

CURRENT STUDIES IN PHYSICAL EDUCATION AND SPORTS 2024

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Preface

This book, titled *Current Studies in Physical Education and Sport 2024*, is composed of different chapters by authors invited by the editors.

This issue consists of 12 chapters on the field of Sports Sciences. The book consists of chapters on; Games and sports activities in social studies textbooks; Digital games in the digitalization process; The place and importance of the game in the disabled; Sports facilities from past to present; The concept of recreation; Ethics in sports media; Historical development of the game and its effect on children's development; Teachers' perspectives on values; Sports and Awareness; Historical development of folk dances and Turkish folk dances in Anatolia; History of sports museology in Turkey. All chapters are reviewed by at least two international peer reviewers and the book aims to provide its readers with the opportunity to conduct scientifically peer-reviewed sports research. *Current Studies in Physical Education and Sport 2024* is published by ISRES Publishing.

December, 2024

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4th Grade Social Studies Textbooks, Games, and Sports Activities

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Introduction

Human beings try to understand and perceive their environment from the moment they open their eyes to life until the last moment. From infant to older, learning continues throughout life. Children, who are one of the building blocks of society, often benefit from games while making sense of and learning what is happening around them due to their nature. Because games offer children the opportunity to experience life by having fun on the one hand and by doing and living on the other. The word game is defined in Turkish as “children’s game; dance, cards, dice and games of chance; sports activities, theater text or show; aşık game” (Akbaş & Özuslu-Ünal, 2016). Çoban (2006:7) defines games as entertaining activities that have a specific purpose, are played within physical and bodily needs, within appropriate time and space, have their own rules, and develop both intelligence and skills.

Children often make use of auxiliary materials when they play. Toys are the most important play tools. While play is the most important endeavor for children, toys are the most important tool (Bekmezci & Özkan, 2015: 81). The history of games and toys dates back to ancient times. When we look at the historical process, children have played by making their own toys or by changing the games they learned from their ancestors. Many games and game tools known today date back to ancient times. One of the oldest known games is the jack game.

This game was carried from culture to culture and played with materials such as aşık instead of stones (Akbaş & Özuslu-Ünal, 2016: 25). It has been stated that traditional games offer opportunities to transfer culture and increase cultural richness (Küçükbiş et al.: 1423). Akay (2017) stated that children can gain skills such as “leadership, strategy development, finding solutions, expressing emotions, gaining self-confidence, anger control, role-playing and emotion management” through traditional games. The Ministry of National Education [MoNE] (2023) provided both teachers and students with the opportunity to recognize and learn about traditional games by providing detailed content about traditional games in its “100 Children’s Games.” It can be said that traditional games, which are inherited from our ancestors and provide us with numerous benefits, serve as a bridge between generations in the transfer of culture.

Games help children strengthen their problem-solving skills, develop their creativity and contribute to their physical, language and psycho-social development. It also helps

children develop their social skills by supporting them to interact with their friends (Pesen-Duman & Cumart, 2024: 788). Games serve as a stimulus that improves children's ability to both move and express themselves (Boz, 2018: 30). Children develop motor skills through movements such as jumping, running and walking while playing. These continuous movements help them gain balance control and flexibility. In addition, children who spend energy by playing games sleep more regularly and have a better appetite.

Especially children who play outdoors accelerate their physical development as they benefit from the sun and fresh air (Burgaz-Uskan, 2019: 126). In today's conditions, the benefits of play, sports and exercise, in short, an active lifestyle, are well known. It is seen that the problems of our age such as technology addiction, obesity and posture disorders are reduced in children who regularly play games and engage in sports activities (Akbal et al., 2024; Hekim, 2016). In this context, it is thought that games and an active life have numerous positive effects on children, so it is necessary to create areas where they can play plenty of games and do sportive activities.

Games now appear in every aspect of life. With the development of technology, especially digital games have become widespread today. With the widespread use of digital games, the use of these games for educational purposes has increased over time. Digital educational games are defined as games that include cognitive, behavioral, social and emotional dimensions and aim to learn for a specific goal (Çetin, 2013).

The development of gaming platforms in the digital world has led to an increase in children's interest in technological games. Digital games, which have become a part of education, allow students to have fun and learn at the same time, increase participation in the lessons and help develop their interest and curiosity (İşçi & Yeşiltaş, 2020; Kukul, 2013). Games that place children at the center are thought to improve and stimulate learning. Children who play games can learn many things directly or indirectly. With these aspects, it has been stated that games are used in an educational sense by including them in learning and teaching processes in various branch courses (Çavuş & Balçın, 2017: 324).

In the literature, the game-based teaching model has been addressed in studies conducted on individuals at different age levels, starting from preschool students to graduate students. Teaching with games has been the subject of various studies in areas such as preschool, life science, science, Turkish, mathematics, social studies, religious culture and ethics, foreign language education and physical education (Aydın, 2014; Bakar, Tüzün & Çağiltay, 2008; Çalışkan & Biter, 2019; Dalaman, 2015; Dolunay & Karamustafaoğlu, 2021; Güven, 2017; Hekim, 2016; Kahyaoğlu & Elçiçek, 2016; Öztop, 2022; Şentürk, 2020; Uğurel & Moralı, 2008; Yıldırım & Can, 2017; Yorulmaz & Göv, 2019).

Teaching with games has found a place in education programs in the form of achievements in these areas. In the 2018 MoNE 4th grade social studies curriculum, in the learning area of 'Individual and Society' in relation to games and physical and educational activities, "Participation in educational and social activities at school or in their immediate surroundings is encouraged in line with their interests and wishes."; in the learning area of 'Culture and Heritage', "Compares traditional children's games with today's games in terms of change and continuity. "; in the learning area of 'Active Citizenship', "Suggests educational and social activities deemed necessary in school life."; and in the learning area of 'Global Connections', "Visual and written communication tools and cultural elements; issues such as clothing, food, games, family relations are emphasized." These learning outcomes in the curricula are presented to students through textbooks. Textbooks are important sources of information used by both teachers and students and contribute to students' individual learning (Ceyhan & Yiğit, 2005). Since games and sports are considered to play an important role in children's lives, it was deemed appropriate to conduct this study to understand how and with what content games and sports activities

are included in 4th grade social studies textbooks.

Aim of the Study

In this study, it is aimed to reveal to what extent games and sportive activities are included in the texts, evaluation questions and visuals in the 4th grade social studies textbooks. In line with this purpose, answers to the following research questions were sought:

- How are games and sports activities included in Social Studies textbooks?
- Which games and sports activities are emphasized in Social Studies textbooks?

Method

Design of the Study

The research was conducted with document analysis, one of the qualitative research methods. Document analysis involves the analysis of written sources related to the phenomena and events to be investigated. Written sources that constitute the data set in qualitative research can be excerpts from program records, reports, official correspondence, textbooks, personal diaries and open-ended written responses used in research. Document analysis can be used as a research method alone or in combination with other research methods (Patton, 2002; 4-5; Yıldırım & Şimşek, 2018: 189). In this direction, since it was aimed to examine traditional games and sportive activities in social studies textbooks, the research was conducted with a document analysis design.

Data Analysis

The data obtained in the study were analyzed by content analysis. The aim of content analysis is to reach a general picture through the codes obtained from the existing data (Creswell, 2003: 236). In this type of analysis, meaning units are initially reached and then the codes obtained from these units are grouped under certain themes. After the relationships between the themes are identified, the main themes are created (Yıldırım & Şimşek, 2018: 253). In this line, the data obtained for the purpose of the study were analyzed by content analysis. The texts, assessment questions, activities and visuals in the textbooks constituting the data set of the study were analyzed and codes were determined and these codes were grouped under appropriate categories. The data obtained were supported by direct quotations and presented as findings.

Material

In the study, 4th grade social studies textbooks were used as the data set. These textbooks were accepted as textbooks by the Ministry of National Education (MEB) Board of Education and Discipline for a period of 5 years starting from the 2023-2024 academic year. Three books were determined as textbooks for the 2023-2024 school year, and two of these books were randomly selected and used in the study. Information about the books is given in Table 1.

Table 1
4th Grade Social Studies Textbooks

Name of Book	Publishing	Authors
4 th Grade	Ferman Publishing	Tolgahan Ayantaş
4 th Grade	Ministry of National Education Publishing	Elif Ebru Doğangüzel, Hüseyin Güleç, Dr. Nagihan Şahin ve Dr. İbrahim Yavuz

Validity and Reliability

It is recommended to act in accordance with validity and reliability criteria in qualitative research. For validity, the concepts of credibility and transferability are taken into account, and for reliability, the consistency of the research is taken into account. In order to increase the credibility of the research, factors such as long-term participation, data diversity, expert opinion and reference adequacy can be taken into consideration (Lincoln & Guba, 1981). Based on this approach, the study was conducted by adopting expert opinion to ensure the credibility of the research.

Two social studies field experts were consulted from the beginning to the end of the study. Adjustments were made in the study in line with the opinions and suggestions of the experts. In order to ensure the transferability criteria of the research, the data sources used in the research, the study plan and the findings obtained were reported in detail, supported by verbatim quotations. To ensure the consistency of the research, the researchers collected and analyzed the data at different times and places. They evaluated each element obtained from the analyzed textbooks in line with the research purpose as codes and placed them in the determined themes. The researchers evaluated the units of analysis they obtained and made comparisons to determine whether the data showed consistency. As a result of these comparisons, the units of analysis were re-evaluated and consistency was tried to be ensured.

In addition, the reliability of the research was tested with the formula “Number of agreement / total number of agreement + number of disagreement” determined by Miles and Huberman (1994: 64). According to Miles and Huberman (1994), a reliability coefficient above 70% indicates that the research is reliable. Based on this view, the reliability coefficient was calculated the reliability rate was found to be 92%.

Findings

In this section, 4th-grade social studies textbooks were analyzed in the context of games and sportive activities and the findings were presented. In addition, the findings were supported by using direct text and visual quotations about the games and sportive activities in the textbooks. The findings on games and sportive activities in the 4th-grade social studies textbooks of Ferman and Ministry of National Education Publishing are presented under two headings.

Findings on Games and Sportive Activities in the 4th Grade Social Studies Textbook of Ferman Publishing

The games and sportive activities in the 4th grade Social Studies Textbook (4th grade SBDK) of Ferman Publishing were categorized and the findings of these categories are presented in Table 2.

Table 2

Findings on Games and Sports Activities in the 4th Grade Social Studies Textbook of Ferman Publishing

Main Categories	Sub Categories	1.Sub Category	Text, questions and activities (f)	Image (f)	Total (f)
Games	Traditional Games	Folk dance	5	2	7
		Handkerchief Grab	5	-	5
		Sack Race	4	1	5
		Hopscotch	4	-	4
		Dodgeball	3	1	4
		Rope pulling	2	2	4
		Hide and Seek	2	2	4
		Chinchan	2	1	3
		Carousel ride	1	1	2
		Kite flying	-	2	2
		Tombik	2	-	2
		The chase	1	-	1
		Shadow games	1	-	1
		Turning the wire wheel	1	-	1
		Cycling	1	-	1
		Slipping on snow	-	1	1
		Jump rope	1	-	1
		Ebelemece	1	-	1
		Silent cinema	1	-	1
		Marble game	1	-	1
		Pulley	1	-	1
		Capturing the flag	1	-	1
		Kagome-kagome	1	-	1
		You have my hand	1	-	1
		Evening midwife	1	-	1
		Lover	1	-	1
		Istop	1	-	1
		Medicine	1	-	1
	Word of mouth	1	-	1	
	Riding on suspended swings	1	-	1	
	Educational Games	Chess	4	2	6
		Robotic puzzle	1	-	1
Mind Games		1	-	1	
Technological games	Online Games	6	5	11	

Sport activities	Traditional Sports	Javelin	1	-	1
		Wrestling	1	-	1
	Team Sports	Football	2	1	3
		Basketball	1	1	2
		Swimming	2	-	2
		Volleyball	2	-	2
	Field Sports	Orienteering	3	1	4
		Hiking	2	-	2
		Scouting	1	-	1
Total		75	23	98	

The games and sportive activities in the 4th grade Social Studies Textbooks (SBDK) were tabulated as main categories, subcategories and types. According to Table 1, firstly, there are three subcategories in the main category of ‘games’: ‘traditional, educational and technological games’. Among the traditional games analyzed in the textbooks, 30 different games were identified.

According to their frequency, these games include folk games, handkerchief snatching, sack races, hopscotch, dodgeball, tug of war, hide and seek, chinchin, merry-go-round, kite flying, tombik, chasing, shadow games and spinning the wheel, cycling, snow sliding, jumping rope, tag, charades, ball games, hoop, capture the flag, kagome hand in hand, evening midwife, lover, stop, stop, medicine, ear to ear and riding on suspended swings. Another sub-category within the games category is ‘educational games’. This category includes chess, robotic puzzles and mind games. One of the main categories, ‘sporting activities’, is divided into three subcategories: traditional sports, team sports and nature sports.

‘Traditional sports’ are grouped as javelin and wrestling, ‘team sports’ as volleyball, basketball, swimming and soccer, and ‘nature sports’ as orienteering and hiking. The findings related to the games and sportive activities in Table 1 are presented as with verbatim quotations:

Findings on Traditional and Educational Games in the Games Category

In the 4th grade social studies textbook, “Folk dances” is discussed on page 162 with the statement “Carrying out book collection campaigns to enrich school libraries, planting saplings in cooperation with TEMA, and organizing folk dance performances help us develop educationally and socially.” In this sentence, it is emphasized that folk dances and similar activities contribute positively to both the educational and social development of students. In addition, in the “Let’s Say” section on page 48 of the textbook, visuals and expressions about traditional dances are included as follows:

Figure 1

Images of Traditional Games [Source: Social Studies 4, (Ferman Publishing) Ayantaş, 2023, p. 48]



According to Figure 1, in the “Let’s Tell” section of the 4th grade social studies textbook, examples of traditional games were given and students were asked whether they had prior knowledge about these games. In this section, visuals of children playing traditional games such as sack race, tug of war and hide and seek were included. Examples of other traditional games are presented in Figure 2.

Figure 2

Images of traditional games [Source: Social Studies 4, (Ferman Publishing) Ayantaş, 2023, p. 50]



Visuals of traditional games such as sliding on snow, flying kites, playing chase, playing hopscotch, riding on a carousel, pulling a rope, playing hide and seek and riding a bicycle are shown in Visual 2. Page 193 contains the following statements about traditional games: “Traditional games played by children vary from culture to culture. However, even though they have different names, many games are similar to each other. For example, hide and seek, hopscotch, skipping rope, tag, charades and marble games are known and played by children in different cultures.” In this statement, it is emphasized that traditional games are known and played by children in different cultures. In addition, examples of traditional games played in other countries are given as follows:

“One of the traditional games played by children in Europe is the “Pulley” game” (p.193).

“Capture the Flag” is another traditional game, especially in Europe and America, and is a lot of fun” (p.193)”.
 “Traditional games played by children in the Far East, especially in Japan, are also very interesting. One of them is the “kagome kagome” game” (p.193).

Figure 3

Example of Çinçan Game from traditional games [Source: Social Studies 4, (Ferman Publishing) Ayantaş, 2023, p. 51]



In Figure 3, there is a visual of the “Çinçan Game”, which is among the traditional games. Detailed explanations of the game were given with a QR code, enabling students to learn more about the game. In addition, a visual of “Hacivat and Karagöz Game”, one of the shadow plays, was included in the 4th grade social studies textbook as follows:

Figure 4

Example Images of Hacivat Karagöz Game from Shadow Plays [Ayantaş, 2023, p.49]



The textbook includes the following about chess game and robotic coding among educational games:

“Going to a chess course, learning to swim, painting wood or photography are also hobbies that we can enjoy.” (p.21)

“I like doing robotic puzzles.” (p.23)

“Satranç oynamayı seviyorum.” (s.23)

“I like playing chess.” (p.23)

Figure 5

Images of Children Playing Chess [Source: Social Studies 4, (Ferman Publishing) Ayantaş, 2023, p. 21 and p.23]



In the 4th grade social sciences textbook, the following statement is given on page 23 regarding online games in the “Technological Games” category: “I play computer games.” On page 60, an evaluation question was asked as “Which of the following cannot be shown among traditional children’s games?” and the correct answer was “tablet game”. Another evaluation question on page 61 is as follows: “Which of the following games is not among the games that children learn from the elders of the neighborhood?” The correct answer is ‘public network game’. The images related to online games in the textbook are as follows:

Figure 6

Images of Children Playing Online Games [Source: Social Studies 4, (Ferman Publishing) Ayantaş, 2023, p. 40, p.48, p.100, p.102 and p.107]



Findings on Traditional, Team and Outdoor Sports in the Sports Activities Category

In the 4th grade social sciences textbook examined, traditional sports in the category of “Sports activities” are given the following statements on page 49: “There are games and activities such as eating “Ottoman paste and apple candy, golden cradle game” and javelin throwing. Games and activities such as watching Karagöz-Hacivat, wrestling, riding on suspended swings and riding on the carousel were usually performed on important days.” Team sports from the category of sportive activities are listed as follows:

“I know how to play soccer.” (p.23)

“I like playing volleyball.” (p.23)

“Activities are organized in almost every branch of sports, especially swimming, soccer, basketball and volleyball.” (p.163)

The iamges of team sports in the textbook are as follows:

Figure 7

Images of Football and Basketball from Team Sports [Source: Social Studies 4, (Ferman Publishing) Ayantaş, 2023, p.23 and p.163]



In the 4th grade social studies textbook, the following statements are given on page 162: “Our friends who study in courses such as scouting, foreign language, drama, theater and folk dances, photography and mind games participate in activities where they can exhibit their talents periodically.” On page 70, the following statement is made about orienteering:

Outdoor sports on page 70: “Wayfinding is very important, especially in hiking. You may have read many news about people who go hiking and get lost.” The following statement was encountered. On the same page, nature walks are included in the activity as follows:

Findings Related to Games and Sportive Activities in the 4th Grade Social Studies Textbook of MEB Publishing

Categorizations were made regarding the games and sportive activities in the 4th grade social studies textbook (4th grade SBDK) of the MEB publishing house and the findings of these categories are presented in Table 3.

Table 3

Findings Related to Games and Sports Activities in the 4th Grade Social Studies Textbook of MEB Publishing

Main Categories	Sub Categories	1.Sub Categori	Text, questions and activities (f)	Image (f)	Total (f)
Games	Traditional Games	Bezirganbasi	5	-	5
		Hide and Seek	4	-	4
		Steel pins	3	-	3
		Dodgeball	3	-	3
		Bestas	3	-	3
		Blindfold	3	-	3
		Istop	2	-	2
		Leapfrog	2	-	2
		Circle spinning	1	-	1
		Hopscotch	1	-	1
		Shadow games	1	-	1
		I sell oil	1	-	1
		Lantern Game	1	-	1
		Jump Free	1	-	1
		Riding on suspended swings	1	-	1
Educational Games	Mangala	2	-	2	
	Chess	1	-	1	
Technological games	Online Games	2	-	2	
Sport Activities	Traditional Sports	Javelin	1	-	1
		Wrestling	1	-	1
	Team Sports	Basketball	2	1	3
		Track	2	-	2
		Volleyball	1	1	2
Field Sports	Scouting	1	-	1	
Total				47	

According to Table 3, games and sportive activities in the 4th grade social studies textbook are tabulated as main categories, subcategories and types. Firstly, it is seen that there are three subcategories under the main category of “games” as “traditional, educational and technological games”. A total of 15 games were identified among the traditional games analyzed in the textbook. These games are as follows: bezirganbaşı, spin the hoop, steel pom-pom, hopscotch, dodgeball, hide and seek, shadow games, five stones, istop, körebe, leapfrog, sell oil, lantern game, free jumping and riding on hanging swings. It was observed that the most common traditional game in the textbook was bezirganbaşı. The educational games category includes mangala and chess. The technological games category consists of online games. In the sports activities category, there are subcategories of traditional sports, team sports and nature sports. Traditional sports include javelin and wrestling, team sports include basketball, track and volleyball, and scouting is included under the category of field sports.

Findings on Traditional and Educational Games in the Games Category

In the 4th grade social studies textbook, the following findings were encountered regarding traditional games:

“My children, when we were children, we used to play games such as beş taş, yakan top bezirgânbaşı, and we used to spin in a circle. We also loved to play çelik çomak .” (p.35)

“When I was a child, we mostly played on the street, in the garden or in the fields. There were so many things... Saklambaç, beştaş, yakan top, çelik çomak, seksek, körebe, bezirgânbaşı... We laughed, we ran, we sweated, we were neither hungry nor thirsty while playing.” (p.36)

“I will take you to the place where we used to play these games in my childhood. We are going to the garden of Kozahan to play bezirgânbaşı.” (p.36)

In the 4th grade social studies textbook, activities related to traditional games are included on page 33 as follows:

The activities in the textbook support students’ participation in the lesson and facilitate their learning by offering them a fun lesson environment. In the 4th grade social studies textbook, the visual related to the game of salıncağa binme, one of the traditional games, is given as follows:

Figure 8

Image of a Child Salıncağa binme [Source: Social Studies 4, (Ministry of National Education Publications) Doğangüzel, Güleç, Şahin & Yavuz, 2023, p.124]



In the 4th grade social studies textbook, on page 156 of the traditional games, the game “Free to Jump” is played with three or four people. Each child is divided into groups and has a number. The number one player of each group comes to the starting line. He tries to jump the farthest with his feet together. Then the number two players try to jump to the farthest point by stepping on the footprint of the number one players. In the game played this way in England, whichever player from the groups jumps the farthest wins the game. With this text, it is seen that the 4th grade social studies textbook includes traditional games of other countries in addition to the traditional games of our own country. The fener game, one of the traditional games of a different country, is included as follows:

“The fener game is a very popular children’s game in Japan. In this game, children sit on the floor in a circle. The game starts with one player saying “büyük fener”. The player next to him opens his hands and says “küçük fener”. The game continues in this way. It is a very fun game when played fast. The player who opens his hands incorrectly is out of the game.” (p.156).

On page 19 of the educational games, under the title “My Interests, Needs and Abilities”, content related to playing chess was identified as *“liking to play chess”*.

Findings on Traditional, Team and Field Sports in the Sports Activities Category

In the 4th grade social studies textbook on page 19 under the title “My Interests, Needs and Abilities”, the expression *“playing in a basketball team”* was encountered. Other statements about sportive activities in the textbook are as follows:

“I eat healthy foods and do lots of sports. I like playing basketball the most.” (p. 23)

“Doing sports is very important for me. I play volleyball very well.” (p.135)

“I want to be a good athlete in the future. I am already working very hard for this.” (p.125)

Figure 9

Images Related to Sportive Activities [Source: Social Studies 4, (Ministry of National Education Publications) Doğangüzel, Güleç, Şahin & Yavuz, 2023, p.23 and p. 135)]



On page 72 about scouting, *“The sisters had wanted to go camping ever since they learned that their father used to be a scout. Two more friends joined them with their parents’ permission. Now they were a little scout troop. With their camping equipment, they set off to their camping place laughing and laughing.”*

Discussion and Conclusion

The benefits of games and sports are known to have many positive effects on individuals of all age groups, both physically and psychologically. Children begin to learn many things about life, first in the family and then at school age. One of the supportive and helpful elements of learning is games. Children gain a lot of knowledge and skills by sharing the same social environment with their peers through games and sports branches they are interested in. From this point of view, this study aims to determine how and to what extent games and sports activities, which are considered important for children, are included in 4th grade social studies textbooks.

In the 4th grade social studies textbook of Ferman Publishing, a total of 98 items were encountered in terms of games and sportive activities. It was determined that the games category was divided into subcategories as traditional games, educational games and technological games. As a result of the analysis, 30 traditional games were identified. It is seen that folk dances (f: 7) are mostly included in the textbook. When analyzed on the basis of educational games, chess (f: 6) were included the most. The other sub-category in the games category is technological games; it was observed that online games (f: 11) were also included in this category. The sports activities category includes traditional sports, team sports and field sports. Among traditional sports, javelin (f: 1) and wrestling (f: 1) were included at the same rate. It was found that football (f: 3) was the most common team sport.

In the 4th grade social studies textbook of MEB Publishing, there are 47 items in total related to games and sports activities. There are 15 traditional games under the games category. It is seen that bezirganbaşı (f: 5) is the most common traditional game. While mangala (f: 2) and chess (f: 1) games were included under the educational games category, online games (f: 2) were encountered under technological games. When evaluated in terms of sportive activities; traditional sports, team sports and field sports categories were formed. Among traditional sports, javelin (f: 1) and wrestling (f: 1) games were included with the same frequency. Among team sports, basketball (f: 3) was the most frequently practiced, while only scouting was practiced among field sports.

Two 4th grade social studies textbooks taught in schools in the 2023-2024 academic year Two 4th grade social studies textbooks taught in schools in the 2023-2024 academic year were evaluated in terms of texts, evaluation questions, activities and visuals. It is seen that both textbooks directly include the learning outcomes in the Ministry of National Education (MoNE, 2018) social studies curriculum. However, it was found that the visuals and activities in the analyzed textbooks were insufficient in terms of games, social and physical activities. Ministry of National Education

Two 4th grade social studies textbooks taught in schools in the 2023-2024 academic year Two 4th grade social studies textbooks taught in schools in the 2023-2024 academic year were evaluated in terms of texts, evaluation questions, activities and images. It is seen that both textbooks directly include the learning outcomes in the Ministry of National Education (MEB, 2018) social studies curriculum. However, it was found that the images and activities in the examined textbooks were insufficient in terms of games, social and physical activities. When both textbooks were compared in terms of games and sportive activities, it was found that Ferman Publishing had the most elements. Especially in the 4th grade social studies textbook of MEB Publishing, very few visual elements were encountered. Since it is thought that primary school children may focus more on images and these images may attract their attention more in lessons, this situation shows that the content of the textbook is incomplete.

Since traditional games are seen as a part of cultural heritage, they are considered to have an important place in cultural transmission. Yıldırım (2022) expressed similar views with this research in his study titled “Traditional children’s games in Turkish books in the context of transfer of culture through texts”. According to Yıldırım (2022), traditional games are excluded by the modern understanding of life and the view that these games are mostly played in rural areas is dominant.

At the same time, he came across the result that traditional games are rarely included in the Turkish textbooks he examined within the scope of the research. In this respect, he argued that traditional games, which have an important place in cultural transmission, should be included in Turkish teaching programs and textbooks, and that school gardens and parks should be planned in a way that children can play games. Ünal (2013), who reached similar results with the research, conducted examinations in 4th, 5th, 6th and 7th grade textbooks in his study titled “Evaluation of folk culture elements in elementary

social studies textbooks” and found the most content related to folk games, children’s games, shadow games, wrestling and javelin games among folk culture elements.

In the research, children’s games such as birdirbir, saklambaç, çelik çomak and bezirganbaşı were encountered only in the 4th grade social studies textbook, while in the category of folk dances, sufficient data was found only in the 5th grade social studies textbook. At the same time, the content related to wrestling and javelin, which are included in the traditional sports category, was found only in the 4th grade social studies textbook. Demircioğlu and Gürsoy (2022) examined 6th and 7th grade Turkish and social studies textbooks in terms of folkloric elements. While they found a limited number of traditional games in 6th and 7th grade social studies textbooks, they found that traditional sports were included in only a few 6th grade social studies textbooks.

Uygun et al., (2018), in their study titled “The effect of educational games on social studies teaching: activity example”, concluded that with the help of educational games, students’ interest in the social studies course increased, their sense of responsibility improved, they had positive reflections on their communication skills, and they had a collaborative and interaction-oriented process with their friends. Dağdelen and Kösterelioğlu (2015), in their study titled “Evaluation of games and physical activities course in primary schools according to teachers’ opinions”, stated that according to teachers’ opinions, games and physical activities have positive effects on children, increase students’ course success, affect their motivation and support their social development. In the same study, it was suggested that a game culture could be formed in children by organizing game festivals in primary schools with the participation of other classes. As it is understood from these studies, it can be said that lessons carried out with games and sports activities contribute to the development of both social skills and physical health of children. Based on the results of the research, the following suggestions were made in the study:

- This study is limited to 4th grade social studies textbooks. In other studies, social studies textbooks at other grade levels can be analyzed and compared in terms of games and sports activities.
- In the research, it was determined that there was not enough visuals in terms of games and sportive activities. Textbooks can be enriched especially in terms of visual elements.
- Differences in terms of content were found between the textbooks taught in schools in the same academic year. In order not to have too many differences between the books, it can be suggested that the contents of the textbooks should be arranged in a balanced distribution in terms of subjects, activities and visuals.

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Positive and Negative Effects of Digital Games in the Digitalization Process

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Introduction

The word “oyun”, one of the oldest words in Turkish (And, 2012: 37), appears among the various names of Central Asian shamans, for example, as “oyun, uyun” among the Yakuts. Female shamans are called “udahan” in Mongolian, the middle shaman “orta-oyun” and the supreme shaman “uluhan-oyun”. The word “play” is used not only for shamans but also for all shamanic ceremonies (e.g. in Turkestan). Thus, with the word play, the origins of theater, dance and various spectacles are gathered at one point (And, 1974, as cited in Hazar, 2017: 3).

Play has become indispensable as a part of human life since the emergence of human beings. Scientists have characterized play in various ways. According to Gross, “Play is an acquisition of experience, it is the experience of the attitude situations that the individual will encounter in daily life in his future life through play. In this way, the child has the chance to experience the events that he may experience in the future in a protected area.” Freud defined the definition of play as “useful activities that help children and young people to help their social development and to find the individual self. Freud also defines it as “a mirror that reflects the child’s movements and self.” Plato suggests that “education should be done in two areas: physical/motor and psychological education. Children should grow up with play by emphasizing the importance of the concept of play in terms of physical education”. Bandura defines play as; “The child communicates in play, expresses himself, has friends and becomes a social being. The socialized child makes observations and acquires new behaviors when repeated” (Duman, 2015). Play helps children to feel good about themselves (Alıncak, 2016). Play is an outlet for the child’s happiness and excess energy in life (Nutku, 2006). Play is one of the basic building blocks of personality, which includes various values such as sociability, ability and intelligence. Play is the most important element that prepares the child for life and guides him/her in his/her life, as well as internalizing the right behaviors in the child’s social life (Alıncak and Tuzcuoğulları, 2016). Play is a form of learning that involves the discharge of excess energy, relaxation and pleasure (Aksoy and Çiftçi, 2014). At the same time, play is an activity that allows children to recognize themselves (Yıkılmaz and Kurşun, 2018; Ayan et al., 2017).

