4	23
Improves cooperation.	P4-P5-P6-P12	4	23
Improves mental skills.	P5-P6-P13-P17	4	23
Teaches to obey the rules.	P2-P7-P13-P17	4	23
It improves focus.	P1-P8-P13-P15	4	23
Improves self-confidence.	P7-P13-P14-P16	4	23
Teaches respect.	P3-P7-P16-P17	4	23
Improves strategic thinking.	P8-P10-P11	3	17
Increases communication.	P4-P12	2	11

Culture Bridge Theme

The six codes determined by the researchers led to the formation of the culture bridge theme. The majority of teachers mentioned that traditional games are important in transferring our culture to future generations. They emphasized that traditional games reflect the past due to their structure, include our cultural ties, and should be played in lessons to establish a bond between the past and the present. Games have been seen as valuable in preventing generational conflict and combating digital addiction. **P17:** “From the materials used in children’s games and the symbolic meanings attributed to them, to the relationships that people living in a certain region establish with the geography they live in and each other, to intercultural interactions; It offers rich clues in many areas, from economic activities to traditions and customs.” **P14:** “We can transfer our traditional games, which have gained a place in folk culture and are on the verge of extinction, from generation to generation by preserving the vitality of these games by organizing various competitions.” **P2:** “Traditional children’s games are an important pillar of transferring the cultural values and traditions of a society to future generations. These games contain important information about the history, roots, and identity of the society. By playing these games, children get to know, understand, and keep alive their own culture and heritage by taking part in these games.” **P5:** “Children who play traditional children’s games establish a connection with the past, thus their interest in the past increases and they learn about their past. Children’s common ground with their parents increases and there is no cultural disconnection between them.” **P1:** “With the development of technology, children’s unfamiliarity with their culture has increased greatly. They experienced their own culture through the traditional games played within the scope of the project. With the development of technology, serious differences began to emerge between the games played by children and the games played by their parents. I think traditional games are effective for children to play with their friends and their parents when necessary. Thus, by

learning traditional games, children will be able to preserve and carry forward their own past and culture.”

Table 3

Culture bridge theme’ codes

Codes	Participants	f (n=17)	%
Provides cultural transfer.	P1-P3-P6-P9-P10-P12-P13-P15-P16	9	52
Creates a connection between the past and the present.	P5-P11-P13-P15	4	23
Teaches our cultural identity.	P2-P8-P10-P12	4	23
Reflects the past.	P3-P9-P13	3	17
Reduces generation conflict.	P15-P16	2	11
Takes our children away from the virtual world.	P11-P14	2	11

Value Transfer Theme

With the cultural bridge established with the past, we are able to convey our important values to our children. While teachers think that traditional games are effective in transferring most values, they stated that some values stand out clearly. In particular, the values of respect, love, helpfulness, honesty, friendship, and tolerance have been adopted by the students. In addition to these values, it is expected that traditional games will be played for a long time and parents will support them in order to highlight other values. **P15:** *“I believe that traditional games will unite our children on a common ground in terms of unity and integrity. It will be effective in raising generations of mutual love, respect, and tolerance. Children will learn that the opponent should be respected and loved.”* **P7:** *“Traditional games; have been very effective in transferring the values of respect, love, cooperation, friendship, and trust.”* **P3:** *“Students, who were previously fighting without respecting each other's rights, learned to respect each other over time. They managed to act as a team and act together rather than individually. While they were happy together when they won, they consoled each other when they lost.”*

Table 4

Value transfer theme’ codes

Codes	Participants	f (n=17)	%
Teaches respect.	P1-P3-P5-P9-P14-P16-P17	7	41
Enables feeling love.	P1-P3-P6-P12-P15-P16	6	35
Develops a sense of helpfulness.	P6-P7-P8-P9-P12-P15	6	35
Teaches to be honest.	P3-P6-P9-P10-P11	5	29
Establishes a bond of friendship.	P3-P8-P13-P15-P17	5	29
Brings tolerance.	P1-P5-P12-P16	4	23

