

Future on the hidden: game

Maksude Yıldırım^{1*}, Öznur Başdaş²

¹ Instructor, Department of Nursing, Faculty of Health Sciences, Erciyes University, Kayseri, Turkey

² Assistant Professor, Department of Nursing, Faculty of Health Sciences, Erciyes University, Kayseri, Turkey

Received: 02-07-2017 / Revised: 25-07-2017 / Accepted: 14-08-2017

ABSTRACT

The game is a fact consisting of movements, thoughts, and emotions that exist in every area of life, and that enable people to find and recognize oneself. Children get a variety of skills such as gender role, friendship, sharing, helping, protecting their rights, respecting the rights of others and taking responsibility and personality traits that will be possessed at an future age are shaped with game. However, as a result of today's technological developments; game format, the playing environment, the number of players playing, and the equipment used are started to change. Children playing in the streets and having fun in the past are now trying to meet these requirements in the virtual environment. However, this situation brings with it many health risks such as obesity, hyperactivity, postural disorders, and social anxiety. Children who are our tomorrows need to be directed to games that will contribute to the development of children by creating awareness to continue their growth and development in a healthy way

Key words: Child, Adolescent, Technology, Game.

Introduction

The game is a fact consisting of movements, thoughts, and emotions that exist in every area of life, and that enable people to find and recognize oneself[1-2-3]. The fact that game-related materials are encountered in all societies throughout history is evidence that it is an important place in human life[4]. Children get a variety of skills such as gender role, friendship, sharing, helping, protecting their rights, respecting the rights of others and taking responsibility and personality traits that will be possessed at an future age are shaped with game[5-6]. Children also need game as well as nutrition and sleep to complete their development in a healthy way. Failure to meet or limit these requirements can negatively affect children's development [7].

*Correspondence

Maksude Yıldırım

Instructor, Department of Nursing, Faculty of Health Sciences, Erciyes University, Kayseri, Turkey.

E mail: maksudeyildirim@erciyes.edu.tr

Therefore 31. item of the Declaration on the Rights of the Child arranged in the form of “States Parties recognize the right of the child to rest, leisure, play and age appropriate entertainment (activities) and to participate freely in cultural and artistic life”[8].

Children who are in adolescent period, are generally perceived as an adult by society and are thought to have no need for play. Games with all age groups attracted, however is an important tool especially in the development of adolescents[9]. Games support the cognitive, emotional and physical development of adolescents[6]. Game for adolescents with emotional situations such as shyness, excessive imagination, uneasiness, restlessness, desire for loneliness, extreme excitement[10], helping them to make decisions, solve problems, follow rules, control their emotions, make friends and build social relationships[6]. While playing with self-styled game with toys in childhood, it is known that with the adolescence period, the sense of reality in the child increases and that there is a trend towards the rules games [6]. As a result of today's technological developments; game started to change in terms of the game format, the playing environment, the number of players playing, and the equipment

used[11]. While traditional, cultural and religious values are at the center of human life in the pre-modern period, post-industrial revolutionary social structure has changed together with the mechanization of production and the social structure with urbanization[12]. Rapidly changing technology, especially after 1980, the spread of mass media tools and as the internet becomes an integral part of life, the content of the game and the influence on the human have also changed[12-13]. Traditional game events have been replaced by digital games over time for reason like technological developments, urbanization and inadequacy of playgrounds[14]. Kadiroğlu et al. (2015) the study examines the change between the three generations of games; is expressed that rules of the game are mostly determined by the children in the first and second generation childhoods and they often play group games played outside the home, in the garden, on the street, or in an empty area, while the third-generation individuals were more likely to play individual games with technological devices [15]. Also in recent times, for reason like increased child abuse, parents are worried and need to consider their child. This protection instinct prevent parents sending their children playgrounds. Adolescent who can not go out and play as desired and can show himself like in his imagination in the virtual environment is heading towards digital games.