A game is a situation in which there are participants who play the game and objects that are played or spectators who watch those who play, which is fun and allows excess energy to be discharged (Ardahan & Altunpınar, 2018). Play is an important part for the child that he/she enjoys, starts and continues in line with his/her own wishes and supports his/her holistic development (Ogelman, 2014). Therefore, play is a very important educational tool in terms of child development (Alıncak, 2016). Play activities are a need of the child. The child expresses himself/herself more comfortably through play. Everything obtained in the game process provides permanence. As a result, the child starts his communication with his peers and his relationship with the environment through play. In this sense, children try to fulfill some of their needs through play activities (Alıncak et al. 2017). Play is a mirror of social life that appeals to individuals of all ages, which emerges with the jokes that adults make to spend time and children make among themselves for both learning and entertainment (Yıldırım, 2016).

The concept of play is the definition given to all of the enjoyable activities that individuals do in their free time in line with the main purposes and rules, voluntarily, as a means of socialization, as a means of socialization, where excitement situations are common, affecting those who participate in the game and those who watch, and not looking for any material benefit (Hazar, 2006). Alıncak and Tuzcuoğulları (2016) stated that games are activities that make children ready for life, guide their development and are effective in obtaining basic behaviors. Some researchers have also reported that play is a way of expelling excess energy in human life. Some theorists have also adopted the view that individuals exhibit the ability to imitate in their playful activities (Hazar, 2006).

Play is a part of life in which all people express themselves in the best way from childhood to adulthood (Sormaz and Yüksel, 2012; Kulaksızoğlu, 2016). Societies have played games to have fun and relax from the first stages of history to the present day, and with the developing technology, there has been a transition away from the traditional game type and towards digital games (Özdemir, 2005). Digital games are games that offer visuals that people enjoy using devices such as computers, tablets and mobile phones to evaluate the time left for them after they finish their work (Çetin, 2013).

Digital games have become one of the most indispensable games of children in the 21st century and children prefer to play digital games in the first place among the activities to be applied in the first time they find (Hazar et al., 2017). While these games have positive features such as problem solving, analyzing, seeing from different perspectives, they also have many negative features such as violence, fighting and swearing (Aksoy and Çiftçi, 2014).

Various definitions have been made for years regarding the concept of play. The most obvious reason for this situation is that every society and culture has a different understanding of play, which leads to different definitions. According to the changing needs and desires of the society in the process, games are enjoyable activities that can always keep their value in its current state (Tuğrul, 2010). According to the Turkish Language Institution, the word “game” is defined as “entertainment that develops skills and memory, has certain rules, and provides a pleasant time” (TDK, 2023). There are many researchers who have conducted research to reveal and express the different effects of play. While Aristotle explains play as an imitation of the actions that children will realize in the future, Quintilianus explains play as the first education to be offered to the individual. According to Comenius, play is an effective learning method in the child’s life and plays an important role in the acquisition of rules and order (Eni, 2017).

Johan Huizinga describes people who play games as “ludens” and people learn their daily life by playing games. According to Huizinga, playing games is an important activity in the lives of individuals and individuals even express themselves through games. Play is a collection of voluntary behaviors that people carry out entirely of their own volition. For this reason, playing games are activities that depend on a person’s

pleasure and a time when they have no work (Huizinga, 2015). According to Piaget, it is defined as discovering, experimenting and adapting to objects coming from the external environment (Aral, Gürsoy and Köksal, 2001).

Based on the definitions of play, play can be defined as a set of activities that allow children to relax physically and spiritually, express their wishes, make sense of social life and gain experience, improve all areas of development, are enjoyable for children and are generally played as an imitation of social life (Cinel, 2006). It has been observed that motoric features develop more quickly and social behaviors improve with educational games (Ayan et al., 2015). Playing games is actually a need, it has always existed and will continue to exist in the lives of humans and all other living things. Games are activities that are beneficial in many developmental areas such as social skills, peer relations, cognitive development, language development, motor development, especially in childhood. When important factors such as gaining the ability to express oneself freely in school life and supporting language development are carried out together with games, it is easier to achieve these gains. Play prepares the child for real life. Through play, children can express their emotions, feel happy and show positive psychological developmental characteristics. In addition, playing games in children is also effective in variables such as making choices and problem solving (Yalçın & Bertiz, 2019).

Aim of the Study

The aim of this study is to discuss the positive and negative effects of digital games on children.

Digital Game Concept

With the advancement of technology, differentiating living conditions, urbanization in cities, and the decrease and disappearance of places to play on the streets, people spend their free time with technological devices such as televisions, phones, computers, and tablets. In this context, we come across digital games, which have an important place in life (Gentile, 2009). Digital games are multimedia applications that can be played by computer and portable technological devices (such as phones and tablets) within the framework of certain rules, according to the tastes of people, strategy, action, etc. types, which can be played alone or with different people by connecting over the internet or offline (Kılıç, 2021).

Researchers examining digital games from different perspectives have defined digital game characteristics. In the definition made by Prensky (2001), it is stated that games consist of twelve features as listed below:

- Games are enjoyable and entertaining.
- Games help to engage passionately and are immersive.
- Games have certain rules. These rules constitute the structure of games.
- Games are interactive and provide active participation of the players.
- Games have motivating purposes for the player.
- The difficulty of the games can be adjusted according to the success of the player. In this way, players can be kept in the game.
- There are situations in games where players are victorious and their ego can be satisfied.
- Games have feedbacks and outputs. Through these, players learn.
- Games have problems that need to be solved. They are effective in developing

players' creativity.

- Games involve challenge, race, competition and struggle. These are exciting for players.
- Games have stories. Players become part of this story and experience the emotions in the story.
- There is interaction between players in games. In this way, social groups are formed.

Definition of a Digital Game

A digital game is a set of systems with rules and objectives in which user interfaces such as a screen, mouse, keyboard or joystick interact with computer software. Digital games are games programmed using various technologies that offer a visual environment to the user. These games, which are programmed with different software and using different technologies, are classified as digital console games, computer games and online games according to the technology used (Gökçearsalan & Durak, 2014). Players can play alone against artificial intelligence or against each other online (Bozkurt, 2014). According to many scientific studies, digital games are an important tool for learning skills such as tactical thinking, reaction time, and problem solving in terms of their contribution to child development. There are many scientific studies on these games that have benefits for children's development, especially mental development (Hazar, et al., 2017).

The concept of digital games has emerged with the development of technology and its important place in life. Although the development of technology and the emergence of digital games are relatively old, they are defined in different ways. In the literature, it is seen that the concepts of video games and computer games are used interchangeably, and some researchers also state that the concepts of digital games and console games can be added to these (Mitchell & Savill-Smith, 2004).

Digital games are defined as games that are played using various technological devices (computer, game console, mobile phone, tablet, etc.) and allow user input and can be played online or offline (Bozkurt, 2014; Kılıç, 2021). These games provide a visual and auditory environment (Çetin and Erbay, 2021; Aksel, 2018; Erboy and Akar Vural, 2010).

In his study, Çetin and Erbay (2021) defines digital games as simulations in which visual and auditory elements produced by computer technologies are present and these elements are controlled through different hardware within certain time and rules. In the Digital Game Report (2020) published in 2020, digital games are defined as software based on computer technologies, based on text and visuality, and a leisure time activity that can be used alone with different technological devices or on electronic platforms with multiple, physical or online methods. Budak (2020) generally defines digital games as the integration of technology with games and the playing of these games by children and adults through digital devices.

Positive Effects of Digital Games

The fact that games played in digital environments have reached large masses in different age groups has been the subject of many studies. These studies cover the effects of digital games on people. It is known that digital games create environments such as entertainment, leisure time activity and socialization like traditional games. It is seen that people get away from the stress of daily life, experience different emotional states with games, enjoy, reduce stress and experience emotional satisfaction. It is also said to meet social needs such as meeting new people, chatting and establishing friendship relationships. In addition to these, it is also stated that it improves skills such as hand-eye coordination, quick thinking and decision-making (Wang et al., 2015; Karataş and Erden, 2012; Kelleci, 2008).

Since the development of digital games, a large number of studies have been conducted on the effects of digital games on children's developmental areas. Although digital games are played by all age groups, they are also widely used by preschool children Ataman-Yengin, (2012) . In line with the research conducted, it has been revealed that games have both advantages and disadvantages, and that these vary according to the types of games played by children and the time spent in the game. Digital tools have become a part of children's daily lives. In the preschool period, digital play, designed with the development of technology, can be used as a powerful educational tool for successful and active learning. The use of digital games in education is beneficial for increasing learning motivation and cognitive development (Zaranis, Kalogiannakis and Papadakis, 2013).

It has been found that digital games are chosen due to factors such as being entertaining, spatial visualization, communication, language, helpfulness, empathy, and interesting elements (Toran et al. 2016; Anderson and Warburton, 2012). However, despite its benefits, it reveals many problems such as addiction in the preschool period and parents have a duty at this point (Yıldırım, 2018). Preschool children are observed to imitate and imitate the adults around them (Akkoyunlu and Tuğrul, 2002). In the studies conducted, it has been determined that normalizing spending time with digital games by avoiding excessive use and these games have positive contributions such as relaxing the person (Prot, Anderson, Gentile and Swing, 2014; Mustafaoğlu and Yasacı, 2018).

Following and consciously using digital games greatly benefits children's mental, social, spiritual, etc. development areas. Finding the right digital game activates cognitive skills, helps children to stay calm in stressful situations, develop multitasking skills, and concentrate their attention for a long time (Çakır, Horzum, & Ayas, 2013; Lin & Hou, 2015). Digital games also have benefits such as children's acquisition of computer literacy skills, visual skills, imagination, and mathematical thinking (Horzum, Ayas and Çakırbalta, 2008).

Negative Effects of Digital Games

In addition to the developmental features of digital games when they are used in a supervised and aware manner, they cause psychomotor and emotional problems in children when they are used for too long (Horzum, Ayas and Çakırbalta, 2008). In this part, families have a great role and should prefer games that are appropriate for children's developmental levels and age. Digital gaming can cause many problems such as violence, obesity, skeletal and blood flow disorders, sleep problems, distancing from real life, dry eyes, attention deficit and decreased academic achievement, fatigue and drowsiness, tendency towards violence, impaired perception of time and place, and impaired interpersonal relationships (Özdemir and Karaboğa, 2021; Gentile, Swing, Lim and Khoo, 2011; Chiu, Lee and Huang, 2004; Wan and Chiou, 2006). Children who use too many digital games attend social activities for very little time and move away from social spaces as time passes. In this way, it can lead to disruption of daily life tasks, problems in social relationships, problems in talking to each other and keeping up with each other, being alone, and desensitization towards moving away from society. It has been determined in the researches that violent games attract the most attention regarding the disadvantages of digital games. The first research on the violent tendency of digital games started in 1976, there has been a significant increase in the studies on digital games since the 1980s, and in 2000, due to visual and auditory developments in technology, it has involved children more (Aydoğdu Karaaslan, 2015).

It is important to note that especially in children who play digital games, communication with their peers decreases, violent games increase the tendency towards violence and aggression levels, and desensitize children to violence (Brown and Bobkowski, 2011; Lemmens et al., 2011). When we look at the disadvantages of digital games, fatigue and sleepiness, decrease in self-care skills, tendency towards violence, deterioration

in time and place perception, distancing from real life, deterioration in interpersonal relationships, and causing addiction constitute an important part of these (Chiu, Lee, and Huang, 2004; Wan and Chiou, 2006).

The world of digital games may have a different perception of time and space from the physical world we know. This can lead to disruption in children's perception of reality and inability to make sense of it (Ögel, 2012; Ministry of Health, 2018).

Conclusion

Children who use too many digital games attend social activities for shorter periods of time and withdraw from society as time passes. In this way, it can cause disruption in daily life, problems in social relationships, problems in talking to each other and keeping up with each other, being alone, and desensitization towards moving away from society (Ministry of Health, 2018).

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The Place and Importance of Play in People with Disabilities

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Introduction

Play in children with disabilities is an activity that contributes to both physical and mental development, increases social skills and communication, and increases self-confidence and self-esteem. Through play, children with disabilities can discover their abilities, strengths and weaknesses, interests and needs, adapt to the environment they live in, and develop their imagination and creativity (Kayaalp, 2000). The place and importance of play in people with disabilities may vary according to the type and degree of disability and individual characteristics. The place and importance of play in disabilities may vary according to the type and degree of disability and individual characteristics. For example, visually impaired children can develop their sense of hearing and touch, hearing impaired children can develop observation and imitation skills, mentally disabled children can develop cognitive and language skills, and autistic children can develop turn-taking, symbolic play and interaction skills through play (MEB, 2009). The importance of play for people with disabilities applies not only to children but also to adults. Adults with physical disabilities can protect their health, spend their free time in a pleasant way, and participate more closely with their environment through play (Uzun & Kılınc, 2020).

Aim of the Study

In this study, it is aimed to summarize the place and importance of game practice in the lives of people with disabilities based on the literature.

Disability

Defining disability is not an easy thing to do. The primary goal of theoretical approaches is to lay the groundwork for the subject and to show how the subject is viewed from which perspective. The most well-known theoretical approaches to disability are medical, social, political and cultural perspectives. In addition to these approaches, there are also model studies for the development of feelings and thoughts about disability. It is known that the medical model, which is the first theoretical approach to disability, emerged from the disease view used in medicine. This view explains disability in terms of individual disorders and biology. This view, which emerged in a period when it was very common to be “normal”, emphasizes the requirements for disabled people to be “normal” (Dönmez et al., 2016). Some definitions of disability arising from the theoretical approaches to disability or leading to these approaches are as follows (Darıca et al., 2002).

The World Health Organization (WHO) addresses disability in 3 different categories.

1. Impairment: It refers to the deficiency and abnormality in psychological, physiological and anatomical (physical) structure or functions in terms of health.
2. Disability: A limitation or inability to perform an activity in a normal manner or within limits considered normal.
3. Disability (Handicap): It is the restriction or inability to fulfill the roles expected of a person due to age, gender, social and cultural factors due to a disability or handicap. This definition of the World Health Organization emphasizes the “limitation” and “non-normality” of people with disabilities. This definition has had significant effects on the basis of the view of “limitation” and individual pathology underlying the medical model (WHO, 2011). According to Article 1 of the United Nations General Assembly’s Declaration on the Rights of Persons with Disabilities No. 3447, annexed to the Declaration of Human Rights, a disabled person is defined as “a person who is unable to perform tasks that a normal person should be able to do for himself/herself in his/her personal or social life due to any deficiency in his/her physical or mental abilities, whether hereditary or acquired”. When we look at these two definitions used internationally, it is seen that “normal” and “restriction” are emphasized. In Turkey, there is no agreed general definition or content study. At the same time, more than one concept related to disability and disabled people is used. Especially recently, the concept of “special needs groups” has been tried to be used. However, since this concept covers all the needs of the poor, in need of protection, disabled and abused, it is a very large generalization (Kayaalp, 2000).

Disability and Communication

The disabled population is estimated to be higher in developing or underdeveloped societies and lower in developed industrialized countries. In underdeveloped or developing societies, the factors that lead to the increase in the disabled population are more and it is difficult to prevent disability (Ulutaşdemir, 2007). Disability can be categorized into two main groups: congenital and acquired. In congenital disability, prenatal, intrapartum and maternal factors are very determinant. Consanguineous marriages, heredity, lack of widespread health services in the society or unequal distribution of these services among regions, low level of women’s education, young age of motherhood, lack of health checks of the mother before birth, giving birth to many children, birth not being performed under the supervision of health personnel, child and mother facing some risks during birth, infectious diseases, various child diseases, fever and the like are considered as factors that lead to disability before and during birth. Factors leading to disability acquired after birth include accidents, diseases and natural disasters (Kökten & Erdoğan, 2014).

The Game

Game is defined in the Turkish Language Institution (TDK) Great Turkish Dictionary as “an amusement that develops talent and intelligence, has certain rules, and serves to have a good time” or “any kind of competition based on agility, which is made to develop physical and mental abilities”. As can be understood from this definition, games are actions that involve the functioning of the body and mind together and are performed by the participant for the purpose of “having fun”; on the other hand, they lead to the “development of talent and intelligence” in line with the objectives of education. While playing, the individual thinks, knows, remembers and implements the rules, and directs his/her body according to his/her thinking. In other words, it maintains a state of action that requires the harmony of mind and body (Burghardt, 2010). In this respect, play is analyzed as an evolutionary phenomenon with an adaptive role that affects and is affected by all aspects of development (physical, cognitive, social, etc.) (Lancy, 1980). In other words, play emerges as a species-specific evolutionary phenomenon and mediates adaptation by realizing physical, cognitive, social-communicative and emotional developmental goals (Burghardt, 2005). Similarly, it is also a part of social

and emotional life in non-human species and contributes to mental development (Smith, 1982; Pellegrini, 2009). Accordingly, play is a natural (species-specific) process that is embedded in social life, has communicative and emotional aspects, and affects mental development (Burghardt, 2005; Vandenberg & Kielhofner, 1982; VanHoorn et al., 2014). With all these developmental connections, it is naturally closely related to the educational process (Baker, 2018). Therefore, play can be considered as a part of education, and it can gain form and meaning as a facilitator of achieving the goals of educational activities and as a trigger for motivation processes in education (Seyrek & Sun, 2003).

Importance of the Game

Children's games have an important place in the education of children and the development of their personality. In order for children to develop in a positive way, it is necessary to know their world of emotions and thoughts. Play also develops and matures children's emotional and intellectual abilities. The pleasure the child derives from the game stems from changing and living his/her experiences to suit his/her wishes (Yeltekin & Alıncak, 2021; Alıncak & Tuzcuoğulları, 2016).

Children's games are important in terms of child education and social culture, as well as education and psychology. Play, which is the most effective way in the education of children, learns the behaviors, knowledge and skills necessary for the child spontaneously in the game. Human relations, cooperation, talking, acquiring knowledge, gaining habits and experience, understanding the roles of life, the child comprehends, adopts and reinforces the phenomena in play. The child's personality emerges and develops with more distinct lines in play (Dönmez, 2000).

In order to plan for play, certain conditions must be met. These are

Determination of educational objectives related to play

Selection of the activity within the game

Sequencing of activities

Determining the duration of the activities

Determining the necessary tools and materials for the game ((Aral, Kandır, & Yaşar, 2002).

Play and the Child

Play is a set of entertaining activities that begin with birth in childhood and continue throughout the life of a human being, sometimes with purpose and sometimes without purpose. Play in childhood is an activity that facilitates the child's understanding of himself and his environment. The concept of child and play are two elements that complement each other (Ünal, 2009). Article 31 of the Declaration of the Rights of the Child, adopted by the United Nations on November 20, 1989, emphasizes that children have the right to leisure time, rest, play age-appropriate games and participate in cultural and artistic activities (Pehlivan, 2016).

Children's games have four basic functions. These are;

- 1) It reduces tension and provides emotional expression,
- 2) plays an important role in the socialization of children,
- 3) is an important part of the learning process and
- 4) play, in another way, causes people to come out of disappointing situations successfully and in a way that allows for self-realization.

The successful fulfillment of these functions of the game is important in terms of bringing individuals who are both physically and mentally healthy and in harmony with others into society (Bekmezci & Özkan, 2019). There is a direct relationship and interaction between play and the child's physical, mental, cognitive, affective and social development (Gökşen, 2014 Campos, Rodrigues, & Pinto, 2010). Play prevents children from experiencing stress. If play can be combined with treatment and procedures, it helps the child to tolerate some procedures and prevents them from experiencing stress. In addition, play is the most effective tool for communicating with the child (Altay, 2008).

Today, due to the positive effects of games on children, playgrounds and game rooms are available for children in the pediatric clinics of many institutions providing health care. Providing the child with a place and opportunity to play in the hospital environment makes him/her feel safe and spend his/her energy (Ghabeli, Moheb, & Nasab, 2014).

Play in Children with Disabilities

Children with disabilities, as well as children with normal development, should be supported from early childhood in order to develop their abilities, to be in harmony with their environment and to establish positive social communication. Thus, the first step in the adaptation of children with disabilities to the society will be taken. Although children with disabilities cannot show the same developmental characteristics as other children without disabilities in the process after birth, the common point of both groups in terms of discharging internal energy, ensuring general development and gaining experience is play (Demirci & Toptaş Demirci, 2014; Frey & Kaiser, 2011).

Since it is a mirror of child development, play is especially used in the evaluation of children at risk (Stagnitti K.2004). In the education programs prepared according to the results of the evaluation, play activities that support development are given a wide place. In the literature, it has been stated that families with children with disabilities think that their children exhibit more similar behaviors to their peers with normal development during play activities (Aslan et al., 2015- Kocakaya, 2006). Children with disabilities cannot spontaneously develop the knowledge, skills and attitudes necessary to lead an active and healthy life. This development is only possible through the learning process. Play can be utilized at every stage of the learning process. Through games, children cope with their problems by realizing their own abilities and competencies, finding healthy solutions to their inadequacies, and reorganizing the past, present and future. Thus, they discover the power of the characteristics they possess through games. In addition, the movements in the game can significantly improve the child's ability to move and use their muscles. The desired skills and characteristics gained by the disabled child through play will form the basis for the transition to regular physical activities later (Demirci & Toptaş Demirci, 2014- Frey & Kaiser, 2011).

Benefits of the Game for Children with Disabilities

- Contributes to increasing attention and awareness.
- Contributes to the development of hand-eye coordination.
- Allows him to release his accumulated energy in an acceptable way.
- Allows the child to learn concepts more easily.
- The child's sense of self-confidence develops.
- Learns problem solving more easily.
- Their interests and abilities are evaluated more objectively.
- Games using materials such as play dough and clay help children develop their hand muscles.
- They learn to obey the rules.
- Learns to take responsibility through games and toys.
- Contributes to language development.
- Communicates more easily and learns to share.
- It enables the child to exhibit less problematic behaviors.
- It allows them to reinforce what they have learned.
- Children give information about their inner state by reflecting the emotions they cannot reflect through play.
- The anxieties of disabled children who are new to education can be eliminated through play (Kocakaya, 2006).

Play is effective in the development of social, emotional, psychomotor, cognitive, language and self-care skills of every child. Especially children with disabilities have

more and different effects in some areas of development. For example, visually impaired children can use their hearing and touch senses better by concentrating their attention. Hearing-impaired children develop their ability to learn through observation by being in the same environment with their peers. In addition, the play environment encourages the use of language and language skills develop in children with speech retardation. In addition to cognitive skills, emotional, social, linguistic and to a certain extent motor development in mentally disabled children improves with play activities, and in autistic children imitation, taking turns, playing with toys according to their purpose and symbolic play skills develop (MEB, 2007).

The Effects of Play on Child Development

Development refers to the functional changes of the individual. In order for the child to function at a high level, his or her abilities must emerge and progress. Maturation and learning are key elements in developmental processes (National Education: Considerations (MoNE, 2008). Learning is a concept that emerges as a product of experiences. Play contributes to the child's physical, mental and social development (Dirim, 2000). The child's desire to play continuously is an expression of his/her movements towards the future. The child perceives, then understands, then learns and develops concepts, objects, social rules, rights and struggle in play. In general, play affects the child in many ways and contributes to his/her development. While the effects of games vary according to their types, their general effects can be listed as follows (Ünver, 2003);

- 1- Physical effects of play,
- 2- The social impact of the game,
- 3- The psychological and emotional impact of play,
- 4- The mental impact of the game.

Physical Effects of Play on Disabled People

The physical impact of play on the disabled may vary according to the type, duration and degree of disability. In general, play can positively affect muscle development, respiratory and circulatory systems, digestive and excretory functions, and psychological health (Sima, Bayramoğlu, & Demirel, 2016; Uzunoğlu, 2021). For example, games that require physical activity such as running, jumping, climbing can increase the physical skills and endurance of people with disabilities. In addition, play can also improve the self-confidence, creativity, social skills and problem-solving abilities of people with disabilities (Uzunoğlu, 2021). However, the physical impact of gaming on people with disabilities may not always be positive. Some games, especially digital games, can be addictive and can cause people with disabilities to experience serious problems such as unhealthy diet, sleep disorders, vision and hearing problems, skeletal problems and depression³. Therefore, the physical impact of gaming on people with disabilities depends on the dose, appropriateness and supervision of the game (Kamil et al., 2018).

Social Impact of Play on People with Disabilities

The social impact of play on people with disabilities is that play helps people with disabilities develop skills such as communication, cooperation, empathy, friendship and social adaptation. Play allows people with disabilities to express themselves, interact with others, respect differences and gain self-confidence (Kamil et al., 2018). Play contributes to the socialization of individuals both with their own groups and with other groups and to the creation of a common language (Alıncak, 2017). The social impact of the game on the disabled may vary according to the type, duration, environment, number of participants and the degree of disability. While some games allow people with disabilities to develop their social skills more, some games may be less effective. For example, educational games can help people with disabilities learn social studies and adapt to social values. Digital games can allow people with disabilities to expand

their social networks and meet different cultures. However, the social impact of gaming on people with disabilities depends on its moderation, appropriateness and control. Excessive or inappropriate gaming can negatively affect the social development of people with disabilities (Seyhan, 2018).

Psychological and Emotional Impact of Play

The psychological and emotional impact of play on people with disabilities is that play helps people with disabilities develop skills and emotions such as self-recognition, expression, managing emotions, coping with stress, creativity, self-confidence, empathy and happiness (Seyhan, 2018). Play allows people with disabilities to solve their emotional problems, reduce their anxiety, relax and experience positive emotions. Play contributes to the disabled to establish emotional bonds with both their own groups and other groups and to receive and give social support (Bekmezci & Özkan, 2015). While play has a positive effect on the psychological and emotional development of people with disabilities, it also supports their cognitive, physical and language development. (Seyhan, 2018). The psychological and emotional impact of the game on the disabled may vary according to the type, duration, environment, number of participants and the degree of disability. While some games allow people with disabilities to develop their psychological and emotional skills more, some games may be less effective. For example, educational games can help people with disabilities learn psychological knowledge and adapt to emotional values (Kyle, 2008).

The Effect of Play on the Mentally Disabled

The mental impact of play on the disabled is that it helps them develop skills such as intelligence, memory, language, perception, creativity, problem solving and learning. Play allows disabled people to recognize themselves, make sense of the world, acquire knowledge and learn new things (Kocakaya, 2006). Play contributes to the disabled to establish mental interaction with both their own groups and other groups and to create a common language (Ayan et al., 2012). While play has a positive effect on the mental development of disabled people, it also supports their physical, emotional and social development (Kocakaya, 2006).

The mental impact of the game on the disabled may vary according to the type, duration, environment, number of participants and the degree of disability. While some games allow people with disabilities to develop their mental skills more, some games may be less effective. For example, educational games can help people with disabilities learn cognitive knowledge and adapt to cognitive values. Digital games can allow people with disabilities to mentally relax and have fun. However, the cognitive impact of gaming on people with disabilities depends on its moderation, appropriateness and control. Excessive or inappropriate gaming can negatively affect the intellectual development of people with disabilities (Lieberman & MacVicar, 2003).

Games by Type of Disability

Games according to the type of disability are interesting, fun and instructive games that are suitable for the development of children with disabilities. The play needs and skills of children with disabilities may vary according to their disability status, age, individual characteristics and environmental factors. Therefore, when selecting and preparing games according to the type of disability, games suitable for children's needs, abilities, interests and strengths should be preferred (Darica et al., 2002).

Games according to the type of disability can be generally classified as follows:

Games for Children with Intellectual Disabilities

Children with intellectual disabilities generally enjoy games that are simple, concrete, repetitive, and involve visual and auditory stimuli. Games for children with intellectual

disabilities should support their cognitive, language, social, emotional and physical development. For example, games such as jigsaw puzzles, memory cards, matching, classification, colored cubes, picture books, puppets, musical toys, balls, skipping rope, bicycles are suitable games for children with intellectual disabilities (Metin, et al., 2019).

Games for Visually Impaired Children

Visually impaired children enjoy playing using their senses such as touch, hearing, smell and taste. Games for children with visual impairments should support their sensory, motor, cognitive, language, social and emotional development. For example, Braille books, audio books, playing cards written in Braille, tactile recognition games, musical instruments, audio toys, rope games, sack races, spinning tops, and hoops are suitable games for visually impaired children (Lieberman & MacVicar, 2003).

Games for hearing impaired children

Children with hearing impairments enjoy games that include visual, tactile, kinesthetic and motor stimuli. Play for children with hearing impairments should support their visual, motor, cognitive, language, social and emotional development. For example, picture books, picture cards, puzzles, lego, blocks, puppets, painting, coloring, dough games, jumping rope, bicycles, slides, swings are suitable games for hearing impaired children (Lieberman & MacVicar, 2003).

Games for Children with Physical Disabilities

Children with physical disabilities enjoy games that require little or no physical activity and develop cognitive, sensory, language, social and emotional skills. Play for children with disabilities should support their physical, cognitive, sensory, language, social and emotional development. For example, games such as storytelling, singing, rhymes, riddles, puzzles, board games, card games, computer games, painting, drawing, dough games, bead stringing, origami, model making are suitable games for children with physical disabilities (Karal, Akkoç, & Ayyıldız, 2010).

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Development and Importance of Sports Facilities from Past to Present

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Introduction

Although the term sport was introduced to the world by the British, its origin is not English. It derives from the Latin words *disputare* and *deportare*, which mean “to disperse and separate”. Sports are the efforts to improve the physical and mental health of the person, to struggle, to feel excitement and to prevail within the measures of entertainment and competition in accordance with certain rules, according to technical movements (Aracı, 1999). Although sport has a great influence on societies, it has not been studied seriously enough as a social phenomenon. Those working in the field of social sciences state that sport is of great importance in society. However, many functions of the concept of sport are not valued. However, the full value of sport is not fully understood (Yetim, 2010). Sport is defined as a competitive, solidarity and cultural phenomenon that develops the skills acquired from one’s environment, is carried out within the scope of leisure time activity with or without vehicles, individually or collectively, individually or collectively within the framework of a set of rules, or professionally in a way that takes full time, unites with the society, develops physically and mentally, is competitive, solidarity and cultural (Erkal, 1982). Sport always contains the principle of competing and prevailing in its essence, even if it is preferred for different purposes such as health, performance or appreciation of leisure time. Individuals or groups engaged in sports are on the one hand a means of peace that improves international relations, and on the other hand a way for nations to impose their superiority on each other (İnal, 2003). Sports is a peaceful preparation for war by controlling the aggression drive that has been going on since the existence of humanity for health and safety purposes. This expression is based on the concept of aggression and the biggest misconception is that aggression is transferred to behavior as a motive (Kılıçgil, 1998). The phenomenon of sports has entered social life from different angles, has taken people into the center of attention directly or indirectly and has always kept the interest of the society at the forefront. The phenomenon of sport, which has entered deeply into the social life of the masses and has given rise to indispensable pleasures, passions and needs, has now reached a level where it has been accepted as a mass organization (Görücü, 2006). Sport is based on the game in history. In

the sense of distraction, entertainment and distraction from work, it appears as a kind of skill game based on certain rules and competition (Fişek, 1985). Fişek (2003) argues that sport is the mirror of society and that it is not the concept of sport that should be blamed for the mistakes made, but the social conditions that force it away from being humane, harmful or wrong. The increasing interest in practicing and watching sports is one of the distinguishing features of modern social life. There is no other event that can gather billions of people from all over the world at the same time, regardless of sociological status, language, belief, ancestry and gender, to both the sports practice areas and mass media. Sport in contemporary life is accepted as a discipline that individuals propose in order to contribute to the development of their individual abilities in social and personality formation such as social health, peace and peace (İnal, 2003).