Educational Tool Theme

Researchers considered eight codes in creating this theme. Traditional children's games, due to their structure, consist of content in which children actively participate. It has been observed that students who actively participate in physical education lessons or ILMVTGP can fulfill course objectives and achieve success in terms of psychomotor skills. In addition, children's love of school and motivation to learn increased, and accordingly, their academic success increased and their negative behaviors decreased. **P2:** *“These games allow children to play an active role in the learning process, encourage learning with a fun experience, and increase interest and motivation.”* **P5:** *“In this way, the feeling of learning by having fun can*

be developed in children. This can be transferred to all lessons, as children's self-confidence will increase thanks to games.” **P9:** “I selected one of my students, whom I noticed a lack of self-confidence in the lessons, to this tournament team, and I saw very significant changes in him. He started to attend classes more. He became more enterprising. His success in general courses increased.” **P3:** “With the decrease in negative behaviors, course success has increased relatively.” **P6:** “Students with poor academic success began to come to school more motivated after traditional games. Thanks to these games, students began to act more carefully. Students with high psychomotor skills were discovered.” **P8:** “Traditional games enable children to be mentally motivated for school and to be successful in classes. It enables the development of hand and body skills as psychomotor skills.” **P2:** “It helps children develop their motor skills. During games, children experience physical activities such as running, jumping, balancing, and skipping. Traditional children's games are effective in helping student acquire motor skills, health awareness, and social activities through physical activity.”

Table 5

Educational tool theme' codes

Codes	Participants	f (n=17)	%
Provides active participation.	P2-P7-P8-P11-P13-P14-P15-P17	9	52
Increases academic success.	P1-P4-P5-P16-P17	6	35
Makes love school.	P3-P6-P8-P10-P13	5	29
Especially effective in psychomotor field gains.	P1-P3-P6-P11-P15	5	29
Supports gains.	P9-P12-P15-P19	4	23
Provides a fun experience.	P1-P7-P13-P16	4	23
Increases motivation for education.	P8-P10-P11	3	17
Reduces negative behavior.	P3-P9-P13-P17	4	23

DISCUSSION

Teachers stated that traditional children's games (TCG) have a structure that allows students to develop physically, emotionally, socially, cognitively, and holistically. It has been explained that students pay attention to the game, can perceive different changing situations within the game, and develop counter strategies. Students took responsibility for winning the game and demonstrated the ability to act together by establishing correct communication with their friends. Children learned numbers, shapes, and colors through games. Students who demonstrate problem-solving skills have learned to follow the rules and act according to our values. Due to the nature of holistic development, children who are in a healthy development process experience the feeling of success. In their research, Temel and Kangalgil (2021) reported that primary school students who played TCG moved away from self-centeredness, could understand the emotions of others, communicated healthily with their friends, acted in line with national and moral values, and obeyed the rules. Altun (2013) touched upon the importance of game playing regularly in children's development and found that the self-control skills of children who play constantly develop. Children with high self-control skills know how to behave according to the situation and the individual. Accordingly, they communicate with the people around them. Girmen (2012) found in his research that TCG provides children with communication, self-control, leadership, cooperation, teamwork, decision-making, and problem-solving skills. Children who develop attention skills can, after a certain period, perceive the subject they focus on and develop behavior accordingly. In TCG, children may tend to try different attack methods depending on the flow of the game. In Yıldız's (2023) research, the attention of students playing TCG improved and subsequently

the visual perception mechanism also improved. Children with good attention and perception skills can make healthy decisions during the flow of the game (Arslan & Dilci, 2018; Yıldız & Koçak, 2022). Children who acquired these skills through games showed similar success in other lessons. Children who tried different problem-solving situations also experienced a sense of success in their lessons.

TCG has a structure that includes the holistic development of children as well as the cultural identity of the society in which they live. The teachers participating in the study mentioned that TCG reflects the past and that these games have been played for years. As a result of teaching and playing these games to today's children, children will have the opportunity to establish a connection with the past. It is emphasized that when a healthy emotional bond is established, negativities such as generational conflict can be prevented. It has been stated that physically active children can be protected from unsupervised virtual games through TCG. In their studies, Esen (2008) and Girmen (2012) reported that children who play TCG, which is an important part of our culture, learn social habits and adopt the culture. In his research, Hidayati (2020) explained that culture was transferred to Indonesian children through TCG and that the character development of children developed more healthily. Temel (2022) also found in their research that students told their parents about the TCG they played at school, chatted about the game, and took tactics. This situation enabled the parent and child to establish a bond between the past and the present and led to the formation of cultural unity. It has been observed that students who spend their time effectively in TCG move away from virtual games. Related to this result, Kacar (2020) concluded in his study that internet addiction decreased when secondary school students played TCG. Although students have limited access to the internet in the district where the study was conducted, it is worrying that such a risk exists. TCG is important in terms of keeping children engaged in play while they are at play age.