Aim of the Study

The aim of this study is to summarize the development and importance of sports facilities from past to present.

Basic Aims of Sport

Sport is one of the dynamic phenomena that has a macro level among contemporary societies. Sport, whose main purpose is to contribute to the social and psychological progress of the person, has an important place in creating modern communities by organizing social organizations (Aydın et al., 2003). Sports is an activity that enables people to develop, protect their health and lead a healthy life at the same time. Regular sportive activities prevent rapid aging, loss of strength seen in early ages, and the performance level continues in old age (Balçioğlu, 2003). As a result of studies conducted in this field, it has been revealed that men and women who perform balanced and regular physical activities feel happier and are more resistant and stronger against many diseases ranging from cardiovascular diseases to osteoporosis (McLatchie, 2005). People who are physically active increase their self-confidence, improve their relations with the social environment, and have a more positive approach to the events that take place in the environment (Balçioğlu, 2003). The main purpose of sports is to create a healthy, happy, diligent, highly motivated, mobile, modern society and to create a future generation that has a sense of duty for people and can be aware of the issues they are responsible for, has good physical and mental health, is humble, has good morals, is positive, creative, has a high level of productivity and to keep all individuals alive, active, energetic, resilient, highly motivated and hopeful (Özer, 2011).

The Importance of Sport

The main goals and objectives of human beings are to be healthy and to stay healthy. Today there is a whole space dedicated to health in newspapers, magazines or on television. Regular exercise has a significant impact on health, which is of great importance for all humanity and positively changes the direction of human health. You can observe the impact of sport and sporting events on physical well-being after sport and sporting events that are carried out systematically and under the guidance of the program. The systematic and programmatic effects of people engaged in sports, physical and physical problems, the person's perception of changes in a positive direction, physical and physical health and better health and better health. The fact that there is a close connection between the feeling of a physically well and healthy person and participation in sports is a fact that has been established as a result of studies conducted all over the world (Zorba, 2011). When the number of studies investigating the relationship between physical activity and psychosocial health is compared with the number of studies investigating the relationship between physical activity and physical health, the number of studies investigating the relationship between physical activity and psychosocial health is quite low. The reason for this lack of research is the lack of consensus on the definition of psychological health. On the other hand, the relationship between sport and mental health is generally

conducted in four dimensions. These dimensions are

- Mood
- Fear
- Depression
- Self-concept (Zorba, 2011).

As a result, in today's world people have to direct their lives for other purposes. This unnatural situation has many negative consequences due to factors such as pressure, stress, future anxiety, insecurity and concern for mental values rather than physical strength. In this situation, sport feels important and takes its place as an alternative to the result. Activities such as sports, exercise and regular exercise are good for people's mental health. Sport gives people two important feelings such as psychological benefits and having fun. With the concept of stress, a problem that makes itself felt in our time, sport takes an important place in the battle. Today, the main problem that leads to stress and other disorders is associated with the monotonous situation of everyday life. You can deal with the damage caused by this lifestyle and the obligation to adapt to it, practicing sports. In addition to relaxing and relaxing, people involved in sports feel happy and peaceful, they have saved something, saved their lives, enjoyed their pleasures and become happy (Alça, 2012).

Sports Facilities

It can be defined as social service units consisting of all kinds of sports facilities and fields with open, closed, central and local characteristics where youth and sports activities are organized and implemented (Demirci, 1986). Sportive activities can be carried out in many different areas and structures today. In this regard, the concept of sports facility can be defined as any structure (stadium, track, field, hall, velodrome, etc.) in which sportive activities are carried out (Güçlü, 1998). In other words, sports facilities are structures that provide services to athletes and sports fans to perform their sportive activities. The fields and facilities to be used in sports have an important special privilege within the sports environment. Because it creates the existence of sports by creating fields and facilities. In addition to the rapid development of sports in the world, it has been necessary to create differences in structure and function in the facilities depending on the diversity of sports types, application place and form differences over time. As a natural consequence of this situation, sports facilities of various types and sizes have started to be constructed today (Salman, 1992). Climate, geographical structure, socio-economic development, socio-economic development, high income level and mass communication tools, the structure of sports, as well as the state's sports policy play a role in determining the sports activities of large masses and in which branches they will be active (Akpınar, 1998).

The Importance of Sports Facilities

It is possible for individuals to maintain their physical and mental health as much as possible as a result of a life intertwined with sports in developing world standards. Sports facilities are known to be one of the most important elements in achieving this goal (Sunay, 1998). Therefore, the main goal is to achieve stability and harmony in the development of physical and mental health of individuals and societies (Güripek, 1990). One of the important factors in achieving this goal is sports facilities. Because sports are practiced in sports facilities. However, in the time period we live in, in addition to the recognition and handling of the wide impact area of sports and achieving success, sports facilities are equipped in terms of competence, determination of the objectives of establishment and especially the operation of the facilities. However, it is obvious that sports facilities are not built based on the geographical location, education and economy levels, number of athletes, socioeconomic status and population rates of the cities in our country (Mollaoğulları, 1998).

One of the important elements showing the level of development of countries is the interest, capital and funds that countries show towards athletes, sports and sports facilities of the authorities. In this way, countries have the opportunity to gain prestige, to provide superiority to different countries through sports, to promote cultural and historical riches in this way, to gain profit and to make propaganda. In order to comprehend the value given by countries to sports, the number of athletes and whether there are enough facilities for athletes should be taken into consideration. As it is known, sports equipment, number of coaches and managers are necessary for the formation of a sports field. If any of these are missing, it is not possible to talk about the development of sports in that country (Salman, 1992).

The Place of Sports Facilities in the Concept of Sport

There may be structures within businesses where social goals are envisioned, but generally businesses are for-profit organizations. The basis of activities in these enterprises is to produce and market services to meet the social needs of society. While there are general goals and objectives set by sports organizations, there are also specific goals and expectations set by each facility (Ekenci and İmamoğlu, 2002). When we look at productivity in sports facilities; it is to provide better working conditions for its employees and a better life for the target group to whom it provides sports services without destroying the natural balance by increasing the standard, level and quality of the sports service obtained by the production activity of the enterprise. (Bingöl, 2006). The budget and funds allocated by governments to sports facilities and fields show the various developmental levels between countries. The time they allocate to sports, the importance they give to sports and athletes, which are also important factors today, are very important. By implementing sports policies that have taken place in education and politics, they want to build sports on scientific foundations and build it so that it is conscious, programmed and benefit from it. In order to perceive the maturity and expansion of sports in countries, it is necessary to look at the development of sports facilities and opportunities by increasing their advertisements and awareness, and the number of sports and athletes they support. Sportive organizations consist of sports fields and facilities, tools and equipment, coaches and managers, and it is said that the absence of one or more of these elements has a negative effect on the healthy development of sports throughout the country (Güven, 1999).

Today, the variation in our period includes a decrease in interest in sports organized as official or competitive sports, an increase in participation in informal sports played in more natural environments, and a tendency towards sports activities especially related to healthy life. If a statistical increase in participation in physical activity is to be expected, it is necessary to understand a range of factors that encompass the needs of individuals. Therefore, the promotion of sport in the community depends heavily on the creation of new opportunities that respond to the motivations of individuals (Taşmektepligil and Bostancı, 2000).

Sports organizations in which sporting activities are carried out within sports services constitute a very serious place. What decorates a sporting event and makes that event attractive for the audience is the magnificence of the sports organizations and the arrangement in accordance with the ideals of the enterprises, as well as the importance of sports-related studies. Developed countries, which are sports countries, give macro importance to the construction of sports facilities, and they consider sports architecture and engineering services as a branch of sports, which is accepted as a branch of science. In the planning of the structure of sports organizations, the features which are completed in the short term and which are solidly built, simple, multi-purpose, economical and economical in terms of management should be taken into consideration (Karaküçük, 1997).

Sports facilities for physical education and sports are essential tools for the development and growth of each healthy generation. These facilities have been established for

amateur athletes to be successful at the international level with the ideals of restoring their body and mental health by creating the basis for individuals of all ages to do active sports by taking them out of the spectator position by incorporating sports into daily life. This useful facility should be built according to certain principles such as environmental and transportation conditions, population density of the country and in accordance with architectural aesthetics that will affect the individuals who will do sports, functionally and hygienically pleasing (DPT, 1994). Today, sports sciences, which support and complement sports, and other side branches between international sports and competitions, games and sports are organized at two different levels. The opinions, provisions and laws produced by these international organizations about the opposite of sports on a global scale, which are in common influence with the sports policies of the countries of the world, direct the sports policies on a national scale (Coghlan, 1990).

Sports Facilities from Past to Present

For many different societies and cultures from ancient Greece to the present day, sports facilities have been treated as a mark of quality or a center point Structurally as well as managerially, sports facilities have changed over time But these changes are not as dramatic as one might think. When we look at the intended use of sports facilities, we can see that similar goals are still included in the intended use of these facilities by evaluating the Olympic stadiums in the old and new ages (Fried, 2005).

The oldest dated Olympic Games, the documents of which are available in the archives, were recorded as the competitions held in Olympia in 776 BC. When we examine the first Olympic Games, we see that more than 40,000 people came to Olympia from the surrounding settlements to watch these games in that period. The first Olympic stadium was built in Olympia in 776 BC, as there was a need for an area to ensure that the masses were together. This field had a 192-meter flat running track with two hills with a low slope, and all the spectators watched the games standing on these hills (Koryürek, 2003). As Roman civilization developed and the most important source of entertainment for the people turned into sports activities, the need for facilities that allow individuals to gather together increased. The most remarkable of these facilities was the Coliseum, the construction of which began in 70 AD and was completed within 10 years. This magnificent amphitheater was built in the center of the Roman city in honor of the Roman emperor and successful legionaries. Although nearly two centuries have passed since its construction, the monument, whose design is still relevant today, inspires today's modern stadiums. When we examine the features of the Coliseum; we encounter a four-storey structure with a height of 48 meters, covered with arches, columns and windows, with a capacity of 50 thousand spectators. The difference in the seating arrangement can be considered as one of the first noticeable application areas within the facility. The seating of the audience in the facility is organized according to gender and social class. There were different sections reserved for the emperor's person and lineage. There were also reserved seats for senators and knights (Fried, 2005).

The administrative management and activity forms of sports facilities have remained constant up to a certain stage, but have also undergone significant and different changes over the years. For example, if we evaluate large public facilities, we can express some of the practices that have not changed in sports facility management from yesterday to today as follows;

- Behavior and control of large masses
- Management of violent societies
- Having the ability to use multiple purposes
- Ensuring safety and protection for VIP (Very Important Person)
- Control of ordinary crimes that may occur due to the coexistence of large communities
- Keeping the facility hygienic and efficient

- Create policies to raise capital for public enterprises
- Undoubtedly, a number of changes have occurred in sports facility businesses during the period. Some of the points that were not even possible to be considered in the old periods of sports facility businesses, but which are indispensable for large sports complexes, especially in today's period, are as follows.
- Providing communication media environments such as interview rooms and press rooms with internet connection
- Creating TV camera platforms with TV cable connection (Fried, 2005).

Features Required in Sports Facilities

In the study conducted by the State Planning Organization, it is seen that population and population characteristics predominate among the criteria for the construction of sports facilities. In the new sports facility investments to be made, it would be of great benefit to identify the provinces and districts with high population density and growth rate, and to subject them to an evaluation in accordance with the specified criteria. Because the problems of these settlement centers will increase in parallel with their urbanization rates in the coming years.

Conclusion

As a result, it will be inevitable that the difficulties encountered in the construction of sports facilities will increase (Salman, 1992) When designing the construction of sports facilities, attention should be paid to the following features that the facilities should have;

- a) Facilities should show variability in their sportive services. Sports facilities should be planned in the course of activities that will serve in more than one sports branch. This ensures high utilization of physical activities.
- b) A large number of people should benefit from the facility. One of the goals of organizations to be variable is to ensure that many people benefit from the organization. It should be aimed that people of all age groups in the community benefit from the facility.
- c) Facilities should meet cultural and social needs. Sports institutions should not be seen only as places where sports are practiced. While designing the facilities, measures should be taken to meet the social needs of spectators, athletes, sports managers and experts (Keten, 1974).
- d) Facilities should be safe and equipped. It should have a structure that minimizes the risk of injury and disability during sportive activities (Yıldırım, 2007).

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Current Headlines in Recreation

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Introduction

Recreation is a Latin word and comes from the word “recreatio”. In Turkish, it is used to mean “leisure time” (Erenci, 2006). Different communities and cultures define the concept of recreation differently. It is possible to come across different definitions of the concepts of recreation and leisure in the literature (Stebbins, 2005). Recreation; It refers to activities that refresh, relax, give pleasure and entertain a person after compulsory work and activities and are done voluntarily (Karaküçük, 2005). According to Demiray, recreation; It is defined as all activities that are carried out consciously for the purpose of resting, having fun, developing knowledge and skills, and requiring voluntary participation in social life, in the time period other than compulsory sleep, cleaning, nutrition, work and study (Demiray, 1987).

Recreation is a period of time within the concept of leisure time, and it would be wrong to think of recreation only as an activity. Because in order for activities to be considered recreation, they must be done out of necessity and must take place in free time. For example, while playing football is a necessity for a football player, playing football can be considered a recreational activity for a civil servant or citizen when considered as an activity done in their spare time (Eroler, 2015).

Aim of the Study

The aim of this study is to transfer new developments in the field of recreation by reviewing the current literature.

Features of Recreation

Areas of recreation are very diverse and individuals can participate in recreational activities in line with their goals. These purposes indicate the characteristics of recreation. If we talk about the basic features of recreation;

- Recreation has a purpose for each person.
- The choice of activity is voluntary.
- Gives a feeling of freedom.
- It is done to use free time effectively.
- There is no obligation to continue.
- It can be done in all kinds of open and closed areas.
- Activities can be shaped according to the person’s wishes and seasonal and climatic conditions.

- They are activities that give pleasure, joy and happiness.
- It gives the opportunity to be interested in and perform a second activity while doing one activity.
- It can be done in planned or unplanned, organized or unorganized places (Güngörmüş, 2007).

Classification of Recreation

In the literature, it is seen that recreation is classified according to its purposes and various criteria.

Classification of Recreation According to Its Purposes *Recreational Purposes*

Recreational activities carried out for this purpose; work, education, family, etc. These are activities carried out outside the designated areas to fully relax both physically and mentally.

Cultural Purposes

Recreational activities for cultural purposes; The museum is the evaluation of ancient ruins, historical artifacts and other cultural activities.

Social Purposes

These are free time activities carried out for the purpose of establishing and improving social relationships.

Sporting Purposes

Recreational activities carried out for this purpose; It is the use of free time through sporting activities, either actively or passively as a spectator, fan, manager or otherwise.

Tourism Purposes

These are activities carried out primarily for the purpose of visiting and seeing a place other than the current place during holiday periods.

For Artistic Purposes

It is the use of free time by dealing with one or more of the many branches of art (Ergül, 2008).

Classification Of Recreation According to Various Criteria

- According to Age Factor: Activities preferred by various age groups according to their own characteristics (young, adult, etc.).
- According to the Number of Participants in the Activity: According to the activities attended individually, as a group, as a mass or as a family.
- By Time: Recreational activities that can be done in summer, winter or any other season.
- According to the place used: It includes activities held in open or closed areas.
- According to sociological content: Luxury, traditional or recreational activities in which participation is ensured by supporting certain segments of the public (Ergül, 2008).

Reasons for the Need for Recreation

The need for recreation basically has multiple reasons, regardless of a single reason or factor. This reason stems from the personal and social benefits it provides (Karaküçük, 2005). In their study, Sevil and his colleagues grouped the reasons for the need for

recreation under three headings: physical, social and psychological needs (Sevil et al., 2012). In addition, the need to develop personal skills and abilities and emotional needs can also be added.

Physical Needs

physical activity; It has positive effects on a fit and cheerful daily life, protection from diseases, preventing obesity by naturally releasing excess energy, having a positive effect on the respiratory and circulatory systems, the development of muscular tissues, and the realization of social cohesion by getting rid of loneliness (Arabacı and Çankaya, 2007). Studies have shown that even patients with heart disease improve their quality of life and become suitable for a healthy life with regular exercise (Karacadağ et al., 2007). Another study emphasized the importance of comparing leisure time with physical activities, especially in protecting against stress and cardiovascular diseases, and stated that continuous physical activities reduce the risk of heart attack and keep the vessels healthy (İkizler 2002).

Social Needs

After the individual's physical needs, the basic social needs such as loving, being loved, belonging to a group, and helpfulness can be given as examples of this group (Maslow 1970; Çoruh, 2013). Socialization is a lifelong phenomenon and recreation contributes greatly to this process. With recreational activities, the person; They can get together with people they like to be with and share environments where their interests are the same. In this way, they find themselves in a state of contentment by coming together in social environments with the people they want to be with. For example, practicing tennis, golf or other sporting activities at a club leads to improved social status and better business relationships. When we look at it in this sense, we can say that recreational activities have an important contribution to the socialization process (Karaküçük and Gürbüz, 2007).

Psychological Needs

Many factors that cause fatigue in people's daily lives, such as tiring work life, mental wear and tear, school-training, cause individuals to become stressed and psychologically disturbed. In these cases, the importance of recreational activities emerges. It is very difficult to demonstrate the psychological benefits of recreational activities. However, as Kara Küçük stated, activities carried out more than once or in groups play an important role in the development of people's social relations. In addition, recreational activities are very effective in improving the social status of individuals (Karaküçük and Gürbüz, 2007).

Meeting people's psychological needs affects their level of well-being. In the literature, the ability of individuals to evaluate their quality of life and decide whether they have a good life is defined as "good life" or "subjective well-being", while in daily language it is called "happiness". In order to turn these definitions to our advantage, it is known that it is an important factor in eliminating the fatigue, stress and pressure of life. Recreational activities are needed to get rid of such negative psychological situations (Çoruh, 2013).

Factors Preventing Participation in Recreational Activities

There is a connection between the place and the activity that people want to do to spend their free time. Reasons such as the fast pace of city life, dense crowds and technology are some of the obstacles to participation in recreational activities. Due to these obstacles, people cannot release their energy and exhibit different kinds of talents. In these environments, people feel under constant pressure and stress, and the need for more movement, innovation and change, especially among young people, causes various troubles and problems (Karaküçük, 2005). Therefore, if individuals are not guided and trained to use their free time effectively; It can become harmful to society due to obstacles

such as laziness, tension and boredom in spare time. For this reason, individuals should be directed to ways of evaluating themselves that are satisfying and pleasant in their spare time (Leighfield, 2001; Ağduman, 2014).

Social/Societal Factors

The basic point for the creation of the need for recreation in the social and community sphere is; It enables people to get to know each other and establish common bonds. In addition, living within certain rules gained through recreational activities, complying with these rules and respecting the rights of others contribute to the formation of a civilized society (Karaküçük and Gürbüz, 2007). Just as the way of spending free time differs from individual to individual, it also varies from society to society. Recreational activities are constantly changing in societies according to the needs and requirements of individuals. Recreational activities interact with the socio-economic variables of the individual and recreation; In addition to creating a social environment for the individual, it makes the individual feel that he is a part of the society. It brings together different structures like a system and is a very important structure for society and recreation (Çelik, 2011).

Economic Factors

Communities that have completed their economic and social development show diversity and development in terms of recreational activities. It is seen that the income level of these communities has increased as a result of efforts to increase per capita income. With the increase in incomes, the amount people can spend has also increased, and this has increased the demands of individuals to participate in tourism and recreation activities (Hacıoğlu et al., 2015). In a study conducted by Karaküçük, it was pointed out that the types of recreational activities in communities with high income levels are more intense and more developed. In this regard, it shows that the demand for economic and social activities in developed countries is more advanced than in countries at normal levels (Karaküçük, 2008).

Demographic Factors

Demographic characteristics are considered as age, gender, educational status, and residential area, and the activities should be organized according to their ages, taking into account the ages of the individuals who will participate in the activities. On the other hand, in leisure time activities, gender differences should be taken into account and activities should be organized accordingly. Activities appropriate to gender differences between men and women should be organized. In settlement activities, which is another demographic feature; The place where the activity will be held should be chosen from the places with the highest efficiency. Improperly selected spaces will reduce productivity and create obstacles to reaching the desired point (Hacıoğlu et al., 2003). It is seen that there is no significant difference in the Leisure Satisfaction Scale in relation to the education status of the offenders who participated in the study (Öztürk, 2018).

In addition to being huge recreation places where people spend their spare time efficiently, zoos are also give us the opportunity to recognizing the nature. It helps children to be succesfull in their education and social life. Leaving satisfied from the zoos, coming again and suggest to others will increase the visitors of the zoo. Administration of the zoos must care these topics more and do studies about them, it will make more people come to the zoos (Öztürk, 2017).

Education Factor

It is possible to talk about a very close relationship between increasing the level of education and culture and increasing participation in recreational activities. Societies with higher education levels participate more in recreational activities and lead to the emergence of many activities. Societies with high levels of education attach importance to cultural values and want to visit and see historical values in their own country or

other countries (Agaoglu, 2002). Because societies of this type are more conscious about participating in and benefiting from leisure activities (Hazar, 2014). According to researchers, participation in leisure activities increases with the level of education, and being more inclined and active in terms of activity and choice is thought to be linked to education. In addition, it has been observed that as the education level increases, the number of people doing sports is higher than individuals with lower education levels (Mihiroğulları, 2016). As a result of the Kruskal Wallis-H test carried out to determine whether the mean ranks of constant anxiety differ significantly with respect to age variable, the difference between the age groups of prisoners was found to be statistically significant (Öztürk, H., Hacıcaferoğlu, S., Yılmaz Öztürk, Z, 2018). Natural factors (day length, season) in which the activities will take place may prevent participation in leisure activities. Recreational activities, especially in open areas, depend on natural factors.

Conclusion

It can be said that participation in these activities is less when the weather conditions are adverse. However, activities such as skiing and snowboarding require snowfall, unlike these situations. Activities to be carried out in closed areas are not affected much by these situations. Individuals prefer to engage in activities near the sea or in forested areas rather than indoor areas on hot days (Hall and Page, 2006).

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Evaluation of Ethical Problems in Sports Media

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Introduction

Sport is more than just a game or a competition; it has become a phenomenon that brings societies together, creates emotional bonds and is passionately followed by large audiences. For this reason, through television, the internet, social media and other communication channels, athletes' performances, achievements and even their private lives are brought to the audience. In this way, it can be said that it is an undeniable fact that sport has gone beyond being just a game and has become an experience followed by an inclusive audience.

Considering the power of the media to influence the thoughts of the masses and create perceptions, it is seen that it has mega-scale effects on societies (Burki et al. 2022). In this respect, it is a fact that the development of sports and the adoption of sports by the society are largely realized through the media (Durmaz, 2023). Especially with the development of technology, it is seen that the media has positive and negative effects on both the development of sports and the careers of athletes (Burki et al. 2022). Mass media such as newspapers, radio, television and the internet are used to convey sport events to the readers (Garrison and Salwen 1989). Considering that the rising profiles, performances and private lives of athletes have also become one of the focal points of the sports media (Deveci et al., 2023), many cases can be mentioned about the effects of media on athletes. While media attention can help athletes to feel more connected to their fans and the world of sport (Baker, 2023), it can also help athletes to be recognized and become admired figures (Deveci et al., 2023). However, of course, this situation will not lead to results that can only be characterized as positive. Because through the media, athletes, who are the main figures of the sports phenomenon, may be exposed to hurtful statements and online harassment. Athletes' relationships and privacy can also be damaged as a result of intense media scrutiny of their private lives (Baker, 2023).

Sports media, which is shown as one of the sub-professions with the highest number of ethical violations in the media, is criticized in every period (Garrison and Salwen 1989; Ozsoy and Eksioğlu, 2007). In this respect, people working in sports media are expected to act in line with ethical principles (Uzun, 2004; Garrison and Salwen 1989; Unsal and Ramazanoglu, 2013). In particular, the broadcasting approach of Turkish sports media is influenced by the fact that the common characteristics of the audience interested in sports in the society are young individuals and people with low education level. In this

respect, it cannot be said that ethical principles are taken into consideration too much in an environment where there are too many photographs, too little text, too much color, which does not tire the reader and which does not hesitate to use slang expressions over time (Ozsoy and Eksioglu, 2007).

As can be seen, the responsibility of sports media on society is high. However, although it is stated that the establishment of a control mechanism on the possible effects of each news item on sports in the media would provide opportunities to make significant progress in this regard (Deveci et al., 2023), it is known that no legal regulation, especially in Turkey, can provide ethical sensitivity in the media in a complete and real sense. Comprehensive and detailed legal regulations have a negative impact on the practices of media professionals. In this respect, media professionals actively seek strategies to overcome the legal obstacles they face, rather than internalizing and applying ethical principles in the light of imposed restrictions and limitations (Caplı, 2002; Ozsoy & Yildiz, 2013). What should not be forgotten is that the world of sport and the media may be different worlds, but the values that the media represents, the values that are considered important in mainstream society and how the media sells these values play a critical role (Kovacs and Doczi, 2020). In conclusion, as long as the current structure of the sports media in Turkey is maintained, incidents that undermine the credibility of the media are inevitable. This situation is the result of a complex chain that extends from the education level of the society to the understanding of sports. In order to solve the problematic structure of the sports media, both the positive and negative aspects of the current structure need to be identified as a whole (Ozsoy, 2007).

Aim of the Study

In this context, the aim of this research is to bring to light the events that occur in the context of the relationship between sports and media, especially by evaluating them in the light of ethical principles. It is thought that the research can guide researchers, readers and relevant institutions to better understand the complex and meritless structure of the sports media in Turkey and to deal with the negative situations that arise.

Method

Research Model

In this study, a qualitative research approach was utilized. Qualitative research focuses on phenomena within the flow of social life and aims to examine these phenomena without alteration (Maxwell, 2008). It envelops a assortment of viewpoints that offer assistance capture the multifaceted and complex nature of modern social life (Kitzinger, 1995). The essential objective of this approach is to realize a profound understanding of human wonders and occasions whereas keeping them in their setting (Bogdan and Biklen, 1997). Within this system, questioning using subjective strategies focuses on gaining an in-depth understanding of a particular situation or curiosity being investigated (Morgan, 1996).

In this study, in order to examine ethical problems in sports media, the views of individuals who have directly experienced or observed such problems were utilised. Interview method, which is one of the qualitative research designs, was preferred in order to obtain in-depth information on the subject and to listen to the experiences of the participants first-hand (Yıldırım & Şimşek, 2018). The reason why the interview method is widely used in qualitative research is that, unlike other research methods, it allows understanding people's ideas, experiences, emotions, perceptions and values. The fact that it provides detailed information and is easily applicable contributes to the frequent preference of the interview method in qualitative research (Fossey, Harvey, McDermott, & Davidson, 2002; Hay, 2000; Seidman, 2006).

Research Design

Qualitative research designs can be expressed as a strategy that forms the general structure of the research and aims to maintain the various stages of the process consistently in line with the determined approach (Yildirim & Simsek, 2018). In this study, phenomenology design was preferred. Phenomenology is an approach based on the personal experiences and experiences of individuals. In other words, it focuses on the researcher's in-depth examination of individuals' experiences (Merriam, 2013; Creswell, 2018). The main purpose of phenomenology is to analyse the meaning of human experiences (Van Manen, 2007). That is, it is a qualitative research method that allows people to express their perceptions, perspectives and feelings about a particular phenomenon or concept and reveals how they experience this phenomenon (Rose et al., 1995). The use of phenomenological design in this study was considered as an appropriate choice in order to better understand the experiences of individuals who have experienced or observed ethical problems in sports media. Thus, addressing the participants' personal perceptions, feelings and experiences on the subject in detail fully serves the objectives of the study. For this reason, the phenomenological design was accepted as the most appropriate method for in-depth understanding of individuals' experiences.

Research Group

Qualitative researchers tend to use non-probability purposive sampling method when forming the research group (Yildirim & Simsek, 2018; Neuman, 2012). In this respect, in this study, purposeful sampling method, which is one of the non-probability sampling strategies frequently preferred in qualitative research, was used to determine the research group (Merriam, 2018).

Since there is no generalisation in qualitative research, the selection of participants is shaped within the framework of the criteria determined by the researcher in line with the subject and design of the research. The phenomenological design used in this study does not foresee any fixed criteria for the selection of participants. However, what is important in the phenomenological approach is to select individuals or groups that can best reflect the phenomenon that the research focuses on or provide rich information about this phenomenon (Yildirim & Simsek, 2018; Neuman, 2012). In this direction, the criterion sampling technique, which is one of the purposeful sampling methods, was used to identify individuals with the appropriate qualifications for the research question. This technique enabled the selection of participants who meet the specified criteria and enabled the collection of data directly related to the research question. Criterion sampling involves examining all situations that meet a set of predetermined criteria. These criteria can be determined by the researcher or pre-prepared criteria lists can be used (Marshall & Rossman, 2014; Yildirim & Simsek, 2018).

The main objective of the criterion sampling technique is to ensure that the selected cases are rich in information and suitable for in-depth analysis (Marshall, 1996). In this study, criterion sampling was used to identify the main deficiencies in programmes or organisations, to provide opportunities to overcome these deficiencies and to raise awareness of relevant stakeholders about standards and norms. Thanks to this method, it is aimed that the data obtained from the research will provide useful outputs for practical applications (Charmaz, 2011; Morgan & Morgan, 2008).

The criteria determined in accordance with the purpose and method of the research are as follows:

- Being an athlete or a spectator with a high level of interest in sports,
- To be studying in the field of sports sciences at universities in Türkiye,

In qualitative research, it is aimed to select situations rich in information rather than

quantitative size (Glesne, 2013). In this respect, the research group in this study consisted of 25 students (6 females and 19 males) who were studying in the sports sciences departments of universities located in different provinces of Turkey and who were also amateur athletes.

Table 1

Distribution of Data on Personal and Demographic Information of the Participants Constituting the Research Group

Codes	Age	Gender	Branch
P ¹	28	Female	Court Tennis
P ²	22	Male	Fitness
P ³	20	Male	Football
P ⁴	25	Female	Volleyball
P ⁵	27	Female	Volleyball
P ⁶	20	Male	Athletics
P ⁷	20	Male	Football
P ⁸	21	Male	Basketball
P ⁹	24	Male	Court Tennis
P ¹⁰	20	Female	Volleyball
P ¹¹	22	Male	Wrestling
P ¹²	22	Female	Volleyball
P ¹³	21	Male	Football
P ¹⁴	23	Male	Football
P ¹⁵	20	Male	Football
P ¹⁶	27	Male	Badminton
P ¹⁷	22	Female	Athletics
P ¹⁸	21	Male	Football
P ¹⁹	20	Male	Wrestling
P ²⁰	26	Male	Basketball
P ²¹	21	Male	Basketball
P ²²	30	Male	Football
P ²³	23	Male	Kickboxing
P ²⁴	22	Male	Football
P ²⁵	24	Male	Fitness

Data Collection Tools

“Personal Information Form” and “Semi-structured Interview Form” developed by the researchers were used in the study. The personal information form includes information about the participants’ age, gender and sports branch. In the semi-structured interview form, the open-ended question directed to the participants is as follows:

- What would you like to say about how unethical actions in sports media affect sporting identities (athletes, teams, fans, etc.)?
- What would you like to say about how the sports media should approach ethical issues?

Data Collection Process

The field application of the semi-structured interview form developed by the researchers was carefully conducted between May 06, 2023 and June 25, 2024.

- The research data were obtained through face-to-face in-depth interviews after obtaining an appointment and permission from the participants. The participants were made to feel comfortable and the interviews were conducted in a friendly and reliable environment.
- In order to prevent data loss during the interviews, the researchers recorded all interviews with a cell phone with voice recording feature after obtaining the necessary

permissions from the participants. This method eliminated the need for note-taking and allowed the researchers to listen to the participants more carefully and to pose questions more flexibly.

- The interview records were meticulously computerised and transcribed verbatim by the researcher. These raw data were elaborated and a more comprehensive document was created and then copies of these documents were taken and archived. These steps increased the accuracy of the data and created a solid foundation for the analysis process. As a result, the data collection and editing stages minimised the risk of data loss and strengthened the methodological reliability of the study.

Validity and Reliability of the Research

To ensure validity and reliability in this study, several strategies commonly employed in qualitative research were implemented, including credibility, expert review, transferability, consistency, and participant confirmation (Lincoln and Guba, 1985; Yildirim and Simsek, 2018; Sahin, 2020). In this context, detailed information about all procedures undertaken in the research was provided. Using the participant confirmation method, the interview findings were shared with participants for accuracy verification. Additionally, expert feedback was sought to assess the results and enhance the depth of the research. The transparency of the data collection and analysis process was upheld by maintaining thorough records. Each code that emerged from the analysis was described in detail, supported by direct quotes from participants. These quotations served to enrich the understanding of the codes and provided a more concrete representation of participants' perspectives.

Lastly, to ensure validity and reliability in this study, a sufficiently large sample was chosen, multiple researchers contributed, and various sources and perspectives were consulted. Furthermore, the research was conducted impartially, free from the personal biases of the researchers (Baltacı, 2019; Denzin and Lincoln, 2008).

Analysis of Data

In this study, descriptive analysis and content analysis methods, which are frequently used in qualitative research designs, were used to analyse the data (Miles & Huberman, 1994; Silverman, 2000; Yıldırım & Şimşek, 2018). Descriptive analysis is generally preferred in cases that do not require detailed decomposition of the qualitative data set. For example, the description of the demographic characteristics and various qualities of the participants makes the use of descriptive analysis mandatory (Miles & Huberman, 1994). Content analysis, on the other hand, aims to examine the collected data in depth and to reveal concepts, categories and themes from these data. In this analysis method, by focusing on the data set, codes are created based on the events and phenomena frequently emphasised by the participants. These codes are categorised on the basis of similarities and relationships and brought together around broader themes. In other words, related and similar data are collected and interpreted under certain concepts and themes. Content analysis enables the participants' views to be systematically analysed and made sense of. Moreover, the tools required for the application of content analysis are generally accessible, easy and economical (Bengtsson, 2016; Berg & Lune, 2015; Crabtree & Miller, 1999; Krippendorff, 2004; Merriam & Grenier, 2019).

The reliability of the data revealed as a result of the data analysis was calculated using Miles and Huberman's (1994) formula. This formula is as follows.

“[Theme of agreement / (Theme of agreement + Theme of disagreement)] x 100”

For the reliability calculation between the coding experts, the acceptable agreement value should be above 85% (Miles, Huberman, and Saldana, 2020).

As a result of the application of the formula, 28 of the 32 codes proposed by the coders

were approved, and $28/(28+4)*100=87.5$ consensus was reached on the appropriateness of the coding. The 4 codes on which there was no consensus were combined with other appropriate codes. In this context, it is accepted that the results of the current research are reliable.

Results

In this part of the study, findings based on the analysis of qualitative data are presented. These findings reflect the participants' views on the effects of unethical actions of sports media on athletes and some sporting identities and how sports media should approach ethical issues.

Table 2
Participants' Views on How Unethical Actions in Sports Media Affect Sporting Identities

Themes	Categories	Code No	Code	Participants	Frequency
Negative Effects of Unethical Actions of the Media on Sporting Identities	Private Life and Career	1	↻ The negative impact of the media's rating-oriented behaviour on the private life and careers of athletes	P ¹ , P ³ , P ⁴ , P ⁵ , P ⁶ , P ⁷ , P ⁹ , P ¹¹ , P ¹³ , P ¹⁴ , P ¹⁷ , P ¹⁸ , P ²³ , P ²⁴	14
	Psychological Pressure and Performance	2	↻ The use of violent, hateful and misleading language by the media negatively affects the psychological state of athletes and reduces their performance	P ¹ , P ¹³ , P ¹⁹ , P ²⁰ , P ²¹ , P ²⁴	6
		3	↻ Due to the fact that the media does not comply with the principle of equality in bringing athletes to the agenda, it causes a sense of inadequacy in athletes	P ⁸ , P ¹⁰ , P ¹⁵ , P ¹⁶ , P ²²	5
		4	↻ The media's continuous psychological pressure on athletes	P ⁸ , P ¹² , P ¹⁴	3
		5	↻ The media complicates the decision-making processes of athletes	P ¹³ , P ²⁴	2
		6	↻ The media causing athletes to be subjected to negative criticism by society	P ¹² , P ²⁵	2
		Media-induced Image and Prestige Losses	7	↻ The media's harm to the team community that athletes are part of	P ¹³ , P ²² , P ²³
	8		↻ Damage to the prestige of the country by the media	P ⁵ , P ²²	2
	Substance Use and Addiction	9	↻ Media encouraging substance use and creating addiction on the audience	P ² , P ⁵ , P ¹⁷ , P ²⁵	4
	Behaviour and Character	10	↻ The media encourages athletes to exhibit spoiled behavior	P ¹⁰ , P ²³	2
		11	↻ Creating a negative impact on character development by causing excessive ambition	P ¹⁴	1
Total		11			44

According to Table 2, as a result of the data analysis, it is seen that the participants' views on how unethical actions in sports media affect sporting identities consist of one theme, five categories and eleven codes. The codes related to this theme and the sample opinions directly quoted from the participants related to these codes are given below, taking into account the frequency size according to the categories.

Theme 1: Negative Effects of Unethical Actions of the Media on Sporting Identities (f:44)

Code 1: The negative impact of the media's rating-oriented behaviour on the private life and careers of athletes (f:14) "Nowadays, the media generally intervenes in the private lives and thoughts of many athletes for the sake of ratings. I can give an example to this situation with the enmity between footballer Arda Turan and artist Berkay. Because once the incident came to the agenda, it attracted a lot of attention of the society. Since this was the case, the media tried to keep the agenda busy with these issues by going more on this situation. For this reason, since this incident in the private lives of two individuals was presented very differently in the media, I think that this situation harmed their status and professions..." (P³).

Code 2: The use of violent, hateful and misleading language by the media negatively affects the psychological state of athletes and reduces their performance (f:6)

"Especially in traditional media, athletes are presented to the public in the same way as they are presented by the people and institutions that make the news. Therefore, sometimes the private lives of athletes can be violated due to false news in the media. ...The media constantly intervenes in the private lives of athletes in order to make money and increase their earnings. As a result of this situation, athletes can be exposed to ugly discourses by the media, completely ignoring their psychology. This is an issue that I consider to be a serious ethical problem. Indeed, there is a language of psychological violence in traditional and social media. Online bad behaviours that include swearing, threats and insults to the athlete himself/herself, his/her family and relatives, and this situation can be seen as an ethical problem within the scope of the whole world. This situation that athletes are exposed to reflects negatively on their performances..." (P²⁰).

Code 3: Due to the fact that the media does not comply with the principle of equality in bringing athletes to the agenda, it causes a sense of inadequacy in athletes (f:5)

"The media's unequal treatment of athletes-focusing on successful athletes while neglecting others-leads to a situation where athletes are left to fend for themselves. If the media fails to act ethically and behaves emotionally rather than objectively toward athletes, this can result in feelings of alienation from the sport and a sense of inadequacy. I believe that these reports, which violate the principle of equality, may also cause athletes to become withdrawn in their personal lives..." (P¹⁵).

Code 4: The media's continuous psychological pressure on athletes (f:3)

"...Sports media can have positive effects on athletes as well as negative effects. In a match where an X athlete is selected as the player of the field, good sections and good aspects about that athlete will be reflected in the media. This situation will cause the athlete to gain popularity and increase his/her fan base. For the athlete, this situation will move him/her forward mentally and make him/her feel good. This good feeling will be a source of motivation in other matches. On the other hand, an unethical behaviour or a bad game played by the athlete will be presented to the audience and sports fans by the same media. This situation will cause the athlete to be badly commented and therefore create a serious psychological pressure on him/her. The athlete may go to other matches with a bad psychology after the media reflects him/her in this way..." (P¹²).

Code 5: The media complicates the decision-making processes of athletes (f:2) "... The media's unethical coverage of athletes' private lives... affects their psychology and, therefore, directly impacts their decision-making abilities in response to the situations they encounter..." (P¹³).

Code 6: The media causing athletes to be subjected to negative criticism by society (f:2) "...The media's unethical reporting of athletes' private lives may also cause them to be subjected to bad criticism by the society..." (P¹²).

Code 7: The media's harm to the team community that athletes are part of (f:3) "...Slander and defamation campaigns by the media against the identity of footballers during the transfer processes of footballers damage both the career of the footballer and the community of the current team in a negative way" (P¹³).

Code 8: Damage to the prestige of the country by the media (f:2) "...I was a bit young, but I remember that in the final of the 2006 Football World Cup, French player Zinedine Zidane made an iconic moment by headbutting his rival, Italian player Marco Materazzi. In my opinion, this black mark in the history of football is one of the moments that will never be forgotten. Therefore, Zinedine Zidane's behaviour was unethical. This situation has led to a bad name for this star footballer in the eyes of society and problems in his social life. Of course, this situation should not only be looked at personally. Because the most important situation here is the loss of reputation of France in the eyes of billions of people in the World Cup final, which is followed by billions of people..." (P²²).

Code 9: Media encouraging substance use and creating addiction on the audience (f:4) "...Unfortunately, although digital media has made positive contributions to the fitness branch I am interested in these days, its negative aspects have also increased gradually. Especially when sedentary individuals see professional fitness athletes in the media, they work unconsciously to be popular and liked like them. They are trying to do the training that Olympic athletes do. For what, to be like him. However, they themselves have just started. When they cannot be like him, they want to take steroids immediately within 3-4 months, or they take protein powder from the first month and try to achieve something immediately. Then, addiction to these substances increases in an undesirable way for our branch..." (P²⁵).

Code 10: The media encourages athletes to exhibit spoiled behavior (f:2) "...Now that the press and media make athletes look bigger than they really are, this affects the athlete's career, let alone his/her career, even the way he/she walks on the street. ...For this reason, they can show spoilt behaviours brought by popularity and set the wrong example. Men can even reflect this spoilt behaviour to their families. We have witnessed these events many times..." (P¹⁰).

Code 11: Creating a negative impact on character development by causing excessive ambition (f:1) "...In my opinion, one of the most important effects is the excessive ambition to win in athletes. This is a situation I have seen from time to time in my football life. In case of any injury in football, if the referee does not stop the game, you throw the ball to the team so that the injured player can be intervened. When the game restarts, the player who uses the throw-in should give the ball to your team within the framework of ethical values. But some players are so blinded by the excessive drive to win that they use the ball in their own favour instead of giving it to you, even though it is not ethical. This situation will create the impression among the fan base that every means is permissible to win. As a result, I think that these unethical incidents will also have negative effects on the character development of the audience..." (P¹⁴).

Table 3
Participants' Opinions on How the Sports Media Should Approach Ethical Issues

Themes	Categories	Code No	Code	Participans	Frequency
Media Ethics	Accuracy and Reliability	1	☞ Principle of ethical and accurate journalism	P ¹ , P ³ , P ⁴ , P ⁵ , P ⁶ , P ⁸ , P ⁹ , P ¹⁰ , P ¹¹ , P ¹² , P ¹³ , P ¹⁴ , P ¹⁵ , P ¹⁷ , P ¹⁸ , P ²⁰ , P ²¹ , P ²⁴	18
		2	☞ Providing up-to-date and timely news presentation	P ⁶ , P ⁹ , P ¹²	3
		3	☞ Quality and professional journalism	P ⁶	1
	Impartiality and Equality	4	☞ News approach based on the principle of impartiality and equality	P ² , P ⁴ , P ⁵ , P ⁶ , P ⁸ , P ⁹ , P ¹⁰ , P ¹¹ , P ¹² , P ¹³ , P ¹⁴ , P ¹⁵ , P ¹⁶ , P ¹⁷ , P ¹⁸ , P ²⁰ , P ²¹ , P ²⁵	18
		Confidentiality and Privacy	5	☞ Privacy of private life	P ¹ , P ³ , P ⁴ , P ⁵ , P ⁶ , P ⁷ , P ⁸ , P ⁹ , P ¹⁰ , P ¹¹ , P ¹² , P ¹⁴ , P ¹⁵ , P ¹⁶ , P ¹⁷ , P ¹⁸ , P ²⁰
	6		☞ Respect for the private life of athletes	P ¹⁷ , P ¹⁸ , P ²⁰ , P ²¹	4
	7		☞ Athletes' awareness of being under media scrutiny	P ⁴ , P ¹⁰	2
	The Way to Determine the Accuracy of News	8	☞ First-hand collection and verification of data	P ¹³ , P ⁹ , P ¹⁷	3
Total		8			66
Media and Athlete Relations	General Problems	1	☞ The sporting aspects of athletes being the main theme of the media	P ⁴ , P ⁷ , P ¹⁰ , P ¹⁴ , P ¹⁵ , P ¹⁷	6
		2	☞ Excessive media interest in the private life of athletes	P ⁴ , P ¹²	2
		3	☞ The problem of freedom in the sports media in Turkey	P ⁵ , P ¹⁶	2
		4	☞ Media being under the influence of popular cultur	P ²	1
	Constructive Criticism and the Principle of Non-Harm	5	☞ Constructive criticism of athletes	P ¹⁹ , P ²¹ , P ²³	3
		6	☞ Avoiding news that may negatively affect the careers of athletes	P ²¹ , P ²⁴	2
		7	☞ Reporting without damaging the reputation of clubs and teams	P ²¹ , P ²²	2
Total		7			18
Legal Regulation and Enforcement	Criminal Sanction	1	☞ Implementation of permanent and effective criminal sanctions to prevent unethical behaviour	P ² , P ¹⁵ , P ²² , P ²³ , P ²⁵	5
	Controlling Media Actions	2	☞ Leaving the private life of athletes to the athletes themselves or their coaches, not to the control of the media	P ⁴ , P ²⁴	2
Total		2			7
General Total		17			91

According to Table 3, as a result of the analysis of the data, it is seen that the opinions of the participants on how the sports media should approach ethical issues consist of three themes, eight categories and seventeen codes. The codes related to these themes and the sample opinions directly quoted from the participants related to these codes are given below, taking into account the frequency size according to the categories.

Theme 1: Media Ethics (f:66)

Code 1: Principle of ethical and accurate journalism (f:18) “...In general, since media programmes compete among themselves, they sometimes do most of the things to produce unfounded and random news. This situation affects individuals, teams and society in a bad way. The press is free, yes, but I think that equal, fair, accurate and reliable publications in the press will benefit the society, us, all concerned rather than harm...” (P⁹).

Code 2: Providing up-to-date and timely news presentation (f:3) “...In my opinion, if sports news is going to report an event and present it to the media, it should do a thorough research on that event and should not present it to the media without proving the accuracy of the event...” (P¹²).

Code 3: Quality and professional journalism (f:1) “...The priority of sports news and broadcasts is to reach a wider audience and become a popular news channel. In this context, they need to provide quality, up-to-date and reliable information...” (P⁶).

Code 4: News approach based on the principle of impartiality and equality (f:18) “...The commentators participating in the discussion programmes broadcast on sports channels also have a great influence. While these commentators should express themselves in a more equal and impartial manner, I do not find it right for them to make comments as if they are only supporters of one team. Because this situation both misleads the viewers and prevents them from analysing the events objectively...” (P¹⁴).

Code 5: Privacy of private life (f:17) “In my opinion, there should not be things like misrepresentation of news without taking into account the privacy of private life, as the current media has done. Because who talks and travels with whom is private life. This issue should not be the subject of any news or magazine. Especially for the continuation of the careers of athletes, such news cannot be positive. For example, many negative things happen in the lives of Mauro Icardi, the famous footballer of Galatasaray football club, and his wife Wanda Nara, and they reflect these experiences to the media by sharing them. Although there are many news about them, they reconcile again after a short time. This situation negatively affected the footballer’s career and many fans stopped following him on social media after this incident and they are now on everyone’s lips. In my opinion, the private life of people and athletes should not be reflected in the media so much. Because the relationship of individuals with their spouse, friend or family should be private. Therefore, it is not right for the media to scrutinise these issues in detail” (P³).

Code 6: Respect for the private life of athletes (f:4) “...There is a traditional media in our country that interferes in the private lives of athletes. In this sense, the media should approach human rights and athletes’ rights in a respectful manner...” (P²⁰).

Code 7: Athletes’ awareness of being under media scrutiny (f:2) “...Everyone has a life. Of course athletes too. I think that the more the athlete wants to reflect his private life, the more media coverage he should find. The person who will prevent this situation is the athlete. Because athletes are constantly under media attention. The athlete should put a barrier in front of this situation. They should pay attention to the media content they put on their own accounts and related sharing sites. Because the press can be such a dangerous tool that sometimes the situation that occurs at that moment can be perceived in a very different way. The athlete needs to draw that fine line well...” (P¹⁰).

Code 8: First-hand collection and verification of data (f:3) *“There is more than one way to determine how true or false any sports news is, to what extent it is objective, and the most effective and correct way among these options is to get first-hand data from the people and institutions involved in the news (event) in question and to confirm the data. If the process we recommend for accurate and healthy information is not carried out, speculation news that has no connection with false reality has a direct negative impact on the private lives of athletes. In order to prevent such situations from occurring, it should be ethically obligatory to carry out the above-mentioned process immediately...”* (P¹³).

Theme 2: Media and Athlete Relations (f:18)

Code 1: The sporting aspects of athletes being the main theme of the media (f:6) *“...Our media likes to make empty news. Athletes can be on the agenda even with their private lives. I don't think this is right. I think an athlete should be remembered in the media with his/her prestige, his/her success in the branch he/she plays, in other words, his/her sportive aspect...”* (P⁷).

Code2: Excessive media interest in the private life of athletes (f:2) *“...The media has negative as well as positive sides. In particular, there is excessive interference in the private lives of athletes. If we have a little empathy, I think it is not a pleasant situation for the media to closely follow the private lives of athletes. An athlete may want to live his/her private life in secret and this is extremely normal. I think this should be respected.”* (P¹²).

Code 3: The problem of freedom in the sports media in Turkey (f:2) *“...News should not be produced under oppression. In such situations, sports news must be reported freely and transparently. If reporting is done subjectively and under oppressive conditions, rather than maintaining an objective stance without ethics, we may face unresolved issues. Unfortunately, we encounter such problems in our country from time to time...”* (P¹⁶).

Code 4: Media being under the influence of popular culture (f:1) *“...The media gives more space to popular sports and athletes with high popularity. The reason for this is to earn more money... Unfortunately, unrecognised or developing branches and athletes are rarely covered in the sports media...”* (P²).

Code 5: Constructive criticism of athletes (f:3) *“Unfortunately, the media in Turkey ignore the fact that athletes are human beings, even though they should not forget that they are human beings too. We need to remind ourselves that the other person is not a machine but a human being. While we, as the press, watch them from the outside at some points, the level of criticism can be carried to a more understandable level for both the press and the athletes...”* (P¹⁹).

Code 6: Avoiding news that may negatively affect the careers of athletes (f:2) *“... News that may adversely affect the career of athletes should not be reported...”* (P²⁴).

Code 7: Reporting without damaging the reputation of clubs and teams (f:2) *“...It is necessary to present the news by considering everything good and bad. In particular, news should be interpreted without defaming the name of the club or the team and without causing any victimisation...”* (P²¹).

Theme 3: Legal Regulation and Enforcement (f:7)

Code 1: Implementation of permanent and effective criminal sanctions to prevent unethical behaviour (f:5) *“...I think that if there are permanent and effective criminal sanctions to prevent unethical behaviour, such situations will be minimised...”* (P¹⁵).

Code 2: Leaving the private life of athletes to the athletes themselves or their coaches, not to the control of the media (f:2) “...I do not find it very ethical for the sports media to be too involved in the private lives of athletes. Of course, the athlete should be sensitive in his/her private life. However, this situation should be left to the athlete’s own control or coaches...” (P⁴).

Discussion

The research results in Table 2 show that unethical actions in sports media have far-reaching negative effects on athletes’ identities and careers. Accordingly, it is seen that the rating-oriented approaches of the media can harm both the private lives and careers of athletes. The participants’ statements on this issue reveal that the media’s interference in every aspect of athletes’ lives and violation of their privacy has devastating consequences both personally and professionally. In a study conducted by Deveci et al. (2023), it was concluded that the media is a structure that does not contribute to human development for the sake of ratings and damages the reputation of sports and athletes. Kovacs and Doczi (2020) concluded that athletes want to read quality publications about themselves, including their profession, and they want to avoid having their private lives exposed and being a part of scandals.

According to the results of the research, it is seen that the language of violence, hate and fake news used by the media negatively affects the psychology of athletes and causes a decrease in their performances. However, it is thought that it would not be correct to evaluate this situation only with the decrease in the performance of athletes. Because it can be said that these unethical approaches of the media may lead to the occurrence of violence at the social level and the dominance of hate language. According to Ozsoy and Eksioglu (2007), one of the situations that can be considered unethical is that sports media sometimes broadcast in a way that encourages violence in sports. At this point, it is important not to ignore the influence of club managers and sports people who make irresponsible statements. While the media is expected not to convey provocative messages to the fan masses, it is a controversial issue to what extent the journalistic competition ensures compliance with these principles (Ozsoy and Eksioglu, 2007). In this context, it can be said that the explicit or implicit hate speech used by traditional and new media in violent incidents in sports arenas has an effect that escalates and reproduces the tension between fans (Ozsoy and Yildiz, 2013). Therefore, it can be stated that sports media can also have a structure that can sow seeds of hatred among sports fans, incite violence and feed hooliganism (Unsal and Ramazanoglu, 2013). As Unlutepe (1991) states, the sports media, especially sports writers, have a great responsibility to establish sports ethics in Turkey and to raise public awareness on this issue. News language in newspaper publications should be organized in accordance with social moral values. Unfortunately, the Turkish sports press does not display a correct attitude in this regard (Unlutepe, 1991). Although these results in the literature support the results of the current research, there are also studies that report interesting results about this situation. For example, in the study conducted by Yuceturk and Besna (2022), it was stated that athletes think that behaviors such as harassment, disclosure, insult, slander that they encounter or are subjected to on social media are a natural process and they do not see it as something that will significantly affect their careers. According to the results of the research, media behaviors that do not comply with the principle of equality in bringing athletes to the agenda cause some athletes to experience a sense of inadequacy. In this respect, the constant foregrounding of certain athletes may cause other athletes to remain in the background and feel inadequate. It can be stated that this situation may cause damage to athletes’ self-confidence and difficulties in decision-making processes. Therefore, it is thought that this unequal attitude of the media may not only create a competitive environment among athletes, but may also cause an increase in psychological pressure on them in the long run. In a study in the literature, similar results were found with the current results of the study. Accordingly, the public thinks that biased news reports,

especially about the big four sports clubs, have a positive effect on circulation and generate more advertising revenue, and therefore media organizations exhibit these unethical behaviors (Unsal and Ramazanoglu, 2013).

According to the results of the research, it is thought that the media's constant psychological pressure on athletes may cause an increase in their stress and anxiety levels in both their personal and professional lives. In this respect, the fact that athletes are exposed to negative criticism by the society can be considered as a result of this perception manipulated by the media. It is thought that this kind of media pressure may leave permanent marks on the social image of athletes and lead to loss of prestige. In the literature, there are studies that overlap with the results of the current research, which indicate that unethical behaviors of the media will expose athletes to more criticism and damage their reputations (Baker, 2023, Burki et al., 2022).

According to the results of the study, it was found that the media had negative effects not only on the individual identities of the athletes, but also on their team communities and the prestige of the country. It can be said that this situation may indicate the existence of a media effect that may result in athletes harming the institutions they represent. As Unsal and Ramazanoglu (2013) state, sports media also serves the opposite purpose of weakening cultural identity or destroying national unity and solidarity.

According to the results of the research, the fact that the media can create addiction by providing content that encourages substance use stands out as an important risk factor for both athletes and viewers. This can be exemplified by the use of doping, which is seen in almost all sports branches today and leads to fake successes. In this respect, many lower level athletes or teams observing this situation may turn to doping unless there are sufficient deterrent measures. Indeed, it can be said that the teams and athletes that the fans support and love can have positive or negative consequences on the fans. For example, MacPherson and Kerr's (2021) research shows that fans gain a sense of identity and belonging through fandom through perceptual relationships with professional athletes through social media. However, when these relationships are undermined by media norm violations, fans' sense of identity and belonging is threatened, leading to a sense of social shame. According to the results of the study, spoiled behavior and excessive ambition encouraged by the media have negative effects on the character development of athletes. While athletes are expected to exhibit healthy personal and professional development, such manipulative effects of the media may cause negative changes in their behavior and identity. According to the research results in Table 3, the participants' views on the approach of the sports media to ethical issues are categorized under various themes. It is seen that the views of the participants in the theme of media ethics are in agreement that the sports media should strictly adhere to the principles of accuracy, reliability, impartiality, equality, confidentiality and privacy. Based on these approaches, it is considered important to make the necessary interpretations regarding the codes in the research results. Accordingly, according to the results of the analysis made for the related problem of the research, it can be said that ethical and accurate journalism understanding, up-to-date and timely news presentation are considered important by the participants, which means that sports media should provide not only fast but also reliable information. According to Ozsoy and Eksioglu (2007), one of the most frequently violated ethical principles in sports media in Turkey is the publication of false news. Sportswriters who participated in the related study stated that especially during the transfer periods of football players, news that many local and foreign players have signed agreements with other clubs are frequently on the agenda. Some of these news reports appear as a result of the efforts of football players or their agents to increase their salaries or the distraction strategies of club managers. In this context, researchers argue that sports media, in a complex web of relationships, prioritize such news in order to please their readers, the majority of whom are fans (Ozsoy and Eksioglu, 2007). When a profession loses its

prestige, it cannot fulfill its functions and this leads to the realization of the expression “erosion of the legitimacy ground of the profession”. This makes it difficult to talk about the existence of sports media or its influence on public opinion in the following years. For this reason, all media workers, especially media organ owners and editors, should protect and safeguard their own reputations by upholding ethical values such as integrity and should not allow the erosion of the legitimacy of their profession (Uzun, 2004).

It is thought that the need for quality and professional journalism understanding, which was reached as a result of the research, points out that the media should stay away from amateurish approaches. In addition, it can be stated that the understanding of news based on the principle of impartiality and equality draws attention to the necessity of the media to provide a fair platform by approaching athletes equally. According to the information in the literature, the public thinks that the media does not broadcast impartially (Unsal and Ramazanoglu, 2013). In this respect, it is seen that the media’s biased attitude is not considered ethical (Ozsoy and Eksioglu, 2007). In addition, it is also a fact that the media’s focus on profitability reduces the importance given to quality (Kovach and Rosenstiel, 2014). In the light of this information, the sports press and media should convey information in line with objective criteria within the framework of journalistic ethics. It should fulfill its duty in line with the rules of honest and impartial press ethics (Unsal and Ramazanoglu, 2013). According to the results of the research, when it comes to the issue of privacy and confidentiality, it can be said that the participants consider the issues of privacy and respect for the private lives of athletes as an important part of the ethical responsibilities of sports media. Therefore, this can be explained as the media should not interfere excessively in the private lives of athletes for the sake of ratings. According to the results of the research, it can be said that the issue of being aware that athletes are under media attention focuses on the need for athletes to control how they present their private lives in the media. According to the participant views, athletes should be as visible as they want to be in the media. In this respect, given the risk of the media distorting events in a way that may lead to misunderstandings, it is thought that athletes should be more careful in their social media accounts and posts. Therefore, it is stated that athletes have the responsibility to draw this fine line well and set a boundary between the media and their privacy. Therefore, even if the media violates ethical boundaries, it is suggested that athletes should control the reflection of their private lives in the media. In the study conducted by Yuceturk and Besna (2022), the statements of a participant in the study about athletes being very careful about their relations with the media and the pressure this situation creates on the athlete reveal how important this situation is. This statement is as follows: “... *I am already thinking that I have to be very careful about my private life. They even sent me a message just now. I am hesitant to reply, in case I talk to someone and they distort my conversation and share it with someone else. I am honestly worried about being associated with such things when I should be associated with my success. These situations can affect my concentration and sports (P3)*”. According to the results of the research, it is considered important that the sportive aspects of athletes constitute the main theme of the media in the theme of media and athlete relations. This can be said to support the view that the media should focus on athletes’ achievements and performances and should not focus excessively on their private lives. In this regard, Farzalipour et al. (2012) also mentioned that the media should focus its attention on performance and the sport itself to keep the spirit and excitement of the game alive (Farzalipour et al., 2012). In this regard, if the media focuses more on the controversy beyond the performance, the risk of the player not being wanted in future tournaments may increase. This is thought to be detrimental to the athlete’s career and personal life (Burki et al., 2022; Baker, 2023).

According to the results of the research, the participants consider the media’s excessive interest in the private lives of athletes as an ethical problem. In this context, it is thought that this situation may harm the careers of athletes. Farzalipour et al. (2012) emphasized that the media’s excessive interest in athletes’ private lives has increased recently and

that athletes are uncomfortable with this situation (Farzalipour et al., 2012).

According to the results of the research, it can be stated that the opinions of the participants regarding the freedom problems in the sports media emphasize that the sports media should function freely and impartially, not under pressure. In this respect, it is thought that a more free and impartial structure of the sports media is important for the development of the country. Kovach and Rosenstiel (2014) also stated that media workers are under great pressure to provide news for the public, but they must write the truth despite everything.