We have the convenience of transferring our root values (OGM, 2022), which are included in the curriculum of all courses of the T.R. Ministry of National Education, with TCG. Students acquire values such as respect, love, helpfulness, honesty, friendship, and tolerance and develop behavior patterns appropriate to these values. Students enter the process of acquiring values when they identify the children's games that have been played for a long time in the region they live in and play them in physical education classes (Yıldız, 2023). In their research, Temel and Kangalgil (2021) examined the level of impact of classroom teachers' participation in the TCG festival with their students and found that after the study, students were able to acquire values such as following the rules, responsibility, respect, cooperation, awareness, and willingness to participate in national festivals. Responsibility, helpfulness, self-control, and friendship values can be transferred through castle dodgeball game, handkerchief grabbing, and hopscotch games (Temel, 2022). Bozkurt and Sözer (2017) also had primary school students play TCG for 8 weeks. Among the games implemented in the study, it was observed that there was an improvement in the values of responsibility with the handkerchief grabbing game, self-confidence with the dodgeball game, cooperation with the seven stone game, and respect and congratulations for success with the golden bracelet game. Damayani et al. (2019) found that students playing TCG acquired the values of honesty, leadership, cooperation, cleanliness, and awareness. Students who acquire values can adapt to society by completing a healthy character development process and learning accepted and unacceptable behaviors in society (Dewi et al., 2020; Lestari & Prima, 2017). Istirahayu (2020) observed an increase in students' collaborative working attitudes as a result of having students at the basic education level play the national Lompat Tali game. Syihabbudin and Umami (2021) traditional game called Gobak Sodor, Romanvican et al. (2020) had his students play the traditional game called Engklek, and as a result of the study, an improvement was noted in the students' attitudes of being tolerant and showing tolerance.

Using TCG in value transfer, which allows values to be perceived concretely and practiced, is an important advantage for education (Aydin et al., 2022).

It was stated by teachers that TCG could be used as an educational tool in education. TCG has been effective in transferring physical education and sports course achievements, especially psychomotor content achievements. The academic success of students who are motivated to learn the achievements has increased. Children became attached to school through games and loved school more. They had fun experiences by actively participating in events. There has been a decrease in students' undesirable behavior both inside and outside of school. In Erol et al.'s (2022) study, primary school teacher candidates stated that TCG could be used educationally in terms of value education, skill development, and contribution to cultural heritage. Turan et al., (2020) found that, in line with the opinions of teachers who participated in TCG in Kayseri, it increased the interaction between teachers and students the most. However, it has been observed that they can perform psychomotor skills at a good level. Students' course success increased as their focus and motivation increased. Celayir (2015) emphasized the educational importance of using TCG in primary school physical education practices. In their study conducted in the provinces of Konya, Karaman, Kayseri, Sivas and Niğde, Temel and Kangalgil (2021) found that primary school teachers participating in the TCG festival effectively provided their students with the course outcomes included in the curriculum. Temel and Temel (2023) found that the time spent in moderate-to-vigorous physical activity by primary school children playing TCG was high and the students actively participated in the lesson. When students are active in the process, their undesirable behaviors will decrease. Thus, students spend their time playing games by taking part in educational applications (Hazar et al., 2017). Reducing students' negative behaviors at school and having fun participating in games increases school love and can have an impact on academic success.

Conclusion

As a result of the research; within the scope of the "I live my values through traditional games" project, it has been determined that students who play traditional children's games (TCG) benefit educationally. After following the students for about 4 months, TCG has made important contributions to providing holistic development, cultural bridge, value transfer, love of school, motivation, and academic achievement.

Recommendation

Based on these results, the use of traditional children's games in primary education can be recommended to teachers.

Limitations

This study is limited to primary school teachers who participated in "I live my values through traditional games" in the Aksaray-Eskil district.

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