According to the research results, the participants' criticisms of the sports media being under the influence of popular culture emphasize that the media generally prioritizes popular sports and athletes. In this context, the fact that the sports media give more space to popular sports and athletes and rarely give space to unrecognized or developing sports branches is expressed as a problem by the participants. While it is stated that the main reason for the media to keep highly popular sports and athletes on the agenda is to gain financial gain, it is stated that this situation leads to lesser known branches and athletes not being given the value they deserve. One participant stated that traditional sports media has not provided sufficient coverage for emerging sports disciplines like fitness, which has made it more difficult for these sports to gain popularity. Consequently, it was observed that while the transfers of high-profile football players, such as Arda Güler, have been extensively covered by major media outlets, other sports have often been overlooked. This perspective has been criticized by participants, who believe that sports media should not only focus on popular athletes but also highlight successful athletes from lesser-known sports. The studies in the literature on the subject overlap with the results of the current research. Accordingly, although there is a lack of interest in lower level athletes in the society (Deveci et al. 2023), football, which is the most popular sports branch, creates a hegemony that overshadows other branches and this situation sometimes draws the reaction of sports fans interested in branches other than football (Ozsoy and Eksioğlu, 2007). As a result, it can be said that sports media should get rid of the influence of popular culture and give more space and support to different branches and athletes at different levels. This would be an important step in ensuring a wider diversity and balance in the world of sports.

According to the research results, it emerges as a significant point that criticisms directed at athletes should be constructive and that the sports media should adopt a responsible stance by avoiding news that could negatively impact athletes' careers. When examining participants' statements, it is evident that the human aspects of athletes should not be overlooked, and emphasis is placed on the importance of conducting criticisms within a framework of respect. It is highlighted that criticisms should be presented in a constructive manner that supports athletes rather than "kicking someone when they're down." According to Ozsoy and Eksioslu (2007), one of the ethically unacceptable behaviors is the use of derogatory or insulting language by journalists towards individuals. Regardless of the intent, statements that cross the boundaries of criticism and verge on insult should be carefully reviewed by editors, even if expressed by news sources. According to the results of the research, it is stated that reporting news without damaging the image of clubs and teams is an important ethical requirement that points to the impartiality and responsibility of the media. In this context, it can be said that sports media should adopt a more responsible, respectful and constructive approach towards both athletes and clubs and teams. According to the results of the research, under the theme of legal regulation and sanctions, it can be said that the participants' demands for the implementation of permanent and effective law-backed criminal sanctions to prevent unethical behaviours in the sports media emphasise the need for more deterrent legal steps to be taken against the media's exceeding ethical boundaries. It is thought that clear and effective legal regulations supported by laws against ethical violations can keep the sports media in a more responsible line. According to the results of the research, the opinions that the

private lives of athletes should not be under the control of the media clearly reveal that the protection of the privacy of athletes by laws is an important expectation and that the personal boundaries of athletes should not be violated by the media. However, according to Ozsoy and Yildiz (2013), although there are legal regulations in Turkey such as the Law No. 6222 on the Prevention of Violence and Irregularity in Sports, which includes articles for media members, it is seen that these are not deterrent for broadcasters (Ozsoy and Yildiz, 2013; Ozsoy and Eksiolu, 2007; Caplı, 2002). In the light of these general evaluations, this study suggests that the media should strictly adhere to basic principles such as accuracy, impartiality and respect for private life while addressing the approach of sports media to ethical issues. As a result of these findings, it is thought that it will provide an opportunity to develop a media understanding that will protect the interests of both athletes and the sports public by reconsidering the ethical responsibilities of the sports media.

Conclusions

In general, the research results reveal that unethical attitudes and behaviours of the sports media have far-reaching negative effects. This situation, which creates great pressure especially on the identities, careers and psychology of athletes, also damages the image of the teams represented by the athletes, the perception of sports by the audience and their behavioural patterns. In particular, the media's excessive intervention in the private lives of athletes violates their privacy and damages their professional careers. This approach of the sports media creates psychological pressure on athletes and negatively affects their performances.

The media's ratings-oriented and popular culture-based approaches lead to prestige losses not only for athletes but also for sports communities and reinforce violence, hate language and misinformation by creating false perceptions on the viewers. Therefore, the media's popular culture-based approaches lead to a sense of inequality and inadequacy among athletes, which shows that the media does not provide a fair representation.

In addition, the presentation of content that encourages substance use by the media poses risks that may create addiction for both athletes and viewers. As a result of the research, it was concluded that the sports media should adopt a more constructive, impartial and responsible attitude and that it is important to put legal regulations and sanctions into effect if necessary to prevent unethical behaviours.

As a result, it is concluded that a more fair, responsible and ethical line of the sports media can create a healthier sports environment for both athletes, teams and spectators.

Suggestions

- Ethics training programmes should be developed by journalists working in sports media, media organisations and relevant educational institutions. These programmes should be made compulsory by the Radio and Television Supreme Council (RTSC) and Turkish Sports Writers Association (TSWA) in cooperation with media organisations. In the content of the programme, basic principles such as ethical journalism, respect for privacy, impartiality and accurate information should be taught. In addition, the participation of members of the media in these trainings should be documented with certificates and updated at regular intervals. Thus, it is thought that media workers will act with the knowledge of their ethical responsibilities.
- An independent ethics commission should be established through a joint effort of RTSC, TSWA, and academic circles to monitor and oversee ethical violations in sports media. This commission would be responsible for continuously observing media content to detect violations and implement sanctions. Additionally, a platform should be created where athletes can directly submit their complaints, and the commission should evaluate and resolve these complaints, allowing it to impose

sanctions on media organizations. This way, the monitoring process is expected to become transparent and effective

- The government, in collaboration with the Ministry of Health and RTSC, should implement legal regulations to strictly prohibit content that promotes substance use in sports media. These regulations should target any content in sports broadcasts that praises the use of alcohol, drugs, or doping, and should foresee significant fines or broadcast suspensions. Additionally, the Ministry of Youth and Sports should organize awareness campaigns aimed at athletes and young people to promote healthy lifestyles in the media.
- In future research on this topic, it is believed that having the research group consist of elite athletes will significantly contribute to a deeper understanding of the issue.

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Historical Development of Play and Its Impact on Children's Development

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Introduction

The word “oyun”, one of the oldest words in Turkish (And, 2012), appears among the various names of Central Asian shamans, for example, as “oyun, uyun” among the Yakuts. Female shamans are called “udahan” in Mongolian, the middle shaman “orta-oyun” and the supreme shaman “uluhan-oyun”. The word “play” is used not only for shamans but also for all shamanic ceremonies (e.g. in Turkestan). Thus, with the word play, the origin of theater, dance and various spectacles are gathered at one point (Hazar, 2017). Play has become indispensable as a part of human life since the emergence of human beings. Scientists have characterized play in various ways. According to Gross, “Play is an acquisition of experience, it is the experience of the attitude situations that the individual will encounter in daily life in his future life through play. In this way, the child has the chance to experience the events that he may experience in the future in a protected area.” Freud defined the definition of play as “useful activities that help children and young people to help their social development and to find the individual self. Freud also defines it as “a mirror that reflects the child's movements and self.” Plato suggests that “education should be done in two areas: physical/motor and psychological education. Children should grow up with play by emphasizing the importance of the concept of play in terms of physical education”. Bandura defines play as; “The child communicates in play, expresses himself, has friends and becomes a social being. The socialized child makes observations and acquires new behaviors when repeated” (Duman, 2015). This increases oxygen intake, accelerates blood circulation and allows more nutrients to be transported to the tissues. Movement games also help children explore and recognise their environment. Games enable children to understand the world around them by using their physical skills. Actions such as walking, running and jumping develop the child's motor skills and encourage them to interact with their environment. Games play an important role in the development of hand and finger muscles. Activities such as holding, plucking, cutting and tying help children to strengthen their small muscles. This allows them to acquire daily life skills, learn and interact with their environment (Alıncak, 2017). Play helps children to feel good about themselves. Play is an outlet for the child's happiness and excess energy in life (Nutku, 2006). Play is one of the basic building blocks of personality, which includes various values such as sociability, ability and

intelligence. Play is a form of learning that involves the discharge of excess energy, relaxation and pleasure (Aksoy & Çiftçi, 2014).

The game is a situation where there are participants playing the game and objects being played or spectators watching the players, which is fun and allows the excess energy to be discharged (Altunpınar, 2018). Play is an important part for the child that he/she enjoys, starts and continues in line with his/her own wishes and supports his/her holistic development (Ogelman, 2014). Johan Huizinga describes people who play games as “ludens” and people learn their daily life by playing games. According to Huizinga, playing games is an important activity in the lives of individuals and even individuals express themselves through games. Play is a collection of voluntary behaviors that people carry out entirely of their own volition. For this reason, playing games are activities that depend on a person’s pleasure and a time when he/she has no work (Hazar, 2006). According to Piaget, it is defined as discovering, experimenting and adapting objects from the external environment (Sormaz & Yüksel, 2012).

Through games, children learn the norms, values and social skills of their society. This interaction contributes to their personal development and understanding of their social responsibilities. Traditional games are not only a means of having fun, but also provide children with the opportunity to understand and internalise the cultural richness of the society they live in. For this reason, traditional games should be recognised not only as a means of entertainment, but also as an important learning tool that carries the values, norms and cultural identity of a society. Thanks to these games, children not only have fun, but also enrich their social accumulation and create strong foundations for their future role acquisition (Budak, 2016; Abakay et al. 2015).

Based on the definitions of play, play can be defined as a set of activities that allow children to relax physically and spiritually, express their wishes, make sense of social life and gain experience, improve all areas of development, are enjoyable for children and are generally played as an imitation of social life (Cinel, 2006; Sağ et al. 2022). When the research on play is examined, it is seen that there are many definitions of play, but it is difficult to make a common definition, and different meanings are attributed to each definition. The lack of a common definition leads to the conclusion that the subject of play is very comprehensive and has wide boundaries. The fact that there are so many definitions and theories reveals the importance and value of play and answers the question of why so much research has been conducted on it (Aydınlı & Ramazanoğlu, 2016; Ayan et al., 2015). Games offer children the opportunity to create their own stories, develop their analyses and learn problem-solving skills. This contributes to their cognitive and emotional development. In conclusion, games for children are not only fun activities but also an important part of a healthy development process. The skills that children acquire through games contribute to their becoming successful individuals in later life. For this reason, the inclusion and support of games in children’s daily lives contributes to the creation of a healthy society (Terkin & Abakay, 2023). Playing games is actually a need, it has always existed and will continue to exist in the lives of humans and all other living things. Games are activities that are beneficial in many developmental areas such as social skills, peer relations, cognitive development, language development, motor development, especially in childhood. When important factors such as gaining the ability to express oneself freely in school life and supporting language development are carried out together with games, it is easier to achieve these gains. Play prepares the child for real life. Through play, children can express their emotions, feel happy and show positive psychological developmental characteristics. In addition, playing games in children is also effective in variables such as making choices and problem solving (Yalçın & Bertiz, 2019).

Aim of the Study

The aim of this study is to examine the historical development of the game and its impact on child development.

History of the Game

The history of the game is as old as the history of humanity (Poyraz, 2003). With humanity, all the struggles have started and the first sportive activities are games and musical festivals organized for the purpose of preparing for war, hunting and religious rituals (Kıldan, 2001). In the past, we come across the first signs of the game in religious rituals and musical activities. During the ceremonies, people would follow the harmony of the music, sometimes stomping with enthusiasm and making strange sounds; sometimes they would fidget and move with soft naive movements, thus feeling close to the gods (Sel, 1990).

According to John Dewey, play involves unconscious behaviors, while Huizinga defines play as a regular activity that is done willingly at a certain time and place. Spencer sees play as a way to release energy, while Eibesfeldt considers play as an active learning process. Groos sees play as a preparation for the next stages of life, while Mitchell and Mason emphasize the importance of play, which they define as a means of self-expression. Gulick sees play as the realization of desired actions (Ergün, 1980).

Throughout history, many different views have been put forward about how play is and should be. What all these different views have in common is that play is a vital activity for children. As McLuhan emphasized when he said that play, like any art form, is a concrete example of an event that is difficult to experience, it is important to point out that play plays a fundamental role in children's lives, no matter how broad the meaning of the word (Çalışkan & Karadağ, 2005). Play is a phenomenon that contributes significantly to the development of children. This process allows children to develop their physical, mental and social skills. Especially games that encourage children to move, support muscle development and have positive effects on general physical health. While examining the social sciences, psychology, sociology and anthropology have different evaluations in terms of examining games and behaviours arising from them, and when they are examined from the perspective of health sciences, they gain important contributions in terms of increasing the qualities and quality of life that physical activity brings to metabolism (Alıncak & Tuzcuoğulları, 2016; Abakay & Alıncak, 2016).

By considering the concept of play from various perspectives, various ideas about play can be obtained. According to these perspectives, play can be defined as an activity that allows children to express their emotions and imagination, helps them recognize their environment and gain experience, and contributes to their overall development. It can also be a source of happiness for children and offer a preview of what they will do in their lives (Cinel, 2006).

Huizinga defined play as “a voluntary action or activity in which the individual participates freely and voluntarily, in a specific and limited place and time, in accordance with predetermined rules, prepared to achieve a goal, a serious activity in which the individual involves himself completely” (Anchor, 1978). Traditional children's games can generally be defined as activities that incorporate the cultural and traditional elements of the society and contribute to the social, physical and mental development of the players (Tuzcuoğulları et al, 2020; Tuzcuoğulları et al. 2017).

Games sharpen the child's senses and develop their abilities and skills. Play, which is seen as a basic need for the development of the child, provides versatile development individually (Baysan, 2019). Play has a history as old as human history. Archaeological excavations show that games existed ages ago. Various games such as the Sumerian game

board dated around 2600 BC and dice dated around 1600 BC were found in the tombs of kings and queens. Remains of many game representations were found in Egyptian hieroglyphs and wall paintings (Ağbaba, 2021).

Importance of the Game

Play takes place in all periods of an individual's life. Play has a great role in the socialization of the individual and in becoming an important member of society. It is the most basic activity of infancy and childhood. Games are the most important means of social cohesion and solidarity. There are countless number of games. Games vary according to the places where they are played, the number of people playing, the tools and equipment used, gender and age of the players. With the development of technology, changes have also begun to occur in the game. The most important change has been the change in the location of the game. The games that are usually played on the street have been replaced by games played in digital environments. One of the biggest reasons for the games played on the street and the shift towards digital is that the streets are no longer seen as safe places. Henri Lefebvre wrote the book "Urban Revolution" by examining the street with a political approach and mentioned the "power of the street" in this book. According to Lefebvre, the street should not only be considered as a road, street or geographical space, but also cafes, parks, cinemas and he argued that the street is a way of life and its meaning is special and great (Lefebvre, 2013).

In today's conditions, it is possible to teach all lessons to children through drama. The reason for this is that the child obtains all his/her experiences through play and develops his/her ability to resist problems and to think (Alıncak, 2016). Thanks to the concept of play, children learn scientific concepts quickly and develop themselves (Alıncak & Tuzcuoğulları, 2016).

Play has become indispensable as a part of human life since the emergence of human beings. Scientists have characterized play in various ways. According to Gross, "Play is an acquisition of experience, it is the experience of the attitude situations that the individual will encounter in daily life in his future life through play. In this way, the child has the chance to experience the events that he may experience in the future in a protected area." Freud defined the definition of play as "useful activities that help children and young people to help their social development and to find the individual self. Freud also defines it as "a mirror that reflects the child's movements and self." Plato suggests that "education should be done in two areas: physical/motor and psychological education. Children should grow up with play by emphasizing the importance of the concept of play in terms of physical education". Bandura defines play as; "The child communicates in play, expresses himself, has friends and becomes a social being. The socialized child makes observations and acquires new behaviors when repeated" (Duman, 2015).

Play allows children to reveal their individual potential, while at the same time helping individuals of learning age to develop their existing knowledge, skills and abilities. The dynamic nature of play increases children's interest in learning and enables them to develop a positive attitude. Play contributes not only to the processes of gaining knowledge, but also to the processes of establishing social relationships, developing communication skills and increasing empathy skills. Various forms of play allow children to develop their creativity by giving them problem-solving skills. Play plays an important role at different stages of individuals' lives. It is not only an activity specific to children, but is also used among adults to strengthen social bonds, cope with stress, develop teamwork skills and continue learning through fun. Among adults, play also aims to keep creativity alive, increase mental flexibility and provide an escape from the monotony of life (Sevinç, 2009; Yeltekin and Alıncak, 2021).

Play and the Child

Play is an activity that entertains, exists within the flow of life, is not carried out for external purposes, and takes place spontaneously with the will of the individual. According to Piaget, play is a primitive function of thought and is done for pleasure (Yavuzer, 2018). From an adult's perspective, it is said that play is getting rid of mediocrity.

For the child, play is a way of learning, an endeavor, doing something and trying again and again. In primitive societies, the adult's pursuits are quite limited, and the child's play is similar to that of the parent's world. Today, however, girls do not have to be housewives and boys do not have to follow in their fathers' footsteps. This is why it is important to offer children different kinds of experiences in their play that can help us understand them. Play is similarly a form of cultural transmission. The picture of eighty-four children's games drawn by the Dutch artist Peter Breughel in 1560 shows us that traditional games such as hopscotch and hoops are almost unchanged today. Even baby rattles date back to ancient times (Arnold, 1995).

Play and toys develop the child's physical skills and cognitively develop creative thinking and exploration skills. They enable the child to use language and, as a natural consequence, to communicate and socialize. During play, they reveal the fears and pains they experience in real life. For example, a girl who is punished by her mother goes to court to be a judge and punish her little baby. Thus, the child overcomes her anger and guilt and internalizes the problem. Freud was the first to suggest that children reveal their feelings in play. Freud understood the relationship between fantasy behavior and play and stated that children express their unconscious desires in play. Erikson also established a relationship between psychoanalytic theory and the child's personality development and stated that the child establishes a great connection with play in terms of psycho-social development (Başal, 2010).

Play is an activity that exists in every period of an individual's life and contributes to the development of the individual (Yılmaz et al, 2020). As children play, their senses sharpen and their talents emerge. For the child, play is the most natural form of learning. The child who plays establishes the sovereignty of his/her own world. They may get angry and react when you try to change the game they have built or when you accidentally knock down the tower they have erected. Because no matter how insignificant it may seem to an adult, that tower is the child's own creation. Play is the bridge between the world of imagination and the world of reality. The child establishes a connection with both worlds. In play, the child gets rid of being restricted and experiences the pleasure of being on his/her own. Play is the child's freedom. By using his/her imagination freely like an artist, the child gets rid of the chains of logic and obtains a new composition based on sounds, words and lines (Yörükoğlu, 2008).

Imaginative play refers to unstructured and spontaneous play that occurs during children's natural developmental stages. Imaginative play is the play in which children explore the adult world and imitate the human relationships, behaviors and character traits of those around them (Erbay & Durmuşoğlu, 2012). When we look at the definition of play, it is stated that it may or may not have a specific purpose, but the child is involved in it, the child definitely enjoys it, it supports the child's development and creates an effective learning process (Yılmaz & Erduran, 2016). Children learn and experience daily life skills through play (Pyle & Danniels, 2017).

According to Elkind, children's play is grouped under four main headings: mastery, creative, affinity and therapeutic play. Mastery play enables children to learn a new concept, acquire knowledge and use their skills in daily life. In creative play, children are given the opportunity to generate or diversify new knowledge after learning concepts and skills. Proximity play, on the other hand, is defined as the games that children play

with their peers in order to establish closeness and accept them by communicating with them. Therapeutic play is described as games that enable the child to produce strategies for the problems that the child has encountered or may encounter. Looking at the focal point of the game classification created by Elkindin, it is stated that the game is played in a universal way, contributes to the child's learning experience and that this learning experience is functionally involved in the child's life (Aytaş and Uysal, 2017).

Contributions of Play to Child Development

For a mechanical system to run smoothly, it is based on the principle that its parts must be complete, and at the same time, the regularly needed maintenance must be carried out completely. The healthy development and survival of the human body is directly proportional to the correct and complete fulfillment of its needs. The most important difference between the two is that human beings have a soul that makes them superior. Primary needs such as food, drink, sleep, rest, etc. are not enough. In addition, development can be fully realized by meeting spiritual needs such as love, peace, happiness and trust. Play supports all areas of development and nourishes children with love and happiness, the food of the soul. Play offers an environment where children are free with voluntary participation, meet their need for movement, acquire many knowledge and behaviors that they will use in their adult life, learn and keep alive our culture and values, develop their personalities, and more importantly, be happy. Individuals begin by getting to know their bodies, realize their abilities, learn through trials and repetitions, and improve what they have learned. Their sense of self-confidence increases, they socialize and always move forward. In this journey of development, children who play games go through a healthy development process by traveling faster and further than children who do not play. The historical process has shown that it is imperative for human communities to ensure the continuation of their lineage and to keep their culture alive. To achieve this, it is essential to establish a family and raise children. The most valuable thing for a family is its child and all kinds of sacrifices are made to ensure that he/she grows up in the best way possible. Especially those in the education community know that the knowledge gained through experiences gained by doing and experiencing improves the intelligence more and makes the knowledge more permanent. All developmental areas of individuals develop in a healthy way with the necessary play environment and materials, whether they are used as a purpose or a tool. Many researchers express the view that the development of a child who does not play games cannot be healthy. Since playing games is of vital importance in terms of development, it has been found more accurate to examine its contribution to developmental areas separately. These are: physical development, mental development, social development, psycho-motor development, emotional development and language development (Gedik, 2012; İnan, 2011; Kerkez, 2006).

Impact on Cognitive Development

One of the most important benefits of play in terms of child development is the opportunity to learn by exploring. The child enters a mental process to produce solutions to a situation or problem that he/she encounters, using his/her existing knowledge and constantly experimenting. The child who produces solutions as a result of his/her experiments realizes learning, which is the first effect of the mental development of the game. In this process, as the gains obtained through experimentation and learning increase, mental development is realized rapidly. They are constantly interacting with the environment to satisfy their feelings of curiosity and discovery. The child explores his/her environment, recognizes objects, reasoning, generating solutions, making choices and constantly obtains new information by using his/her intelligence. In the cognitive process during play, mental developments such as creative thinking, decision-making, establishing relationships, problem solving, synthesizing, being careful, reasoning, and generating strategies are realized. The child who encounters objects in the activities he/she participates in and uses them in his/her play learns many conceptual properties of objects such as shape, color, weight, volume, big and small, far and near, soft and hard,

hot and cold, as well as classification, sorting and grouping. Many rules such as sharing, patience, cooperation, order, order, cooperation, respecting the rights of others, which cause difficulties in teaching children, are learned naturally in play without effort (Uskan & Bozkuş, 2019; Bekmezci & Özkan, 2015).

Effect on Psychomotor Development

Children's games, which are usually played in an active way, provide a natural environment for growth, development and learning, as well as for the acquisition and increase of voluntary motor skills such as strength, coordination and balance. In this natural environment offered by the game, the child who runs, jumps, jumps, crawls, catches, climbs, and constantly struggles, repeats these movements without getting bored with the taste of the game, and thanks to these repetitions, the development of the muscles accelerates, while at the same time memorizing the movements exhibited. In direct proportion to muscle development, motor skills are exhibited and developed fluently. The child becomes aware of his/her own capacity, his/her movement control mechanism develops, his/her emotions become clearer, and his/her abilities and skills improve. Motor skills such as strength, power, endurance, balance, flexibility and coordination are developed through motor responses that are constantly tested in play. Fine motor skills are also developed through activities with materials such as mud, clay, play dough, cutting, gluing and toys. The development and maturation of the neuromuscular system leads to improved skills and performance. In the process that begins with mobility in the womb, the child opens his/her eyes to the world with various reactions and motor skills. Babies' first movements and reflex reactions are the basis of learning, and as their learning increases with experience, their motor skill development accelerates. Especially in this process where the development from birth to the end of kindergarten period is very fast, it is very important that the environments where children grow up are designed to support the development of the child in terms of correct and healthy development (Alıncak & Bozdağ, 2022; Bozkurt & Sözer, 2017; Kerkez, 2006).

Impact on Social Development

Humans are social beings by nature and live collectively with intense communication thanks to language skills that other living beings lack. Although children open their eyes to the environment of their nuclear family, as they grow up, their social environment expands and interaction with other children begins. When they start playing in groups with their peers, they step into social life and community life. On the way to adapting to this new game format, children initially have problems in following the rules by exhibiting negative behaviors such as selfishness, resentment, closedness to sharing, whining, but they learn to follow the rules with the effect of the painful experience of being out of the game and the indescribable taste of the game. Children begin to recognize real life in play. In fact, the positive and negative behaviors exhibited in the game are clues to how they grow up in the family (Kargın, 2018).

Through play, these negative behaviors are changed in a positive way and reinforced with positive behaviors. The child who begins to learn the qualities of the new game learns to be in harmony with the group, to struggle together, to put maximum effort into his/her part of the task. They acquire feelings and behaviors such as being a leader, being led by a leader, accepting winning and losing, knowing what is next, waiting and being patient, obeying the working order, respecting the rights of others, sharing, good-bad, right-wrong, right-unjust. In addition, they gain and develop characteristics such as self-confidence, self-control, quick decision-making, discipline and determination. In this way, the child who learns that he/she cannot behave as he/she wants during games, easily learns the moral values, social rights and responsibilities that he/she must comply with in social life in adulthood. Every child grows up in a family environment with different characteristics. When they come together, each child naturally reflects his or her unique characteristics, learns that there are differences, compares his or her views and

lifestyles with others, and changes the wrong ones. They assume various roles in their play, display and develop these roles. Although individuals are not given any training on social roles, they skillfully display the roles they need to assume in adult life thanks to the experiences they gain through social learning. As a result, play provides individuals with very strong communication and social skills (Babayigit, 2016; Gül, 2012).

Effect on Emotional Development

The child's emotional development begins with experiences during infancy, when interaction with the environment begins. For a child, the environment in which emotions can be expressed freely in the best way is play. Children experience, learn and develop many opposing emotions in their games. Love-hate, happiness-sadness, courage-fear, friendship-hostility, trust-distrust, dependence-independence, tolerance-being rude and harsh, and pity are among these emotions. By dramatizing his emotions in the games he participates in, the child learns to control his disturbing, repressed emotions and thus gets rid of the negative emotions that cause tension and relaxes. While expressing his emotions by dreaming unlimitedly in the free environment provided by the game, enjoying himself and collecting positive energy, he tries to understand the feelings of others by moving away from egocentrism and empathizing with the development of his feelings of sharing and tolerance. By experiencing feelings of winning and achieving in games, he gets away from his worries and anxieties. Let's list it in items:

- Experiences by performing many roles.
- He gets rid of the conflicts he experiences by acquiring the ability to resolve them.
- It affects emotional relaxation, energy release and tension reduction.
- Provides opportunity for self-expression.
- It helps to have fun, enjoy and increase life energy.
- It helps increase self-confidence and self-esteem.
- It plays an active role in reducing anxiety and worry.
- It helps children calm down by having a therapeutic effect.
- It provides the opportunity to release negative emotions such as the urge for aggression (Aynacıyan and Özer, 2020; Karğın, 2018; Çağlayan, 2015).

Effect on Language Development

Language development, which starts from the birth of the child, covers the process that the child will go through until the end of his life. Individuals have to express themselves in order to meet their wishes, desires and needs, and this makes the use of language mandatory. Although language is a human ability, in order to fulfill its function, it depends on the individual learning the symbols that will enable speech, storing the learned symbols in his memory, and displaying this ability when faced with a situation that requires communication. It is known by everyone that play is one of the activities that children spend their time with. People exhibit their talents better in an environment where they feel comfortable. In a play environment where children are happy, peaceful and comfortable, they act out what they hear, see and learn, make sounds and make imitations. He learns the objects he plays with and their properties, symbolizes these objects, dramatizes them in his play, and stores the newly acquired information in his mind. The child, who has the chance to demonstrate his communication skills, especially in games played with groups where multi-faceted communication is intense, corrects and improves his communication mistakes during the repetitions of the game. He listens to his playmates when starting the game and setting the rules, and he himself gets involved in this communication and conveys his feelings and thoughts to his friends. Inner urges and desires such as being dominant in the game, directing their friends, and being in the center of attention motivate the child to acquire effective language and persuasion skills. Let's list it in items:

- It supports the development of vocabulary by acquiring new words.
- It improves the ability to tell and understand stories.

- It improves communication skills such as expressing feelings and thoughts easily.
- It improves the ability to recognize, distinguish and use sounds and intonations correctly.
- In effective communication, gestures, facial expressions, etc. learns the importance of using it (Uskan and Bozkuş, 2019; Babayığit, 2016; Bekmezci, 2015).

Conclusion

Play is one of the activities that children spend their time with. People exhibit their talents better in an environment where they feel comfortable. In a play environment where children are happy, peaceful and comfortable, they act out what they hear, see and learn, make sounds and make imitations. He learns the objects he plays with and their properties, symbolizes these objects, dramatizes them in his play, and stores the newly acquired information in his mind. The child, who has the chance to demonstrate his communication skills, especially in games played with groups where multi-faceted communication is intense, corrects and improves his communication mistakes during the repetitions of the game.

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Physical Education and Sports Teachers' and Other Branch Teachers' Perspective on Values

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Introduction

Values are described as a universal phenomenon that is claimed to be true in society in general and that individuals must learn and apply. In order for individuals to adapt to their environment, they must adopt the value judgments accepted as correct in society. The individual should be careful about how she should behave in society and should respect the value judgments of her society. Individuals who live according to the moral rules of the society will learn from a very young age, from their family and the place where they receive education, to apply the behaviors that are considered right and wrong in their lives with their own will. Concepts such as respect, sportsmanship, helpfulness, honesty, love and morality, which are accepted as correct in most societies, are gathered under the umbrella of universal moral rules. Based on this, the duty of families and teachers is to raise the individuals they are responsible for in accordance with the rules of the society they live in and the concepts that are considered universal values (Çınar, 2013). It can also be said that values are phenomena that can be taught and learned by individuals. Values education is given great importance in education. Efforts are made to carry out studies on the transfer and integration of values to society. Although educational activities that include values education are carried out, it should not be forgotten that values will be learned through experience. For this reason, it seems that it is not possible to teach value concepts to individuals in society with such theoretical training. Practices are needed in order for values to be learned and become habits. In this context, it can be said that physical activities, games, physical education and sports activities that individuals are interested in are important tools for individuals in society to learn values (Dökmen, 2002). Thanks to sports activities, it becomes easier for young people and children in the society to acquire many values that are considered correct, and it is very important for them to regain the values that are in line with the traditions and customs of the society. In order for individuals to acquire universal values, it is necessary to prepare suitable and comfortable environments for them. The most important of these environments are places where sports activities can be held. From this point of view, it will be easier to have an idea about the change in the values of individuals who spend time in sports environments. The sports environment will enable individuals to first recognize their values and then take them out. Therefore, participating in sports activities and being

in these environments have an important place in learning values (Bardakci & Yıldız, 2020).

Value judgments and the values individuals have may vary depending on the environment in which they interact. Examples of these environments are environments where people participate in social activities and the school environment. Individuals' value acquisitions generally occur during the time they spend in school. Therefore, teachers have a great impact on students' gaining value. Because schools are learning centers established for the development of values. Various activities and programs are organized in schools to develop values. The teachers who organize these events are usually physical education and sports teachers (Turan & Aktan, 2008).

Teaching is an important profession that teaches individuals what the concept of value is and enables them to have values. Values such as being respectful, being hard-working, being fair, being helpful, and being moral are the values that teachers impart to individuals (Yılmaz, 2006). When some studies in the literature are examined, attention is drawn to the role of teachers in teaching values to students and the importance of this issue is constantly mentioned. Teachers have always been role models for students. For this reason, teachers who are equipped with values and who attach importance to values will explain the values to their students correctly and enable them to apply them to their own lives. In this way, teachers will play an important role in protecting the value judgments of society (Yıldırım, 2009). In this study, a research was conducted on whether there are differences in the thoughts of physical education and sports teachers and other branch teachers on values. The importance of this research is that by determining the values of physical education and sports teachers and other branch teachers, it will help every teacher, regardless of branch, to create values that will be accepted by society in a similar way.

Aim of the Study

The purpose of the research is to examine and determine whether there are differences between the perspectives of physical education and sports teachers and other branch teachers on values. In this context, thanks to this research, determining the thoughts of physical education and sports teachers and other branch teachers about whether there are differences in values and finding positive solutions to this will contribute to the literature.

Material and Methods

Model of the Research

Qualitative research approach was used in this study. Qualitative research is a method that adopts an interpretation-based approach and includes review processes. Qualitative research takes place when people use an interpretive method by attributing meaning to concepts, based on the events and facts related to the research (Altunışık, et al., 2010). The phenomenology approach, one of the qualitative research designs, was used in the research. Phenomenology enables people to analyze and express their experiences, perceptions, feelings, and perspectives regarding certain concepts (Rose, et al., 1995). Phenomenology generally examines the meanings people attribute to concepts by observing the experiences of participants in their studies, based on the experiences of individuals. Phenomenology clearly defines what the meanings of concepts are. From this point of view, the important thing in the phenomenology approach is to explain

the concepts clearly rather than making generalizations (Baş & Akturan, 2008). In this context, in order to continue the research correctly, the phenomenology axis was used because it enables the research to be carried out around the individual and to collect detailed information on the subject.

Research Group

The research group consists of 19 (12 men, 7 women) physical education and sports teachers working in public schools in Hatay province in Turkey in the 2022-2023 Academic Year. In determining the research group, purposeful sampling method, which is one of the non-probability sampling strategies most used in qualitative research and found to be suitable for the study, was used. Purposeful sampling method is a method in which limited resources can be accessed on the subject of research, situations related to events and phenomena are determined, applied by researchers in order to identify experienced individuals, and the situations to be researched are examined in depth (Patton, 2018).

The distribution of physical education and sports teachers who constitute the research group according to age, gender, educational level, school level and interview date is given in Table 1.

Table 1

Numerical Distribution of Participants According to Age, Gender, Educational Level, School Level and Interview Date

Codes	Ages	Gender	Education Status	School Level	Interview Date
P1	44	Female	Master's	High School	05.09.2022
P2	30	Male	Licence	Secondary School	06.09.2022
P3	28	Male	Licence	High School	06.09.2022
P4	33	Female	Master's	Secondary School	07.09.2022
P5	46	Male	Licence	High School	07.09.2022
P6	37	Male	Licence	Secondary School	08.09.2022
P7	36	Female	Licence	High School	09.09.2022
P8	38	Male	Licence	High School	12.09.2022
P9	29	Male	Master's	Secondary School	12.09.2022
P10	25	Female	Licence	Secondary School	12.09.2022
P11	42	Male	Licence	High School	13.09.2022
P12	34	Male	Licence	Secondary School	13.09.2022
P13	51	Male	Licence	Secondary School	14.09.2022
P14	40	Male	Licence	High School	14.09.2022
P15	42	Male	Master's	High School	15.09.2022
P16	31	Female	Licence	Secondary School	15.09.2022
P17	27	Male	Master's	Secondary School	15.09.2022
P18	32	Female	Licence	High School	16.09.2022
P19	28	Female	Licence	Secondary School	16.09.2022

Data Collection Tools

In the study, a semi-structured interview form was used to determine teachers' opinions. The questions asked in the semi-structured interview form are not in a certain pattern, the information of the participants can be accessed, information is given on how the interview questions will be conveyed to the participant, and predetermined expressions are not included (Merriam, 2013).

Expert opinions were taken into account during the preparation of the interview form of the research and the determination of the questions, the literature was scanned and a question was created by evaluating the content of the research together with the experts and exchanging ideas about which question could. The participants themselves determined the environment in which the interview would take place to ensure that they were comfortable during the interview. The interviews lasted approximately 5-7 minutes. These interviews with the participant were recorded with a voice recorder after permission was obtained. The data collected by voice recording was fully documented as it was recorded.

Analysis of Data

The data obtained in the research were analyzed using the content analysis method. The purpose of content analysis is to explain the obtained data with certain concepts and to understand the established relationships. Data interpreted in content analysis are examined in more depth than other analysis methods. In this context, the collected data were first gathered around a concept, then the resulting concepts were sorted within a certain logic and themes explaining the data obtained were created accordingly. In general, in content analysis, a general framework was created by coding the obtained data regularly, and then the extracted codes were collected and arranged under categories to cover a general meaning and content analysis was carried out in the form of interpretation (Yıldırım & Şimşek, 2018).

Validity and Reliability of the Research

Ensuring validity and reliability in qualitative research increases the credibility of the research and its acceptance by the reader. In order to ensure validity and reliability in the research, the researchers spent a certain amount of time in the research environment and gained experience, the data obtained was conveyed to the reader accurately, and the obtained data, analyzes and comments were checked by experts. In order to ensure the validity and credibility of the research, the data obtained was written down to ensure the confirmation of the participants and the participants' approval was obtained. For the reliability and consistency of the research, help was received from two researchers who are experts in the field of education and qualitative research in the preparation of the interview form and analysis of the data in order to view the research objectively. For the confirmability of the research, the data obtained after the interview is stored after analysis and kept ready to be confirmed when necessary (Ekiz, 2009). Miles and Huberman's (1994) reliability formula was used to calculate reliability in the study:

Percentage of Agreement = $(\text{Consensus}) / (\text{Consensus} + \text{Disagreement}) \times 100$

According to Miles and Huberman (1994), it is recommended that the consensus percentage reliability be more than 70%. As a result of the application of the formula, 45 of the 47 codes suggested by the two experts were approved, and a consensus of $45/47 \times 100 = 95.7$ was reached regarding the suitability of the codes (Miles & Huberman, 1994).

In order to maximize reliability in qualitative studies, inter-coder reliability can be calculated by using a number of methods. Inter-coder reliability is also explained as the consistency of different experts using the same data (Sevilmiş & Yıldız, 2021).

Results and Discussion

In this part of the research, findings based on the analysis results of qualitative data are included.

Table 2

Findings Regarding the Participants' Opinions on the Differences Between the Perspectives of Physical Education and Sports Teachers and Other Branch Teachers on Values

Themes	Codes	Participants	Frequency
Characteristics of Physical Education and Sports Teachers	✓ Prioritizing Sports Success	P13, P17, P18	3
	✓ Establishing Empathy	P2, P3, P16	3
	✓ Being Disciplined	P1, P4	2
	✓ Be patient	P12, P19	2
	✓ Aiming for Physical Success	P4, P5	2
	✓ Being Self-Confident	P14, P18	2
	✓ Being Moral	P1	1
	✓ Haing Spirituality	P2	1
	✓ Be Possessive	P11	1
	✓ Too much social communication	P15	1
	✓ Self-expression	P13	1
	✓ Keeping the Feeling of Ownership in the Foreground	P17	1
	✓ Taking Physiological Phenomenon into Consideration	P16	1
Toplam			21
Other Branch Teachers Characteristics	✓ Putting Academic Success in the Foreground	P13, P17, P18	3
	✓ Communication Weakness	P1, P3, P12	3
	✓ Lack of Socialization	P2, P15, P19	3
	✓ Aiming for Mental Success	P4, P5	2
	✓ Expect Quick Success	P11, P12	2
	✓ Being Insufficient in Discipline	P1, P4	2
	✓ Giving importance to material things	P2	1
	✓ Assuming an Educational Role	P11	1
	✓ Lack of Empathy	P16	1
	✓ Taking Psychological Phenomenon into Consideration	P14	1
Toplam			19
Equality	✓ No Difference Between Physical Education and Sports Teachers and Teachers of Other Branches	P6, P7, P8, P9, P10	5
Total:			5

When Table 2 is examined, one of the most frequently expressed situations by the participants in the research regarding their views on the differences between physical education teachers and other branch teachers' perspectives on values is gathered under the theme of "Characteristics of Physical Education Teachers". This theme is "Prioritizing Sports Success, Establishing Empathy, Being Disciplined, Being Patient, Aiming for Physical Success, Being Self-Confident, Being Moral, Having Spirituality, Be Possessive, Too much social communication, Self-expression, Prioritizing the Feeling of Ownership, Taking Physiological Phenomenon into Consideration". It consists of the codes "Taking Physiological Phenomena into Consideration". In the interviews, some of the participants expressed their views supporting the codes with the following sentences:

"Physical education teachers care about sports success instead of prioritizing academic success compared to other branches." (P13)

"As more activities are done with students in physical education, it can be easier to empathize..." (P3)

"Physical education is freedom and being able to discipline a large class. I think there may be a difference in this aspect..." (P1)

"We can say that physical education teachers are more patient than other branch teachers in achieving success..." (P12)

"Physical education teachers look at physical success..." (P4)

"Physical education is an education that reinforces self-confidence. For this reason, physical education teachers have adopted the principle of being self-confident..." (P18)

"I think that physical education teachers, unlike other teachers, focus more on moral issues..." (P1)

"As physical education teachers, we think about spirituality more..." (P2)

"The physical education teacher is more possessive than other branch teachers..." (P11)

"There is more social communication in physical education class..." (P15)

"Since physical education is a lesson that students enjoy, I can say that teachers do not have difficulty in expressing themselves to students..." (P13)

"In general, physical education teachers have become idols for students. For this reason, physical education teachers' sense of ownership of their students is more prominent..." (P17)

"The physical education teacher takes physiological facts into consideration..." (P16)

When Table 2 is examined, the most frequently expressed situations of the teachers participating in the research regarding their views on the differences between physical education teachers and other branch teachers' perspectives on values are gathered under the theme of "Characteristics of Other Branch Teachers". This theme consists of the codes "Putting Academic Success in the Foreground, Communication Weakness, Lack of Socialization, Aiming for Mental Success, Expect Quick Success, Being Insufficient in Discipline, Giving importance to material things, Assuming the Educational Role, Lack of Empathy, Taking Psychological Phenomenon into Consideration". In the interviews, some of the participants expressed their views supporting the codes with the following sentences:

"Other branches emphasize academic success..." (P13)

"Other branch teachers seem to have poor communication skills because they do not talk to students as much as we do..." (P3)

“...Socialization is less in other branches...” (P19)

“...Other branch teachers look at the mental achievements of students.” (P5)

“...Unlike physical education teachers, other branch teachers expect rapid success in a short time.” (P12)

“...It can be said that other branch teachers are inadequate in terms of discipline...” (P1)

“...Other branches think more about material things...” (P2)

“...Other branch teachers conflict at some points because they take on a more educational role.” (P11)

“...It is more difficult to empathize with other subject teachers.” (P16)

“...Other branches act only with psychological facts.” (P14)

When Table 2 is examined, the situation that the participants in the research expressed least frequently in their opinions regarding the differences between physical education and sports teachers and other branch teachers' perspectives on values is gathered under the theme of “Equality”. This theme consists of the code “No Difference Between Physical Education and Sports Teachers and Teachers of Other Branches “. In the interviews, one of the participants expressed his opinion supporting the code with the following sentence:

“I don't think there is a branch-specific difference...” (P8)

Discussion

The concepts of physical education and sports are a set of activities that include physiological and psychological activities that complement each other. Physical education and sports play an important role in the physical and spiritual well-being and development of individuals. Teachers are the people who will help individuals achieve this development (Erkal, 1986).

Teachers are one of the basic parts of the education system. Through education, students are provided with all the personality and moral characteristics they need. Teachers play an important role in conveying their knowledge, skills, experience and social moral rules to students. Because what is intended to be conveyed to students in education will be realized through the activities and practices of teachers in the education and training environment. Teachers have a great role in helping individuals acquire social values, being able to express themselves, being disciplined, being strong in communication, being self-confident, and being able to empathize with the person around them (Özkan & Arslantaş, 2013).

Since physical education and sports teachers have strong communication with students, they can easily convey the characteristics they want to impart to them. It is thought that physical education and sports teachers are more sensitive than other teachers about taking ownership of their students. It can be said that this situation makes students love their physical education and sports teachers more and take them as role models. Physical education and sports teachers are very careful in conveying their own value judgments to students. For this reason, it can be said that they attach great importance to moral values (Yıldız & Yıldız, 2020).

When the literature is examined, there are many studies on the value judgments of physical education and sports teachers gained through sports and physical education

lessons. Looking at these studies; Yıldız and Yıldız (2020) determined that values such as character development, self-confidence, discipline, respect, empathy, communication skills and patience are gained through sports. Deveci and Yıldız (2022) determined that the values that physical education teachers expect from their students are values such as morality, tolerance and sportsmanship. Yıldız and Karakullukçu (2019) determined that values such as socialization, self-confidence and responsibility are gained through sports. Yıldız et al. (2021) found that sports cause individuals to regulate their social relationships, complete their mental development, control their emotions and develop character. Bardakçı and Yıldız (2020) determined that sports develop values such as discipline, self-confidence, goal setting and sportsmanship in young people. Karakullukcu and Yıldız (2020) found that sports develop values such as discipline, self-confidence and perseverance in national athletes.

Teachers support the transfer of values to students and are in constant communication with students to provide them with the necessary positive behaviors. Teachers have a lot of influence on students' behavior and attitudes. Based on the research findings, looking at the characteristics of subject teachers in Table 2, it can be seen that one of the problems is the weak communication of teachers with students. It can be said that teachers who do not have strong communication with students will have difficulty in establishing empathy and therefore will be inadequate in some areas.

Teachers with negative behaviors expect students to exhibit similar behavior without knowing the correctness of their own behavior. Sometimes, in order to protect the student, they want to expect quick success from the students and exhibit behaviors that will only ensure the psychological well-being of the student, but such behaviors cause the student to be far from success. Negative behaviors exhibited by teachers will often increase undisciplined behavior in students. Therefore, after a while, the student will stop striving for her own success. Students who fall behind in terms of success will have problems with self-confidence over time and will stay away from socializing (Yeşilyaprak, 2005). When the literature was examined, Sönmez (1992) determined in his study that classroom teachers were inadequate in terms of communication skills. In their study, Koçak and Özkan (2010) concluded that teachers' low salaries make it difficult for them to communicate and empathize with students, and that this situation causes them to expect rapid success from students without paying much attention to them. In another study, Cooper (2002) found that teachers who did not empathize with students did not care about students' feelings and individual abilities, and focused only on academic success, causing students to lose motivation and become unsociable.

Teachers are the most important element that affects individuals' behavior, strives to improve individuals, and helps them avoid behaviors that are undesirable by society. Teachers reflect their own characteristics on the individuals they educate. Teachers are social pioneers and it is thought that teachers are needed for the development and development of society. It can be said that all teachers, regardless of branch, will benefit students by avoiding individual behavior and without considering their own interests, and should convey social values to students correctly. Considering this result of the study, it was determined that there was no difference in the view of values among teachers.

When the literature was examined, Korkmaz (2007) found in his study on teachers' perspectives on value concepts that there was no difference between classroom or branch teachers.

Conclusion

As a result, it appears that there are differences between physical education and sports teachers and other branch teachers' perspectives on values. Physical education and sports teachers not only focus on achieving sporting success, but also play an important role in establishing empathy, keeping communication at a high level, giving importance to the concept of socialization and helping to raise moral values. In addition, all branch teachers should attach importance to these values and provide the individuals they teach with behaviors that will be accepted by society. In this context, teachers, regardless of their branch, should attach importance to values that are supported by society and set an example.

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The Concept of Sport and Awareness

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Introduction

Education is a concept that exists in every period from birth to death. Human beings have to follow certain social rules in order to continue their lives. The individual usually gains these rules through education. Education, in its most general form, is defined as raising individuals according to specified objectives, directing their behavior and leaving a permanent mark on their lives. Through education, the behavior of the individual changes and makes differences in attitudes and behaviors among other members of the society. The individual differentiates by gaining knowledge, skills, attitudes and values. This process continues throughout the individual's life. However, this process differs from society to society (Fidan, 2012).

Sports are physical activities that an individual enjoys and desires, with or without competition, within a certain plan. Sports contribute to the physical and mental development of the individual. It also provides benefits in areas such as personal development, social harmony and work efficiency (Armağan, 1982).

Sport is an activity that contributes to the active participation of individuals in social spheres and thus to their socialization. Sport brings modern societies together, encouraging different communities, cultures, colors to engage in various activities and interact together, thus strengthening social relations. Sport takes individuals out of their own limited environment and allows them to communicate and interact with different parts of the larger world. In this respect, sport enables people of different nationalities and different thoughts and beliefs to establish new relationships and develop new friendships and promotes social cohesion. Sporting activities involve not only those who play sports, but also those who watch, manage and operate these activities in the process of socialization through warm relationships. Sport contributes to the formation of a social society by improving human relations regardless of color, language, race or religion. This incredible effect of sport minimizes conflict and tension between people by making itself more attractive, thus contributing to the creation of a family consciousness in the same team or group of individuals from different social classes. According to many researchers, sport serves as a catalyst between societies in terms of social change (Küçük & Küçük, 2021).

The health of society is always a priority. One of the most important ways to protect health physically, emotionally and mentally is to do regular sports. Because it has been scientifically proven that sports can protect health and keep the body fit. It has become a

necessity to do sports in order to get rid of negative situations, to keep the body healthy and fit, and to exercise the mind at the highest level. In the basic philosophy of sports; besides the purpose of competition, there is also the idea of protecting health and people are encouraged to do sports with this idea. Regular sports make a great contribution to increasing work performance, being more energetic, improving self-confidence, increasing motivation, reducing stress, gaining regular eating and sleeping habits, establishing easy friendships with people, developing feelings of cooperation, working together and socializing. In short, the main purpose of sports is to prevent or reduce organic, psychological and physical problems caused by a sedentary life and to increase the physiological capacity that forms the basis of physical health and to maintain physical fitness and health for a long time (Karabulut & Altun, 2018).

Awareness is an awakening process that leads a person to know himself/herself better and to find the right things in this way (Kabat-Zinn, 2009). Sports awareness can be defined as “learning the individual and social benefits of sports, associating them with other categories, putting them into practice and raising awareness of their environment” (Uyar & Sunay, 2020).

Awareness is people’s sensitivity and awareness of the events they encounter or experience. Today, it is thought that undesirable behaviors occur due to the low level of awareness of individuals. An increase in an individual’s awareness level can be said to increase the individual’s learning level or to perceive events differently than usual (Dökmen, 2002). Awareness is known to be a skill that can be learned. Awareness is the ability to look at the events and daily events around us without blurring our past experiences, thoughts and beliefs. Mindfulness is about the individual’s focus on the present moment and orientation towards their immediate experiences. Although this explanation may seem simple, in fact, mindfulness is a multifaceted concept. For this reason, there are definitions in the literature that address different aspects of mindfulness (Çatak & Ögel, 2010).

Aim of Study

The aim of this study is to examine definitions that address different aspects of mindfulness.

Sport Concept

The concept of sport is often used in the same sense as the concept of physical education in the literature. However, although the concepts of physical education and sport have similar characteristics, there are some differences between them (Heper, 2012).

Sport is the discipline proposed to ensure the formation of personality and the development of character traits; it is the method used by managers to shape energy. Sports are activities carried out in order to improve people’s psychological and physical health, to contribute to the development of their personality, to increase their adaptability by developing talents and skills, and to develop interpersonal relationships and socialize (Özmen, 1999).

Sport is a biological, psychological and social phenomenon that develops and supports the physiological, psychological health and robustness of the person, coordinates social behaviors, and mentally reaches a certain level. Definitions of sport vary in the literature. The reason for this is the change in the meaning that individuals attribute to sports. Sport is a phenomenon that both appeals to the individual’s pleasure, health, development, desire to compete, allows him/her to spend his/her free time efficiently, and organizes and develops interpersonal and social relations. Sport is a social behavior that positively addresses the individual psychologically and physically (Bostancı et al., 2006).

Since the physical and physical development of individuals are compatible, they can be highly productive in terms of being healthy, hardworking and peaceful in society (Ayan, Alıncak, & Tuzcuoğulları, 2015). The lack of knowledge about physical activity causes people to misunderstand the effectiveness of physical activity and the link between physical activity and health (Karabaş & Alıncak, 2019).

Sport is the competition of motoric characteristics within the framework of certain events. It is possible to define motoric characteristics with a general approach as psychomotor, physiological, kinetic or biomechanical (Buse et al., 2021).

Sport is defined as the name given to physical or mental activities that can be played individually or as a team consisting of one or many people, consisting of certain predetermined rules. The purpose of doing sports is to relieve stress, to enjoy, to struggle and to try to reach the best by pushing physical and mental limits. There are many types of sports played individually or as a team. With the help of tools, sporting activities and activities can be done by throwing, jumping, running, jumping or with animals and tools (Hürriyet, 2021).

Aims of Sport

Sport is one of the factors that make the individual an individual, combined with the freedom, enlightenment, responsibility, constructive and creative life of individuals, in short, with the level of life befitting the individual. If we take into account that man is a being who is obliged to move due to his nature, then we can realize this need for movement in the most positive way through play, then let's add to these the human need for tension and joy purification and recreation. Then let us see these as a whole in the life of man. Then we realize how important sports are for the individual (Türkel, 2010). Individuals engaged in sports benefit socially and psychologically with the effect of environmental factors in addition to the mental and physical gains of sports, as their cultural and social accumulation increases thanks to the sports environment. Since people who do sports spend time in sports venues for a long time, they are protected from harmful habits in the environment and are not exposed to harmful social environment. In this respect, sports sciences are not only interested in one field, but it is an endeavor that benefits many sciences. In our daily lives, sports are evaluated in economic, sociological, psychological and physiological terms. In general, sport has four main purposes: Physical development
Nerve (muscle) development
Mental development
Sensory and social development (Erciş, 2012).

Physical Development

The general hereditary development of the human body is shown as the development of the cardiovascular system and many organ health and endurance in the musculoskeletal system as a result of sports activities and exercises. It is aimed to develop features such as respiration, circulation, strength, speed, muscle development, flexibility, speed, speed and anatomical development in general. This development is not an abstract development and depending on the concepts symbolized in the sportive movements that provide this development, other developments are provided along with physical development (Yamaner, 2001).

Nerve-Muscle Development

It is shown as the development of talent and motor skills as a result of movements made with physical activities. It prioritizes the development of physical movements and reflexes such as improving the flexibility of muscles and joints, fitness, endurance, speed, balance (Algan, 2022).

Mental Development

Through different games and activities, the basic concepts necessary for learning such as perception, decision-making, problem solving, reasoning and comparison are developed. Acquiring useful habits; developing concepts such as self-sufficiency, leadership, helping others, courage, the ability to establish relationships between events, adaptation to the environment, comparison, evaluation and drawing conclusions (Algan, 2022).

Social Development

An important tool for the harmonization of individuals with society is the emergence of complex, unstable and tense reactions in an orderly and understandable way. As sporting events reflect the symbols and rules of society in different ways through their rules of play and behavior, individuals can recognize, accept and apply them. In addition, through these activities, individuals can learn the rules of society and democracy, be respected by their environment with their skills and performances, comprehend the relationship between success and performance, and develop themselves (Algan, 2022).

Thus, it is stated that sports can not only provide sensory, social and psychological benefits to individuals, but also provide them with an agile, strong, durable, healthy body, improve analytical thinking skills, and facilitate skills such as creative thinking, problem solving, quick and healthy decision making (Gezer, 2014).

The Importance of Sport

Sport is a concept that has maintained and increased its value since ancient times. Sports, which used to be necessary to live, feed, protect and defend oneself against enemies, are nowadays also pursued with aesthetic concerns. Sport saves individuals from the monotony of modern life and gives individuals the opportunity to move freely, while it directs individuals away from a sedentary, unhealthy life and leads them to a healthier and more productive life. While the life of individuals engaged in sports becomes more organized and disciplined, it also positively affects the mental health of the individual. Making sports a habit can be the key to a better quality of life (Hürriyet, 2021).

Sport is an activity that contributes to the active participation of individuals in social spheres and thus to their socialization. Sport brings modern societies together, encouraging different communities, cultures, colors to engage in various activities and interact together, thus strengthening social relations. Sport takes individuals out of their own limited environment and allows them to communicate and interact with different parts of the larger world. In this respect, sport enables people of different nationalities and different thoughts and beliefs to establish new relationships and develop new friendships and promotes social cohesion. Sporting activities involve not only those who play sports, but also those who watch, manage and operate these activities in the process of socialization through warm relationships. Sport contributes to the formation of a social society by improving human relations regardless of color, language, race or religion. This incredible effect of sport minimizes conflict and tension between people by making itself more attractive, thus contributing to the creation of a family consciousness in the same team or group of individuals from different social classes. According to many researchers, sport serves as a catalyst between societies in terms of social change (Yorulmazlar & Terlemez, 2020). It is seen that individuals develop psychomotor characteristics and communication skills with sports activities (Alincak et al. 2015).

Sport is an activity that develops an individual's personality and adaptation to norms. People who practice sports get used to acting positively. Sport increases values such as equality, tolerance and respect in society. Sport enables people to be free and respectful of social rules, cultural characteristics and social norms. Sport gives the ability to work regularly, efficiently and in a planned manner. The social importance of sports can be

summarized as follows;

- It affects personality development positively
- Contributes to socialization
- Entertains individuals
- It is a professional occupation
- Provides opportunities to engage in social activities
- Establishes mandatory activity programs
- It provides planning support for using time effectively (Karayılmaz, 2006).

The Effects of Sport on People

Sport provides multiple benefits for both people and society in more than one aspect. In sports activities that aim to develop individuals positively in psychological, mental and physical terms, the first stage of personal activities plays an important role. If the physical activities performed by individuals provide continuity, it will be an important factor for the individual to have a healthier physical and mental structure (Şentürk, 2012).

Sport, which combines competition and play, where the majority of physical skills play an active role, the winner is rewarded and requires heavy muscle work, requires continuous and intense effort. It is a competitive, solidaristic and cultural phenomenon that can be carried out individually or in a group, with or without tools, with or without tools, within the framework of certain rules while transforming the natural environment of man into a human environment, and can also be turned into a profession; it is a socializing, integrating with society, psychologically and physically developing element (Trower, 1982).

The participation of individuals in sports activities and the fact that these activities support social development and change constitute the basis of the effects of sports on social development. In the emergence of the psycho-social benefits of sports, the fact that people find a place where they can express themselves comfortably in sports environments has an important role (Şeker, 2020). In addition, the unique social rules, values, communication symbols and processes of sports also contribute to the emergence of the social benefits of sports (Bulgu, 2013).

Sport is an activity that develops people's social and individual characters. People who play sports gain values such as friendship, respect, solidarity, compliance with rules, self-confidence, struggle, order, discipline, health, body awareness, aggression control and respect for the opponent (Alıncak et al. 2017; Duman & Kuru, 2010). Therefore, developed countries attach importance to sports and instill a sports culture in children. Sport encourages people to do activities together. Sport gives people the skills of competition, work, courage and struggle. Sports increase people's sense of social responsibility and social cohesion (Akgül, 2014; Şahan, 2008).

Sports have cultural features as well as features from different cultures. Although the sports branches that we usually encounter in Turkey today come from the west, the sports that we continue our own culture should not be forgotten. Cultural sports, which we often see at special times, meet us especially at festivals etc. activities. In these activities, not only these sports, but also all individual and team sports are represented on a country basis in inter-country competitions, so national phenomena are observed at a very high level. Sports activities that motivate cultural cohesion at the community level provide social integration by regulating social behaviors. Sports that keep cultural identity alive can also affect other cultures (Gökaşan, 2013).

The Concept of Awareness

According to research on mindfulness, the first texts on mindfulness originate from Buddhism. However, mindfulness, unlike Buddhism, is a process of awakening to know oneself better and to find the truth in this way. According to Buddhism, mindfulness is self-awareness and understanding one's situation by questioning one's place in the universe. In this way, a person can regulate their lives and behaviors by being aware of all the possibilities they may encounter in states of consciousness or unconsciousness (Kabat-Zinn, 2009). This method is known as mindfulness meditation and involves regulating the breath and mind by focusing on the sensations and emotions occurring in the body. According to Kabat-Zinn (2005), these changes occur when a person acknowledges the situation without judgment.

Types of Mindfulness

Because mindfulness has many different functions and qualities, it has been divided into various categories. Generally speaking, however, these classifications are based on "recall, discrimination and attention". In this context, Akkoyun (2005) divides types of awareness into three categories: perceptual awareness, bodily awareness and imaginative awareness;

1. Perceptual Awareness: It is the awareness of the sensations we receive through our sense organs. Such as what we feel tactilely, what we hear, smell, taste and see.

2. Bodily Awareness: There are many receptors to understand what is going on in our body at any given moment and what state we are in. Like a cramp in the foot, a burning in the stomach or a headache. In states of pain and discomfort, awareness can occur more quickly, while in states of languor and relaxation, awareness can occur later.

3. Imaginative Awareness: Awareness of what the individual lives in, imagines and fantasizes. Inevitably, people are constantly thinking about the past or the future. However, in some cases they are not aware of them. Because these ideas can suddenly appear in the mind of the individual. Any object, smell or color in the environment can cause this idea to arise.

Awareness in Education

Acar (2004) defined the concept of awareness as the intuition of the situation in which an individual is in while interacting with his/her environment or with another individual using his/her sense organs. In other words, awareness is the insight that permeates the entire mind with the initial state of all actions (Maharaj, 1993). The concept of mindfulness, which is a cognitive and affective activity, is also expressed as a mental evaluation involving the attention process (Thera, 2008). When awareness occurs in individuals, new cognitive schemas are formed in their minds (Brown & Ryan, 2003). When a new schema is formed in the mind, there is an increase in the level of consciousness about the universe and our environment (Eski, 2010). However, it is not always possible to be aware of everything that happens around us. In order for awareness to occur, it is necessary to ensure that the new stimulus is compatible with the existing schemas in the mind, to react to the new stimulus affectively and to interact with the new stimulus (Dökmen, 2002).

The concept of awareness in education refers to students' state of awareness and their sensitivity in this regard. Students' awareness helps them to better understand and make sense of the world they live in. Students' awareness in the educational process enables them to learn in accordance with their learning styles and needs. In this way, students realize more efficient and effective learning and increase their learning success. In the digital age we are in, it is important that teachers and students in learning environments have awareness of developments in the digital world (Yay, 2017). Because it is very clear that individuals who cannot use advancing technologies and adapt to developing technology cannot achieve success in their present and future lives (Uluyol & Eryılmaz, 2015).

Conclusion

The concept of awareness in education refers to students' state of awareness and their sensitivity in this regard. Students' awareness helps them to better understand and make sense of the world they live in. Students' awareness in the educational process enables them to learn in accordance with their learning styles and needs. In this way, students realize more efficient and effective learning and increase their learning success. In the digital age we are in, it is important that teachers and students in learning environments have awareness of developments in the digital world.

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Historical Development of Folk Dances and Turkish Folk Dances Seen in Anatolia

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Introduction

Folk dances are the work of a culture that learns the behaviors of individuals accepted in society and transfers these behaviors from generation to generation (Tektaş and Tektaş 2010). The basis of folk dances, human connections with human beings and human connections with nature have been found in different opinions (Koçkar, 1998). This situation is generally associated with the formation of sports studies. From this point of view, it is concluded that folk dances and sports are composed of parts belonging to a whole. As Erçil (1991) stated in his study, the daily routine movements that people do in their lives and daily lives are also included in the content of folk dances. In fact, these movements are performed more regularly, more harmoniously and very flamboyantly in folk dances (Erçil, 1991; cited in Doğu & Örer, 2016).

Since these studies applied in folk dances are also physical studies, it is known that folk dances are related to the field of movement science and training science. There are many physical adaptations and progress such as improvement in metabolism, increase in blood flow, increase in physical development, progress in muscle development and progress in respiratory increase (Gerek, 2007). Folk dances are the traditions and customs of the people living in our country, their thoughts and feelings, their beliefs, their struggle with nature and living creatures, and the forms of practice that transfer them to generations. Emotions and thoughts in folk dances are the integration of movement activity and rhythm (Bozdemir, Paktaş, & Sarı, 2016).

Turkey is one of the richest countries in the world in terms of folk dances, as there are many types of folk dances in Turkey. Based on the official records of the Ministry of Youth and Sports, it is known that there are approximately 36,026 licensed folk dancers in Turkey. It is stated that in 2004-2005, a total of 247.7000 students from 3.876 schools from a total of 3.876 schools within the Ministry of National Education participated in Turkey folk dances competitions in the cultural activities branch of the Ministry of National Education. It is correct to think that this number is higher if we take into account the participants outside the competition or competition outside the official statistics in question. It is normal for folk dances to attract attention with their emotions and technical feelings. When we examine the players active in folk dances, we see this interest and this information more clearly. It is known that the number of licensed folk players in our country is much higher than the number of licensed athletes belonging to other sports branches. Folk Dances are generally carried out together as a part of physical education

and sports in public schools affiliated to the Ministry of National Education and private education institutions. The concept of movement, which is transformed into art through sports and game studies, finds importance with qualitative adjectives and provisions such as beauty, pleasantness, and rhythm (Orhun, 1998).

Basically, the phenomenon of rhythm in sports movement covers human and non-human events and phenomena in general and cosmically. Explanations of this situation, which encompasses and encompasses the whole being, range from metaphysical interpretations to biomechanical explanations. The rhythm in sports movements is a motoric coordination of the physical and mental process that constitutes human nature. In addition to being a motoric coordination of physical and mental processes, it is also a functional combination of them (Yoncalık, 2004).

In rhythm, the quality and quantity of human movements appear together. The rhythmic movements made by human beings are the depiction of the “I” as the expression of the self of the human being. In rhythm, the natural, ergonomic and economic situation of the movements shows dynamism and rational aesthetic elements such as structure, time, integrity and their dynamics. All these features and qualities gain more meaning when accompanied by music (Orhun, 1998). The word game consists of the movements of the human body that have aesthetic value and belong to the human body in the tempo of music. These definitions also apply to dance. Dance is a cultural phenomenon that emerges as a result of a creative process in which people skillfully use their own bodies within the limits of time and space. When dance is combined with music, these activities are the result of the combination of physical, mental and spiritual states, and Turkish folk dances and dances have an important effect on the growth and development of values and judgments of children and young people within physical education studies (Yoncalık, 2004). Sport is a symbolic pattern of play, movement and verbs, an outward reflection of cultural values. In sports, the concept of play and movement becomes concrete and structuralized. In this sense, folk dances cannot be considered different from other sports activities. In addition, folk dances can be defined as an aerobic work activity since folk dances are formed as a result of intense loads due to the possibility of a long-lasting and time-intensive exercise. Folk dances are a sport that requires coordination. The organization and development of skills will facilitate the technical application of folk dances. Apart from aesthetics, rhythm and balance are of great importance in the development of coordination, endurance, flexibility, strength and physical characteristics in folk dances (Orhun, 1998).

Aim of Study

The aim of this study is to analyze the historical development of Turkish folk dances in Anatolia.

Historical Development of Folk Dances

The birth of folk dances dates back to the period in human history when they started to live together as a community (Doğan, 2008). Primitive people and societies imitated the creatures in nature with their gestures and movements and expressed their feelings and thoughts with these expressions. Over time, these situations and movements have become spectacles (Çakır, 1987). The first people who lived in primitive societies used to perform their dances in the form of rituals as religion and magic. For this reason, their dances and dances were definitely included in the precious days of their lives (Örnek, 1971).

The Turks living in Central Asia are people who adhere to their customs, traditions, traditions, customs and customs. Therefore, they attached importance to living together. When we take a look at the documents of the first Turkish states and civilizations in

history, the shamans, the Huns and the Oguz, folk dances are among the most important parts of the ceremonies held in accordance with their customs and traditions (Öngel, 1992). Since there were no scientific studies in the past, people knew their surroundings and nature religiously and mystically. For this reason, activities based on art had the characteristics of a religious and magical ritual for ancient people (Levent, 1987). In our country, folklore and folk dances were given great and intense interest after the proclamation of the Republic. Especially under the leadership of Fuat Köprülü, the Turcology Institute was opened as the first official organization of folk dances under the Faculty of Literature of Istanbul University (Tan, 1997). However, after 1926, it became the basis for folklore research by operating regularly (Baykurt 1976).

Selim Sırrı Terca's article titled "new zeybek raksı" in the 3rd issue of the "weekly mecmua" magazine (vatan printing house) published in 1926 when he was the general inspector of physical education, is an article written in Arabic letters. The picture on the first page of the article depicts a man and a woman in modern clothing dancing. Just below the picture are the following words of Mustafa Kemal Atatürk: "Zeybek Raksı in its new form can and should be played with women in every social hall" (Ekici, 2003).

In 1916, Selim Sırrı Tarcan created the "Tarcan Zeybek", which was inspired by the folk song Sarı Zeybek, by utilizing other game figures. In 1917, he showed the Tarcan Zeybek to the students of the Istanbul Teacher's School and had them play it. In 1924, he transformed this zeybek into a dance for women and presented it (Tarcan, 1992). This zeybek dance, adapted by Selim Sırrı Tarca, was taught in schools as folk dances for a long time between 1917 and 1932 (Taşkın, 2018). People's Houses were established on February 19, 1932 by Gazi Mustafa Kemal Atatürk. Before the establishment of these folk houses, activities and research on folk dance studies in our country were not organized. With the establishment of the People's Houses, folk dances were disciplined and theoretical studies on folk dances started and gained momentum. In time, these studies spread to all provinces and regions of the country, communities related to folk dances were established and compilations were made in this field (Çakır, 1987). Atatürk had both studies on folk dances in folk houses and Turkish hearths and ensured that folk dance teams were kept alive by playing folk dances (Taşkın, 2018).

During Atatürk's period, folk dances always took their place in national festivals (Tan, 2000). Turkish folk dances have moved to international bouts with the work of public institutions and organizations. This transportation has been through competitions, festivals, staging and compilation. In the 1980s, the "Department of Folk Dances" was established at the Istanbul Technical University "Turkish Music State Conservatory". In 1993, when "folklore", a department of Turkish language and literature at Ankara University's Faculty of Language, History and Geography, became a separate department, a "folk dances department" was established (Eroğlu, 1994). "Turkish folk dances department" was opened in the conservatory departments of many universities in our country (Çakır, 2001). In our country, there are federations of folk dances in the directorates affiliated to the Ministry of Youth and Sports in 2001. The purpose of the establishment of the federation is primarily to keep alive the folk dances, which are the most precious value of our culture, to protect and protect it and to transfer it to the new generation, which is our future, in a regular and useful way. In addition, among the aims and duties of the folk dances federation is to organize and manage the activities, activities and competitions of folk dances organized by institutions, to ensure the unity among them, to ensure the institutional organization of the order and rules in the competitions according to certain criteria and to spread folk dances to the masses and to be recognized by the masses, to train technical staff (such as coaches, referees) in this branch is also among the duties and objectives of the Turkish Folk Dances Federation.

Halay

Halay type games can be played between men and women, as well as between men and women, or in a mixed way. Halay is mostly played in Eastern Anatolia and Southeastern Anatolia. Halays are a type of game played hand in hand, shoulder to shoulder in a straight line or in a ring, which we call authentic, starting from at least three people and increasing. The rhythm of this game is unique. The subject of the halay game is generally about imitation and the figures consist of foot movements (Sivrikaya, 2002). Since halay type games are exhibited in a mixed mixed way, they are played by tapping their feet on the ground with regular rhythms (Çağlayan and Bilgin, 2020).

Located in the Eastern Anatolia Region; Ağrı, Bingöl, Bitlis, Elazığ, Malatya, Muş, Kars, Tunceli, Van Located in the South Eastern Anatolia Region; It is played around Adana, Adıyaman, Hatay, Diyarbakır, Kahramanmaraş, Gaziantep, Şanlıurfa, Siirt. In addition; in the Northern Anatolia region; Çorum, Sivas, Tokat, Çankırı, Kayseri, Kırşehir, Yozgat provinces also play halay games. Halay is usually played in a circle, semicircle or straight line. In addition, tools such as handkerchiefs, sticks or spoons are used in halay type dances. The game names of this game genre are generally as follows; Arapgir halay, abdurrahman halay, esmerim, grasshopper halay, lorke, leylim, fatmalı, kızık halay, eagle halay, Üçayak (Çağlayan and Ersan Bilgin, 2020).

Horon

The origin of the word horon is Yakutian, where it is derived from the word hor, kor, hori and means refrain, repetition or hitting in turn. While processing the alfalfa bundles collected in Artvin to a long distance, in order to prevent the alfalfa bundles from scattering, they were divided into lumps and wrapped into wraps and called horum (Ataman, 1975). Horon game is frequently seen in the Black Sea coastline including Ordu, Giresun, Trabzon, Rize, Artvin provinces in the Black Sea region. In parallel to this, it is seen that this game is played very little in Sinop and Samsun. This type of game is a type of game that is played in a sequential, collective and regular way. It is also found in some compilations that the origin of the word “Horon” comes from the word “horum”. The main examples of this type of game are as follows; Bıçak horon, akçaabat sıgsarası, sallama, bandit horon, flat horon, crazy horon, coşkun çoruh, hemşin horon” (Ünal and Anlıatamer, 2004).

Bar

The bar game is a type of game usually played in Erzurum and its surroundings by holding hands. Bar games are also played in eastern and northern Anatolian regions other than Erzurum (Demirsipahi, 1975). Bar games increase communication and unity in and around the region (Sivrikaya, 2002). In addition; the line dances exhibited in Bayburt province and Kars province and its vicinity are called bar dances (Özbilgin, 1999). Bar dances are identified with the Eastern Anatolia region with their instruments and are played especially in Erzurum province (Taşkın, 2018).

Zeybek

In Zeybek dances, men show bravery and heroism, while women show delicacy and agility. For this reason, men and women play separately in zeybek dances. Zeybeks are one of the types of games played as single and double. Stances in zeybek dances differ from region to region. At the same time, we can also list the zeybek type games as follows; The zeybek game, which is usually played by men, can also be played mixed. In addition, zeybek game can be played individually as a single or in pairs with two people (Alp, 2010). They embroidered the motifs of birds belonging to Oghuz tribes on their

flags. These bird motifs are eagle and hawk. Based on the birds of this figure structure of Zeybek game types, the movements of the games are similar (Güven, 2014).

Zeybek game is divided into two. These; It is divided into heavy zeybek and lithe zeybek. In heavy zeybek, the game is played slower with a lower rhythm and lower tempo. In heavy zeybek, free style music called *gezinleme* is played. *Gezinleme* is for the introduction to the game and to increase the motivation of the player (Hakalmaz, 1993). In agile zeybek dances, on the other hand, verbal dances are usually performed in the Teke region. It is more lively than the Zeybek game. The types of dances played by Yoruks are throat, *kesi*, *gakkili*, *dattiri*, *sipsi* (Gürler, 1992).

Bengi dances, which are among the Zeybek types, are a type of folk dances played with the group. This game is generally encountered around Bergama and Balıkesir. Bengi dances are also seen as *semah* dances without religious motifs. *Güvende* game, on the other hand, is frequently encountered in and around Bursa province. The name of the *Güvende* game is derived from the fact that the person he trusts is put into the game. In these types of dances, the heroism of the zeybeks, the desire to live independently and the commitment to freedom are the subjects. Examples of Zeybek game names encountered in İzmir, Aydın, Muğla, Manisa, Kütahya, Bursa, Eskişehir, Uşak provinces are; Harmandalı zeybek, kerimoğlu zeybek, yörük ali zeybek, *Güvende* zeybek, muğla zeybek, *soğukkuyu* zeybek, five kaza zeybek (Anlıatamer and Ünal, 2004).

Kaşık

Games played with spoons are generally encountered in Konya and its surroundings. The most important feature of this game is that the player makes rhythmic movements with the rhythm of the music by hitting the wooden spoons made of wood in his hand and thus the figure of the game emerges. The spoon game played around Adana is called '*vezi*'. There are differences in the spoon game, which differs according to the regions. While the spoon accent is more intense in the spoon dances played around Konya province, the spoon accents in the dances played around Bolu and Kütahya provinces are more pronounced and intermittent (And, 1974; cited in Taşkın, 2018).

Spoon dances are generally played in Silifke, Anamur, Ankara, Nevşehir, Antalya, Niğde, Isparta, İçel, Eskişehir, Konya, Kırşehir and Afyon (Gökten, 1999). Spoon dances are frequently encountered in the Mediterranean coasts in the southern parts of Anatolia. Spoon dances played in centers such as Antalya, Silifke, Mut, Konya, Kırşehir, Eskişehir are usually played with tools found in the hand. In such games, whose figures are independent of each other, players keep rhythm by clapping their hands together with the spoon, cymbal, *siniyle* or *pan*. Brief examples of these dances are *Silifkenin Yogurt*, *Eski Mengi*, *Yayla Yolları*, *Türkmen Kızı*, and *Zeytin Dalları* (Anlıatamer and Ünal, 2004).

Karşılama

Dances belonging to the welcoming genre are generally played shoulder to shoulder, arm in arm or hand in hand. It is played in provinces with dense populations such as Izmit, Bursa, Çanakkale, Adapazarı, Bolu, Bilecik, Ordu, Giresun, partially Rize, Yozgat, Ankara, especially in the Thrace region (Ataman, 1975; cited in Taşkın 2018). The other name of the welcome game is the straight game. In some regions of Anatolia, these dances are also called *counter beri*, *varge*, *varma gelme*. It is the expression of the happiness that occurs with the arrival of guests who have not come for a long time in a village or region. Welcoming is known as the name of a game as well as describing a type of game (Bilgin and Çağlayan 2020).

In this type of game, the figures are usually formed by foot shooting, heel and sole presses, and stretching with springs from the paw. In mixed games played by men and women, body movements are used in a more flexible, agile and mobile way. While men generally play the games heavily and flamboyantly, women play the games more agile and mobile. In places outside the Thrace region, welcome dances are also played with spoons. Games played with a group of two or more people are played with verbal or non-verbal music. The drum is the most important percussion instrument due to its rich rhythm (Taşkın, 2018).

General Characteristics of Folk Dances

Folk dances have had many functions throughout the life of human beings. One of the most important of these is the symbolic and most important part of folk dances ceremonies in ceremonies and organizations or openings in general (Eğilmez, 2006). Folk dances meet the socio-cultural demands of people. In general, players and spectators meet in the same environment in folk dances. For this reason, the kinesthetic pleasure of folk players is at the highest level (Artun, 2009). The most important feature of folk dances is that they are a part of the society they are in. In addition to aesthetically appealing to the eye and ear, folk dances reflect our culture and values to the society. Because these cultural values are transferred from generation to generation by developing and changing with the socializing society. For this reason, folk dances are a branch of art consisting of music and movement that carries the art and national identity of the stage accepted by the society (Öngel, 1992).

Folk dances are an anonymous activity with a rich history and a rich culture, as they incorporate all cultures and norms from the past to the future (Öcal, 2000). Folk dances, which were previously performed without instruments and folk songs, started to be performed with folk songs accompanied by instruments over time. According to Bowra, the unity of dance and dances with instruments and lyrics was achieved in periods when dance was not sufficiently clear and originality was not present (Doğanç 1970; cited in Taşkın 2018).

Subject of Folk Dances

In our country, it is seen that people are affected by geographical conditions and they include social relations such as human, nature and animals in the folk dances they play. In addition, the lives of some animals of Anatolian people are also included in folk dances. The people in Anatolia reflected the colors of red, green and blue, that is, the colors of the seven colors of the rainbow, in their clothes and dances (Şenol, 1992; cited in Taşkın, 2018). When we take a look at the motifs of folk dances in general, we see that the players generally do halay and the figure of squatting is often encountered in these motifs. In the folk dances of some of our regions, hand clapping, turning and squatting figures are encountered. Dances with animal motifs have continued to be exhibited from past to present. While female players and male players exhibit animal motifs, female players imitate more domestic and docile animals, for example; bird, cat, pigeon, partridge, crane, etc. while male players exhibit more predatory animal motifs, for example; cattle, eagle, wolf, etc. They exhibit their figures in their dances (Çakır, 1987).

Conclusion

In the type of bar dances seen in Anatolia, halays, zeybek, seğmen dances, music and game types are historical documents that describe and revitalize an event, phenomenon, war or heroism, or abundance or scarcity, as well as emotion, disaster, love. Folk dances are often shaped according to the way of life of the society. For example; “Kılıç-Kalkan” belonging to Bursa region The game is symbolized by the method of warfare and

military procedures. The “Çardak Game” of the İnebolu region is taken from the marine life and ship life. “Kimil Halayı” belonging to the Urfa region is a game about the struggle against insects and pests that plague the grain crops grown by farmers engaged in agriculture (Ataman, 1987; cited in Taşkın, 2018).

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History of Sports Museology in Türkiye

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Introduction

Museums are institutions with missions such as protecting, evaluating, classifying, classifying, and exhibiting the tangible and intangible cultural heritage of all humanity, a nation, an ethnic group, or civilizations that lived in the past, and presenting them to the service of humanity. These places, which are generally non-profit, mostly owned by state institutions and local governments, some of which have private status, naturally focus or differentiate on artistic, archaeological, ethnographic, scientific, historical, geological, military and industrial fields. Looking at thousands of years of history, the empires that have maintained their civilizations within the borders of the country have left ancient cities, battlefields, trade routes and ports. For this reason, Anatolia bears the traces of very rich different cultures.

It is seen that the first museum initiatives in what is now Turkish territory date back to the Seljuk period. “As it is understood from the engravings of Leon de Laborde, a French traveler, the Seljuks placed architectural pieces, reliefs and sculptures dating back to ancient times on the walls on Alaeddin Hill in Konya” (Yücel, 1999: Engin, 2021). Subsequent developments in museology coincide with the last times of the Ottoman Empire. The development of sensitivity towards the protection of cultural assets started after the westernization movements in the Ottoman Empire. “In this period, the administrative, cultural and social life of the Ottoman state underwent fundamental changes” (Önsoy, 1989). It can be said that the westernization movement started with the destruction of the Janissary Corps during the reign of Mahmud I. Westernization meant sending ambassadors and intellectuals to the West and redesigning the country accordingly. In addition to all the negative aspects of these initiatives, which tended to eliminate tradition and some customs and traditions, there were also positive aspects. The information and impressions gained by the statesmen of the period during their travels in Europe seem to have been influential in the beginning of the first Turkish museology. In this sense, it can be said that the initiatives that were deemed necessary and the impressions made towards western culture were positive in terms of the development of the understanding of museology.

In the Republican period, it is seen that the understanding of conservation and collecting has gone further. The increase in the number of museums and their differentiation according to their fields of interest, and the adoption of the concept of public exhibition, led to an increase in institutional studies. The increase in archaeological excavations and the establishment of new museums in the regions where they belong with the understanding of protecting and exhibiting the artifacts have been important steps in the history of Turkish museology. In addition to all these initiatives, the protection of the artifacts under the soil and the initiatives based on the law were the achievements of the Republic.

Aim of Study

The aim of this study is to summarize the history of sports museology in Türkiye.

Museum and Museology

The structures where rare artifacts and objects from the past or the current period are located and exhibited are called museums. “A museum is an institution where objects that best visualize natural phenomena and human works are preserved and used to enlighten people and increase their culture and knowledge” (Mairesse, 2020). “Museums are institutions where cultural heritage is preserved and passed on to future generations, repaired, exhibited, used for educational purposes and entertaining the public” (Mercin, 2003), while Abrak, with a similar statement, said, “The concept of museum can be defined very basically as places where the cultural heritage of societies is preserved. The roles it has assumed over time and the changes in its mission are remarkable in terms of representing the movement of museology” (Abrak, 2018). Museums are cultural formations that reveal the artifacts of ancient civilizations and thus the social life of that period and help people who define them to connect with their current lives. In addition to conveying information about the values of past civilizations, they also help people eliminate different prejudices. Because individuals who learn about the culture of their own and other civilizations act with respect and tolerance. They exhibit positive behaviors in establishing cultural ties by discovering commonalities between civilizations. In this sense, we see that museums have versatile services. These services are also listed in Article 4 of the Regulation on Internal Services of Museums titled Definition of the Museum. Accordingly; “It is a permanent institution that identifies cultural assets, reveals them with scientific methods, examines, evaluates, protects, promotes, exhibits them permanently and temporarily, raises the public’s education on cultural and natural assets, increases their artistic taste, and is effective in developing their world view”. Madran, on the other hand, in his article titled “The End Point of Centuries of Changing Definitions: What is a Museum?”, Madran states that at the Extraordinary General Assembly of the International Council of Museums in Prague in 2022, the new definition of a museum was defined as “A museum is a permanent non-profit institution in the service of society that researches, collects, preserves, interprets and exhibits tangible and intangible heritage. Open to the public, accessible and inclusive, museums promote diversity and sustainability. They offer a variety of experiences for education, enjoyment and knowledge sharing. They work and communicate ethically and professionally, with the participation of communities” (Madran, 2022).

Oruçoğlu, on the other hand, defined the memory-oriented relationship between museology and the visitor. “The museum’s display of its collection and the visitor’s visit to the museum is a mutual act of memory preservation and development” (Oruçoğlu, 1999). It is seen that behaviors on preservation, ownership and transfer are gained. Perhaps the most important gains of the new understanding of museology are these dynamics.

“Since ancient times, human beings have collected many natural or man-made objects because they are rare, because they are sacred, because they find aesthetic, because they are a measure against oblivion, because they want to transmit information and objects to the next generations, or for examination and research” (Uçar, 2019). “It is known that objects and artifacts were first seen in Paleolithic tombs, and in Ancient Egypt and Mesopotamia, valuables were exhibited in temples, tombs, sanctuaries or palaces for religious purposes or as a symbol of a show of power of the ruler’s spoils captured in wars (Yücel, 1999; Uçar, 2019).

Museology in the Ottoman Period

We see that the pre-Ottoman Anatolian Turkish states did not destroy the ancient settlements of past civilizations and created their own sports and social areas. We know that in the big cities of the Seljuks, the princes built sports fields. It is known that the princes and the people of the palace and from time to time the people also practiced sports in these places. In this sense, we can say that the works of the civilizations that ruled before them were not damaged. Respect and protection have caused the behavior of carrying it to the future. It is understood that they exhibit some artifacts from the past in a kind of collecting. “On the city walls and gates in Konya and on the facades of the Seljuk Caravanserai (Kadın Han) between Konya and Ilgın” (Eyice, 1990), these ancient artifacts were preserved. These artifacts belong to the Byzantine and Roman periods, and our museums still host these artifacts today. “These collections, which were formed with an understanding of conservationism stemming mostly from respect for ancestors, adherence to traditions and sensitivity to aesthetic values, have gradually developed especially since the 16th century, and have become famous and valued worldwide” (Eyice, 1990; Gerçek, 1999; Pasinli, 2002; Özkasım and Ögel, 2005). “During the reign of Sultan Mehmet the Conqueror, valuable war tools and equipment were collected at the Hagia Irene Church in Sultanahmet” (Engin, 2021). The storage of attack and defense equipment captured in the war without being distributed can be seen as the first efforts of collecting. After this period, the first steps of specialized museology rather than mixed works are seen, moving towards an understanding that goes beyond collecting. “In 1726, the weapons were organized and the foundation of the weapons museum was laid under the name Darü-l Ešliha (old weapons)” (Shaw, 2004; Engin, 2021) And again, the rulers of the period made some attempts with the experiences they gained abroad. One of these was Ahmet Fethi Pasha. “Ahmet Fethi Pasha constantly expressed the lack of a museum in Turkey thanks to the museum examples he saw during his European travels. The European museums that impressed Pasha strengthened his idea of establishing a museum in Istanbul day by day. Thus, as a first step, museum activities were initiated with the transformation of Hagia Irene Church into a museum. Thus, the Hagia Iri Church became the first example in terms of forming the nucleus of the idea of museology in Turkey” (Engin, 2021). Ahmet Fethi Pasha’s personal efforts were appreciated and important steps were taken in the name of museology. “This warehouse-like space, which was closed to visitors at the time and could only be visited with special permission, was labeled as a “Museum” for the first time in 18691 and officially turned into a directorate (Gerçek, 1999). This was the first official institution established as a museum. “The establishment of the “Museum-i Humâyun” in Istanbul was an important step towards modern museology in the Ottoman Empire” (Hisar, 1933; Evcin, 2024). In 1870, when the number of artifacts in Hagia Irene increased, it was decided to move the artifacts to the Tiled Pavilion built during the reign of Sultan Mehmet the Conqueror due to the narrowness of the space. In 1880, the Tiled Pavilion was restored and opened as the Museum-i Hümayun. After Osman Hamdi Bey was appointed as the director of the Museum-i Hümayun, Turkish museology in today’s sense began (Altunbaş, Özdemir, 2012: 11)

Museology in the Republican Era

With the establishment of the Republic of Turkey in 1923, the deputies, especially Atatürk, made speeches about the establishment of museums and the protection of cultural heritage. The Directorate of Turkish Antiquities was established in May 1920 under the Ministry of Education. “After the end of the War of Independence, the directorate was renamed the Directorate of Hars (Culture). The Directorate of Hars aimed to ensure the development of the museums opened in various provinces of Anatolia and the collection, storage and protection of all kinds of artifacts of cultural heritage (Yücel, 1999). “In the government program of 1923, the need to establish a national museum in Ankara was also on the agenda among the works to be done” (Yücel, 1999). “In addition to the

construction of new museums in the Republican Era, in 1924, in accordance with Article 9 of Law No. 341, it was decided to transform the palaces that had been transferred to the nation into museums. Topkapı Palace became the first palace to be converted into a museum with the decision of the Council of Deputies. It was also decided to place the palace under the command of the Directorate of the Museum of Antiquities” (Koşay, 1973).

With the Law No. 677 on the “Closure of Dervish lodges, lodges and tombs” published in the Official Gazette dated December 13, 1925, various items found in these places were transferred to museums. Most of these artifacts, especially those reflecting folk culture, were moved to Ankara and transferred to the Ankara Ethnography Museum, which was opened in 1928. These materials constitute the basic works of the museum. “In addition, the Mevlana Tomb in Konya was re-functionalized as a museum in 1927 as the Mevlana Dervish Lodge and Tomb together with the objects in it” (Engin, 2021). While all dervish lodges, lodges and tombs were closed down, the Mevlana Tomb was transformed into a museum on the orders of Atatürk. “With the establishment of the Society for the Study of Turkish History in 1931, the Turkish Archaeology Institute affiliated to Istanbul University in 1934, and the Faculty of Language and History-Geography in Ankara two years later, archaeological studies and historical research gained momentum, and some of the experts trained in these scientific institutions were employed in museums” (Arık, 1953). The development of museology in Turkey has not only involved the exhibition of artifacts, but also measures have been taken to protect the artifacts that exist and are under the ground. “The artifacts obtained through archaeological excavations in different regions of Turkey were taken under protection and efforts were made to prevent the smuggling of antiquities” (Ünar, 2013). In fact, until the proclamation of the Republic, especially in the late Ottoman period, the smuggling of some archaeological artifacts abroad could not be resisted and even caused these cases with official permission. Incidents such as the giving of the lid of Selim III’s sarcophagus, which was found upon the request of the British Ambassador, with an official document were consented to. Many artifacts such as the temple of Zeus in Pergamon, the Agora gate of Miletus, the Temple of Athena, the Lion of Cnidus during the reign of Abdülmecit, which were dismantled piece by piece and taken to Germany during the reign of Abdülhamid II, were taken away from the lands where they belonged. After the proclamation of the Republic, these attempts were not allowed and efforts were initiated to bring the artifacts smuggled abroad back to Anatolia and the first artifacts were returned in 1980.

Sports Museums in Türkiye

“These global, cultural and sporting movements, such as the movements in painting, music, literature, art and architecture that came with the ancient Olympic Games, have led to the establishment of sports museums around the world. As human activities became more and more diversified, it became increasingly important to document and classify them accurately. With this understanding, the first sports museums began to emerge in the late 19th century (Grulich, 2006; Arıkan, 2020). Although the same concerns were not felt at the beginning of the 19th century, we see that some institutions and societies accumulated materials on the sports branches they were interested in and pioneered sports museums in Turkey with collecting initiatives. On February 19, 1932, People’s Houses were established in 14 provinces, especially in the capital city. The idea of carrying out sports activities under this roof was the beginning of a new era. “In 1938, on August 30, which coincided with the anniversary of our Great Victory, a national sports club was founded in the halls on the upper floor of the Beyoğlu Republican People’s Party, bearing the name of the Archery Sports Association” (Kunter, 1943). This organization not only taught traditional archery to young people, but also preserved the materials, documents and traditions of archery from the past It ensured its transmission to the Republican generation. Although there is conflicting information about the establishment, founding

members and aims of the organization, according to Kunter, the establishment took place as follows. “The Okspor Club, Mr. Vakkas Okatan, Necmettin Okyay, Bahir Özok, İbrahim Özok and the late Kemal Gürses gathered together old bow shooters and ensured that young people could benefit from them, and a small museum of archery was also established in the center of the institution” (Kunter, 1943). “This museum consists of a small room. It seems that the museum was created with the archery materials that were in the possession of those who started the institution and the archery materials they collected from around and left from their elders” (Tuzcuoğulları and Alıncak, 2023).

“At the headquarters of the Turkish Sports Association in Ankara, a library consisting of works written on ancient Turkish sports and all kinds of documents pertaining to our sports history and a national sports museum collecting materials belonging to our national sports had been established” (Güven, 2010). Güven states that these museum works, which were also contributed by Aydın Deputy Adnan Menderes, the Vice President of the Turkish Sports Association, could not be continued after Atatürk’s death.

Efforts to establish a sports museum were also made by the Ministry of Youth and Sports, and the exhibition was planned to take place in the grand foyer of Ankara Atatürk Sports Hall. This initiative is very important, but it was done in a hurry and without the necessary infrastructure, so it did not reach the desired level. “In the 100th Year Sports History Museum, trophies, plaques, plaques, medals and other gifts received as a result of the competitions held by our federations on various dates in our sports history were collected and brought together. ... The 100th Year Sports History Museum failed to achieve its goal because it was rushed without the necessary infrastructure, equipment and planning with the relevant field experts. The various medals, plaques and mattresses, which were temporarily received from their owners for display in the museum, were taken back by some of them over time due to the failure to provide appropriate service to the museum. Thus, this museum, which was opened without being organized according to the modern museum concept, failed to achieve its goals” (Güven, 2010).

Istanbul Okmeydanı is an open-air museum that reflects the sports culture of an era in terms of standing stones and their inscriptions. Originally, this was the area where the archers of Sultan Mehmet the Conqueror practiced during the siege of Istanbul, which was later transferred to the Archers Foundation. Founded by İskender Pasha during the reign of Beyazıt II, the lodge was later expanded by Silahtar Mustafa Pasha and finally restored by Mahmud II. “The Foundations Administration, the owner of Okmeydanı, took a keen interest in this matter during the Republican era and had the historical value of Okmeydanı examined, collected very important documents and submitted the situation to the Prime Ministry with a report. The Prime Ministry, appreciating the historical importance of Okmeydanı, accepted the restoration of Okmeydanı to its former and honorable past and started to have it examined by a commission. This commission started to work in Ankara and after listening to the explanation given by Halim Baki Kunter and examining the documents he presented, it was decided to start the work with the transfer of 48 families settled in Okmeydanı to another side and the determination of the menzil stones in the square” (Güven, 2010). We see that these efforts did not yield results. Eleven of the 37 stones once located in Okmeydanı were restored in 2022 and started to be exhibited in the garden of the Istanbul Archers Foundation.

In this century where every stage of life is based on economy, sports clubs have naturally shown a tendency towards branding and corporatization. Managements are trying to mobilize the dynamics that can carry out the visions of their clubs. “Today, while sports clubs aim to increase their income items, they simultaneously adopt goals such as appealing to large masses, increasing brand value, and maintaining their popular position in society” (Abrak, 2018). In fact, club administrations are important non-governmental organizations that bring traditional culture together with popular culture. Centuries-

old clubs carry all tangible or intangible elements of sports from tradition to the future and present them to the new generation with new models. It is possible to feel this in every environment of big clubs. Inside the stadium, in their restaurants, sometimes in the locker rooms, sometimes in the stands and in the slogans and anthems that have been chanted from those stands, perhaps since their foundation, and of course in their museums. Some clubs use this richness very well in terms of marketing. “Billions of people from all corners of the world become a part of this value, going to matches, shopping in the brand’s shops, benefiting from experience areas such as the museum, stadium tour, restaurant, café” (Abrak, 2018). In terms of sports museology, it can be said that the work of sports clubs is more permanent and serves its purpose. It has been experienced that a number of problems such as bureaucracy and the management of donors delay the official structuring. In such an initiative, collectors and private institutions and individuals need a strong environment of trust for their donations. If an Olympic champion or his heirs are to donate his medal, then the structure must be very solid and inspire confidence. The fact that this was tried and failed in the 1980s shows that this path has been closed to some extent. As it is known, many objects collected from the contributors at that time were demanded back because the initiative was not at the desired level. In such an environment, it will not be easy to build trust again. Private clubs are more fortunate in this sense. It has been observed that they carry out this process in a healthier way with the decisions they take in their boards of directors or general assemblies and the commissions they assign. “The museums of sports clubs constitute a meaningful example of the concept of sports museology, although not completely. The museums of Fenerbahçe, Beşiktaş, Galatasaray Sports Clubs in Istanbul and Şamil Ekinçi Museum of Trabzon Sports Club in Trabzon are exemplary among the works in the field of sports museology on behalf of Turkey” (Arıkan and Güven, 2022).

Accepted by clubs all over the world is the concept of stadium museology. Stadium museums are organized by the three Istanbul clubs Fenerbahçe, Galatasaray and Beşiktaş. Trabzonspor and Karşıyaka Sports museums were established with the understanding of non-stadium museums. Experiencing the atmosphere of the stadium and exhibiting the objects in the place where they belong are considered more important for fans to visit. In order to create a sense of belonging in the fans, it is more appropriate to position the club’s units (museum, TV, store, etc.) in and around the stadium. Thus, clubs can have wide opportunities to develop museums and museology. They can create educational areas for fans and especially for child fans. They can organize social activities that can attract women to the sports environment in these areas. They can carry out joint activities and projects for museology in other boards and commissions of the clubs.

Although almost all of the other clubs do not have a museum approach, it is observed that they preserve their trophies, plaques and other materials, exhibit some of them in the club building and foyer areas, and preserve some items in their archives. These initiatives have emerged through personal efforts and have traditionally been handed down from administration to administration.

Fenerbahçe Sports Club Museum

The Fenerbahçe Museum is located in an area of 980 square meters under the marathon stand of the Şükrü Saraçoğlu Stadium. Although the current museum displays 480 plaques, plaques and trophies, most of the old objects of the club, which has a history of 117 years, were destroyed when the wooden clubhouse in Kuşdili burned down in 1932. On September 9, 2023, Vefa Küçük, speaking at the Fenerbahçe Statute Amendment General Assembly congress, said: “On May 3, 1918, the president of that day, Sabri Toprak, visited our club and wrote the following in the club’s memory book... This memory book was later lost in 1932 when the clubhouse burned down and in 1944 it was left by unknown people on the desk of Kemal Konan, the sports director of the evening newspaper of that day, and today it is exhibited in our museum” (Küçük, 2023).

This memoir is one of the most important pieces of the museum. “After the opening of the social facilities at Fenerbahçe Cape, the trophies, plaques and honors won for many years were exhibited in the showcases there. The new Fenerbahçe Museum was officially inaugurated on October 19, 2005, after nearly a year of hard work under the leadership of Sertaç Kayserilioğlu, Chairman of the Fenerbahçe Sports Club Museum History and Archive Board” (Wikipedia, accessed on 30.10.2024).

The museum is designed in a structure with a historical narrative and different sections belonging to different branches. These sections are; “The birth of football in the world section, the section where the first founding meeting of the club in 1907 is animated. The sections where the uniforms, shoes, clothing types and the oak balls used by the club in every period are exhibited. The section where Atatürk’s visit to the club and the moment of signing the club’s book of honor are reenacted. The section where the moment of smuggling weapons to the front during the occupation period is reenacted with mummies. A special section where the “Harrington Cup” was exhibited with original photographs during the occupation years. A special section where the first two newly discovered charters of the club (1329/1913 and 1339/1923) are exhibited. The sections where the trophies, mattresses and special medals symbolizing the achievements of the club in all its branches are exhibited. Sections where documents, certificates, old membership cards, old licenses and photographs found since the foundation are exhibited in a historical order. Sections where old match and lottery tickets donated by private individuals are presented. A section where the phases of the stadium are presented with photographs and models. Cinema room and books containing information about the history of the club” (Fenerbahçe Sports Club, accessed 20.10.2024).

Fenerbahçe also has a second basketball-related museum. This museum was opened in 2022 inside the Ülker Sports and Events Hall. The museum, which is the only basketball-related museum in Turkey, exhibits jerseys, trophies, trophies and medals used until today, as well as some documents.

Galatasaray Sports Club Museum

The Galatasaray Museum was first opened in Kalamış in 1912 by its founder Ali Sami Yen. “However, when this museum building was seized by the British after the war, Ali Sami Yen handed over all the materials in this first museum to Salih Arif Bey, the high school principal at the time. The decision was taken by the General Assembly on May 15, 1919. Thus, the Galatasaray Museum moved to its place in the high school where it would remain for many years” (Galatasaray, accessed on 01.11.2024). In addition to some of the equipment and uniforms used by the students in classes, the museum also contains “some of the trophies won since 1905, Metin Oktay’s jersey and many photographs and sports objects. In addition, there are important documents and objects from the history of Galatasaray High School and the Club, from the cup Atatürk drank coffee from when he visited Galatasaray High School to his signed photograph, the UEFA Cup and the Super Cup won in 2000” (Galatasaray, accessed on 01.11.2024).

Today, the museum is located in the Ali Sami Yen Sports Complex RAMS Park on an area of 2100 square meters. The museum has a total of 774 trophies, medals, and statuettes, most of which are on display, and an 80-seat movie theater. Some of the trophies and plaques are currently housed in Galatasaray’s Beyoğlu Museum. “Galatasaray Sports Club officially has 85 trophies in football, 1 in women’s football, 37 in men’s basketball, 37 in women’s basketball, 34 in men’s volleyball, 14 in women’s volleyball, 35 in athletics, 22 in wheelchair basketball, 23 in women’s rowing, 38 in men’s rowing, 39 in men’s water polo, 3 in women’s water polo, 37 in men’s swimming, 18 in women’s swimming” (Wikipedia, accessed on 15.10.2024).

Beşiktaş Gymnastics Club Museum

Beşiktaş Museum is located in İnönü Stadium on a 1650 square meter area consisting of two floors. “It was registered with the approval of the Ministry of Culture and Tourism dated June 28, 2007 and numbered 112603” (Beşiktaş, accessed on 22.10.2024). The museum, which was later renovated, took on a contemporary look and opened its doors to visitors in 2017. During this renovation, the Gate of Honor was kept in the same shape and the stadium gained a modern look. “The museum includes the chronology of the Club, information areas, objects and digital applications where visitors can obtain information about the period from 1902 to the present day in areas separated by ten-year time intervals where they can travel from the past to the present” (Beşiktaş, accessed on 22.10.2024). “In addition, in the 370 square meter storage area, objects belonging to non-football branches are classified, recorded and carefully preserved to be exhibited at the end of the Museum’s renovation and expansion projects” (Wikipedia, accessed on 13.10.2024). Trophies and all other materials are grouped according to periods and types and exhibited in separate compartments within the understanding of museology. “In the exhibition area, a total of 420 objects are exhibited in the exhibition corridor and exhibition hall area. Each of the 30 glass panes along the exhibition corridor reflects an important period, document or athlete in the Club’s history” (Wikipedia, accessed 13.10.2024).

In addition, technologically speaking, there are important action sections in the museum. “The bench, short documentaries area, digital information kiosks, virtual game environments, stadium mappings, decibel room, karaoke room, photo booth and a virtual application that provides a roller coaster experience. In addition, the fact that augmented reality and virtual reality fictions are applied in various areas in the museum constitutes the most original examples of digital narratives in the museum” (Abrak, 2018).

Trabzonspor Museum

Trabzonspor Museum is located on the second floor of the Sadri Şener Social Facilities building. “Named after Şamil Ekinci, the museum was opened on September 23, 1996. The museum, which was previously serving at the back of Sadri Şener Facilities, was newly organized and opened on the second floor of Sadri Şener Social Facilities. Approximately 1000 trophies, plaques and plaques are exhibited in the museum” (Wikipedia, accessed on 24.10.2024). “The most interesting trophy in the museum is the half cup won by Trabzon İdmanocağı in the Turkish Amateur Football Championship in 1958. In the Turkish Amateur Football Championship Finals organized by the Football Federation in 1958, the Football Federation declared both teams champions after the Ankara Havagücü and Trabzon İdmanocağı teams had the same points and averages and both teams refused to play a separate match, and the trophy was divided in half and given to both teams in halves. Now half of the cup is in Trabzonspor Museum and the other half is in Ankara Havagücü Museum” (Türkiye Kültür Portalı, accessed 24.10.2024).

Karşıyaka Sports History Museum

The Karşıyaka Sports History Museum was first established on Fazıl Bey Street in Karşıyaka in 2010 with the efforts of Dr. Bülent Zeren. This museum served mainly for the preservation and storage of materials and documents belonging to the club. In 2022, with the support of Karşıyaka Municipality, the museum was reopened in a building in Mavişehir in a modern structure “Dozens of historical materials including information, documents, photographs, trophies, mattresses, sports equipment, badges, pennants and various objects that convey Atatürk’s ties with the club were included. The success stories and values of the club were reflected in the museum with memories, writings and news in the press” (Karşıyaka Municipality, accessed on 01.11.2024). After Zeren’s death, this building closed its doors and the materials inside were preserved until 2022. “The materials collected by the late Dr. Bülent Zeren in his own office and the objects

personally controlled and provided by the Historical Board chaired by Ahmet Diker formed the source of the museum. Ekrem Güçsav, the symbolic name of Karşıyaka, was among the names that pioneered the establishment of the museum with the objects, classification and evaluations he provided” (Karşıyaka Municipality, accessed on 01.11.2024).

Conclusion

Although the foundations of collecting-based museology date back to the Seljuks, we see that the real foundations were laid in the Ottoman period. It is likely that the establishment of some official institutions and the development of this understanding coincide with the late Ottoman period of westernization. As a result of the travels, meetings and experiences of important personalities abroad from time to time, it became clear that such a structure should be established in the country. After these efforts, with the declaration of the Republic, discussions and opinions in the parliament yielded results and important decisions were taken and measures such as museology, artifact evaluation, protection and prevention of smuggling were taken. For this purpose, the relevant institutions were strengthened and some laws were enacted to protect the artifacts already found and the artifacts under the ground. It is seen that institutional initiatives related to sports museology came much, much later. However, it has been observed that these initiatives did not yield results, were rushed, and wanted to be concluded with studies far from expert opinion. As a result, our country still does not have a modern sports museum built by the state. Although the examples that exist in many European countries have been voiced, spoken, written and cited as examples by interested scientists, it is sad that we still do not have such a museum. Despite all these, it is seen that club museums, which date back to before the foundation of the Republic, have closed this gap to some extent. However, apart from Istanbul clubs, Fenerbahçe, Galatasaray and Beşiktaş, there is no stadium museology. In addition, if we look in terms of segmentation and separation, we see that only these clubs exhibit objects related to other branches other than football. It is also an important detail that Fenerbahçe Sports Club has a separate museum for basketball. In many other clubs, it is seen that they act with an understanding of collecting in a collecting style, far from the understanding of museology.

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The Effects of Influencer Athletes on Sports Marketing in New Media

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Introduction

The impact of athlete endorsements on sports marketing in the context of new media represents a transformative paradigm in the way brands interact with consumers. Athletes have recently emerged more frequently on digital platforms as important sports figures who can reshape consumer behavior and brand narratives. As the number of users of digital media increases, the visibility of athlete influencers who combine both consumer products and personal brands with sports marketing increases. Social media provides the dynamism for athletes to be closer to their fans and consumers than ever before. Increased athlete awareness opens the door to sponsorship deals, and thus athlete endorsements are taking their place in marketing as the preferred method of reaching supporters (Karg & Lock, 2014). Brands benefit from the high number of social media followers of these athletes.

New media allows athletes to create authentic connections with their fans and create effective marketing campaigns that often outperform traditional advertising methods. Athletes' unique narratives and credibility resonate strongly with younger demographics, especially Generation Z and Millennials, increasing engagement and loyalty to brands (Jiang et al., 2023). In particular, the rise of athlete influencers is also driving significant changes in consumer expectations for authenticity and transparency in marketing. Athletes are no longer just endorsers, but active participants in the marketing process, often using social media platforms to advocate for causes that align with their personal values. This evolution is leading brands to adopt more nuanced strategies and balance traditional marketing methods with the innovative approaches championed by athlete influencers. The ability of athlete influencers to influence audiences through innovative content and emotional connections offers brands a unique way to increase awareness, build loyal users, and drive sales. This paradigm evolution marks a significant departure from traditional marketing approaches. This ongoing evolution points to the need for brands to remain agile and responsive to changing consumer behavior and technological advancements in the digital age (Lee & Kim, 2022).

It is known that the visibility and roles of athletes changed significantly with the emergence of social media in the 2000s. Athletes began to develop their own personal brands, interact directly with their fans, and influence purchasing decisions through platforms such as X, Instagram, and YouTube. The relationship between brands and athletes is becoming more reciprocal, with athletes using their increasing follower counts to negotiate more lucrative deals and gain more control over their supporters (Brison & Geurin, 2021). As digital platforms grow, influencer marketing continues to gain momentum. As the internet and new media spread via fiber optic cables, many

athletes are becoming influencers in their own right, using their personal platforms to produce original content that appeals to younger audiences. This process allows brands to tap into the established trust that athletes have established with their fans, often leading to more effective marketing campaigns that outperform traditional advertising methods. The introduction of new technologies, including augmented reality and virtual environments, is further increasing the integration of athletes into the marketing field. As brands explore innovative ways to combine physical and digital elements, they are engaging audiences through inclusive and immersive experiences on digital platforms (Murdough, 2009). The visibility of women's sports and the increasing popularity of e-sports are opening up new avenues for influencer marketing, allowing brands to connect with different demographic groups and capitalize on emerging trends. Today, brands are connecting deeper with fans through strategic partnerships with athlete influencers, thus continuing the paradigm evolution in sports marketing (McClearn & Nishime, 2023). As a result, brands that understand the evolution in history and recognize the important role of digital media are changing their life cycle upwards. Brands are said to be in a better position to create campaigns that resonate with their target audiences and leverage the unique talents of influencer athletes in the modern marketing environment.

Purpose of the Study

The purpose of this study is to convey the contribution of the increasing influencer athlete effect in new media to marketing by examining the current literature.

New Media Platforms

In the portfolio of communication channels used by marketing professionals, online channels constitute the main actors of the digital marketing strategy. Providing points of contact between the consumer and the brand story, social media does not only include consuming social media content, but also provides the freedom to share the content with which it interacts. Shared messages, images and content can quickly go viral and become highly appreciated shares (Ashley & Tuten, 2015).

New media platforms offer various advantages to athletes and sports organizations. The interactive structure of these platforms, their infrastructure that offers the opportunity for dialogic communication, enables two-way conversations that increase fan participation and strengthen loyalty and support. Just like the unifying effect of sports, digital media activates the audience and unites them with the athlete on digital platforms. The experience of being connected to the athlete they admire strengthens athlete-fan communication by expanding participation and interaction. The digital ecosystem offers athletes and sports brands the opportunity to support their brand image with innovative and unique content and create positive perception. Digital media platforms mediate the establishment of reliable connections in the interactive ecosystem between fans (consumers), brands and athletes who act as a bridge between the two (Kunkel & Biscaia 2020). In addition, social media marketing, which is generally more cost-effective than traditional marketing methods, makes it accessible to sports organizations of all sizes. The emergence of new media platforms has transformed the trends in sports marketing and enabled athletes to connect with their fans and sponsors in unprecedented ways (Yadav et al., 20239). Athletes have the opportunity to build their brands and increase their influence through segmentation and specific positioning on different new media platforms.

Social media is becoming an integral part of sports marketing strategies due to its wide reach and interactive structure. Mobile technologies provide convenience in implementing strategies that leverage the media-sport-consumer triangle (Stavros et al., 2022). Platforms such as X, Instagram, YouTube, Tiktok and Snapchat allow athletes to interact with their fans globally, creating a sense of community and loyalty among

followers. Instagram is used as an effective and efficient platform for athletes to showcase their lives and careers through visual content thanks to its millions of users (Li et al., 2021). Likewise, the X platform allows athletes to provide instant updates and insights into their experiences and increases fan interaction during events (Abeza & Sanderson, 2022).

Athletes are increasingly viewed as influencers and are leveraging their platforms to expand their sponsorship potential and marketability. For example, on LinkedIn, professional athletes can network with sponsors and explore business opportunities, while YouTube allows them to monetize their content based on viewer engagement. TikTok has emerged as a powerful platform, encouraging creative content by appealing to younger audiences, and TikTok is being used as an alternative medium for athletes targeting younger demographics (Haenlein et al., 2020).

Athlete influencers Effect

Athlete endorsements are emerging as a powerful marketing tool in the field of sports marketing, especially in the new media environment. The unique position of athletes as role models and influencers allows them to create significant effects on consumer behavior and brand interaction. Branded athletes have a unique positive perception with their supporters by differentiating themselves from other athletes with their performance, attractive appeal and lifestyle (Arai et al., 2013).

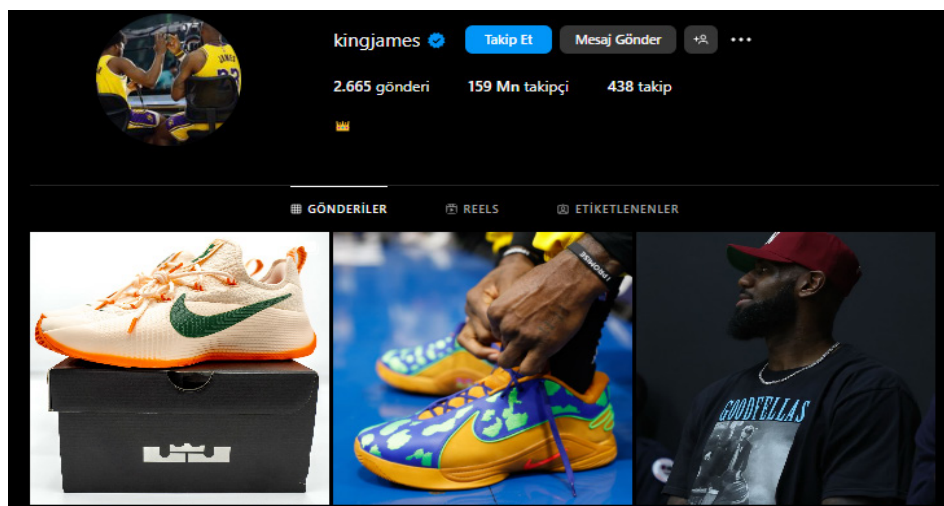
One of the main reasons why athlete endorsements are so effective is the authenticity and reliability that athletes provide to the institutions and products they support. Positive effects emerge when the power provided by an ambitious argument is matched with the supporter of the product. Consumers find influencers' experiences more trustworthy. When the positive perception of athletes in terms of source reliability is combined with product quality, brand and image goals are more easily approached (Kapitan & Silvera, 2016). Athletes often have compelling personal narratives that resonate with fans, creating trust and a sense of connection. Fans see the endorsements of their favorite athletes as genuine suggestions, not just promotional products. Research shows that when brands that collaborate with influencers compare traditional influencers to sports influencers, they find sports influencers more convincing due to their naturalness. In a study comparing favorite athletes and bloggers followed on digital platforms, surveys confirm that athletes are more likely to buy products promoted or endorsed by sports influencers due to their familiarity and naturalness. Almost half of the respondents stated that they are more likely to buy products recommended by athletes (Voráček & Bernardová, 2021). As a result, the unique value that athlete endorsements provide in reaching consumers is emphasized. Athlete influencers play an important role in shaping consumer trends and preferences. Their ability to set trends (whether it is showcasing sportswear or endorsing performance equipment) allows them to remain at the forefront of consumer awareness. Marketers often use this influence by aligning their offerings with existing preferences demonstrated by athlete endorsements, which leads to significant increases in sales.

One of the cornerstones of successful athlete influencer marketing is authenticity. Athletes can maintain their influence by being transparent about their partnerships and only promoting products that align with their personal values and interests. This alignment not only fosters trust among followers, but also increases the effectiveness of marketing campaigns. When choosing influencers, brands often evaluate an athlete's popularity, engagement levels, and previous partnerships, and try to ensure that the partnership is real and relatable to their target audience (Göksu, 2018). Athletes are generally individuals who have gained fame outside of social media platforms. Their influence is not derived from the content they produce, but from their success in their active sports lives. Although brands are well-known, customers may not engage with

brand posts because they are looking for other reasons to engage. Here, athletes who are known for their credibility, authenticity, and success hold the key to engagement. Brands prefer to collaborate with athletes who have gained fame outside of social media platforms when the shared content is supported by an influential endorser (Haenlein et al., 2020).

Figure 1

LeBron James Instagram Account [Source: <https://www.instagram.com/kingjames/>]



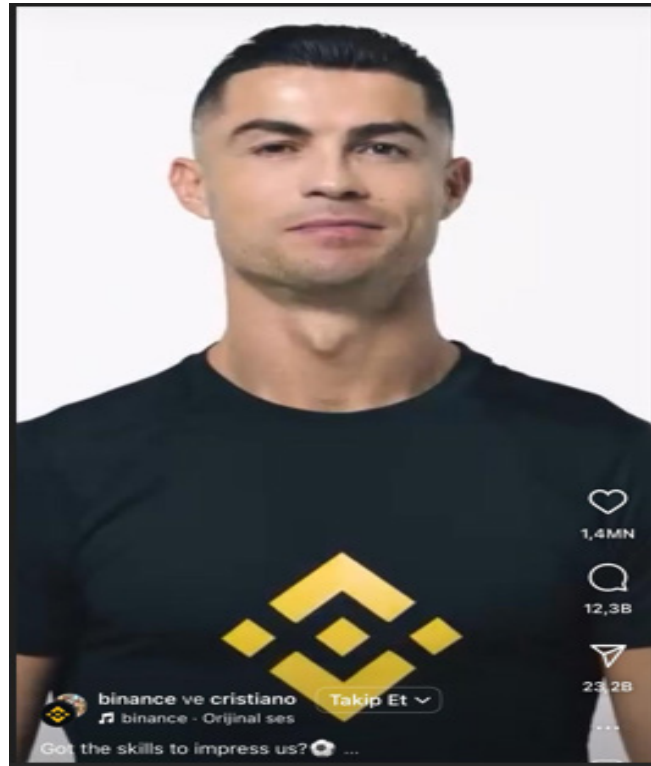
As a leader who has the courage to use his own personal values and understanding, James's personal brand strength, athletic performance, financial gains, public actions and statements are portrayed positively in the media. James, who has received a lot of interaction on social media with his leadership in "Black Lives Matter" activism, is said to have contributed to creating a value-oriented and trusted profile with a global audience (Coombs & Cassilo, 2017). Nike's partnership with LeBron James is given as an example of the supportive effect of athlete endorsements on product sales and brand visibility. James' partnership with Nike, a well-established and leading sports brand, with a unique athletic performance and leadership characteristic, has resulted in one of the most successful athlete signature sneaker lines.

Influencer marketing in the sports industry is emerging as a powerful strategy for brands looking to truly engage with consumers. Athletes are prominent figures in this space, using their credibility and follower count to effectively promote products and services. Statistics show that campaigns featuring athletes generate increased engagement, trust, and significant ROI, especially among the desirable Gen Z and younger demographics (Bush et al., 2004). Brands that leverage athlete influencer marketing can leverage these relationships to increase brand visibility, loyalty, and conversion rates across channels. A study examining tweets from US athletes during the 2018 Olympic Games showed that brand posts received more engagement than other posts by athletes (Brison & Geurin, 2021).

Cristiano Ronaldo, who has over 600 million followers on Instagram (@cristiano, 2024) and is known to be one of the highest-earning athletes in the world, shows his supportive and approving effect not only in sports but also in other sectors. A financial sector company called Binance, which wants to gain strength from his influence compatible with his talents in sports and making money, has partnered with Cristiano Ronaldo, a powerful name in the social media ecosystem (Figure 2). The popularity of the approver and the rate of spread in digital media lead brands to cooperate in order to benefit from interaction. Posts and videos that receive millions of likes and shares provide the expected benefit in terms of reaching the target audience of brand messages (Mallipeddi et al., 2022).

Figure 2

Cristiano Ronaldo Instagram Account [Source: https://www.instagram.com/p/DDCBQ_YsZlz/]



Innovative content strategies are often adopted on social media platforms to engage viewers, athletes, and brands. For example, athletes share product experiences through fun and spontaneous videos that resonate with their followers, making promotional content seem more like a personal recommendation than an advertisement. By showcasing products in real environments (e.g. during training or in real life), relatability and consumer connection with athletes are increased (Hambrick & Kang, 2015).

Another effective strategy is to align marketing efforts with athletes' personal advocacy and social causes. This strategic alignment enhances consumer connections and ensures that the brand's message resonates meaningfully with its target audience (Deflem, 2023). Brands that partner with athletes who are passionate about specific topics increase their target market's interest in their products and can connect more deeply with consumers. Successful athlete influencer marketing is also supported by engagement metrics and audience insights. Brands are encouraged to analyze not only reach but also engagement rates, such as likes, comments, shares, and saves on influencer posts (Clavio, 2020). High engagement rates indicate genuine interest and connection, ultimately making athlete influencers more valuable than mere follower numbers. Some companies exploring new media platforms are providing brands with the data they need to refine their strategies and optimize their partnerships with athlete influencers (Özdengül & Aydın, 2022).

As influencer marketing becomes more prevalent, traditional marketing strategies are increasingly integrating influencer partnerships. Brands are realizing that traditional marketing alone may not be able to effectively engage younger consumers who predominantly consume digital content. Athlete influencers, who have both the credibility of traditional sports figures and the reach of digital influencers, serve as a bridge between these two marketing worlds.

Conclusion

The landscape of sports marketing is poised for transformative change as new media and influencer marketing increasingly integrate. As the digital age continues to expand,

emerging technologies are said to play a significant role in shaping future marketing strategies. At this point, the presence of athlete role models, their impressiveness within the digital ecosystem, their uniqueness in terms of success and physical attractiveness, their strong bond with their fan bases and their talents in setting trends are becoming indispensable for brands. It is anticipated that collaborations with athletes who interact well with their fans and endorsements from athletes will bring brands one step closer to their goals. The posts and comments of athlete endorsers, who are known for their success, attractiveness and trustworthy stance throughout their careers, on digital media platforms can affect all individuals, especially adolescents and women. Athlete endorsers who successfully use different social networks create innovative and unique content and direct their followers.

The future of sports marketing will also be impacted by changing consumer behaviors and preferences. With an increased focus on sustainability and social responsibility, brands that align with social values and prioritize authentic connections with fans will be more likely to succeed in this new environment. Understanding the nuances of these behaviors will be important for marketers looking to create meaningful campaigns that resonate with today's audiences.

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