Digital gaming devices are often preferred by adolescents for reasons of entertainment-interaction-communication, the ability to realize their dreams that they can not fulfill, passion for winning, sustenance emotion of success and dominance are often preferred by adolescents [16]. Computer games have many positive and negative effects depending on the purpose of use, duration and content of the game[17-18]. Besides digital games played without being overrun are accepted the positive effects of emotional emptiness and relaxation of [19-20] it is also known that there are many negative aspects in terms of psychological and biological aspects[21]. Digital games in adolescents; can cause adverse effects such as psychomotor impairment, hyperactivity, increased body weight and loss of vision[3]. However, uncontrolled digital games are also found to have negative effects such as showing obsessive behaviors, tendency to violence, developing antisocial behaviors, increase of anxiety level, escape reality and dullness, living complexity between reality and imagination, learning disorders, fall in academic achievement and lie [18-22-23-24].

The shape and level of influencing the adolescent of digital game; it change according to development status addiction that causes change in emotion / thought and social life[25]. One of the most significant risks to the

development of digital gaming dependence is the increased availability of technological tools. Turkish Statistical Institute Household Information Technology Usage Survey according to 2015, it is stated that is available 96.8% of houses have a mobile phone or smart phone, 25.2% in it computers, 43.2% in it laptop, 20.9% in it TV that can connect to the internet [26]. Digital in 2017: Global Overview' in the June 2017 report is stated that increased internet usage in the world compared to the previous year, the use of active social media, phone usage, social media usage on the phone%10.0, %21.0, %5.0, %30.0 respectively [27]. In the direction of this data it can be said that use of technological tools is high and the risk of dependence is unimportant levels.

Digital game addiction is defined as "although it causes social and / or emotional problems, someone's continued use of computer or video games on an extreme and compulsive level[28]. Digital game addiction, as cause results such as adolescents can not stop playing, associating the game with real life, disrupt his tasks due to the play of the game and choose to play games in other activities, it can negatively affect the socialization and academic success of adolescents and can change the perception of reality[18]. In Çakır (2013) study said that thought 63.7% of parents of children's addiction to digital games, 53.5% of it computer games prevented children from studying, 47.4% of it computer games were ahead of children's social activities[22]. Kuen Wong et al.(2016) said that game addiction reducing related important activities, academic performance in time, causes of physical problems and emotional stress, it is a risk in terms of family relationships and financial problems[24]. Manniko et al. (2015) their work showed that is a significant relationship between with game addiction and fatigue, problems of sleep and concentration, depression and anxiety[29]. Aydogdu Karaaslan (2015) in the study is stated that 30.0% of children are adversely affected with digital violence, 54.0% of it approved the violence in the games, 26.0% of it their daily lives imitate violence in games[23]. In line with the results of studies done, is said that is the relationship between game and behavior problems and violent tendencies, one of the most important social problems.

Today in society common seen and important problems that could cause serious health consequences is sedentary lifestyle. Sedentary lifestyle cause of important problems such as obesity, diabetes, coronary heart disease and premature death[30]. Physical activity are accepted that facilitates growth and development, it is important for bone development[31], developed emotional well-being, reduction stress and anxiety in

terms of adolescents[32-33].The adoption of the sedentary lifestyle of children and adolescents is a universal question[34].In the study of Eringöz E et al. (2011) are expressed that adolescents watching television and playing game on a computer as physically less active[34]. Also in the study of Yalcin Irmak (2014)was determined that as adolescents increase their problematic digital gaming behavior, body mass index values, psychosocial and behavioral problems increase[35]. It is said that sedentary lifestyle is closely related to the game features played during childhood and adolescence.

It is the assurance our future that children and adolescents who are your future adults grow as individuals who are biologically and psychologically and socially healthy without losing their value judgments. While children and adolescents running in the streets in the past, they are trying to meet these needs in the virtual environment in today. However, children and adolescents who find themselves and contribute to their development in the game, breaking away from traditional games and satisfy a need game in virtual environment cause addiction and prevent completing the bio-psycho-social development of children and adolescents. This situation brings with it many health risks such as obesity, hyperactivity, posture disorders, social anxiety. Therefore, it negatively affects the child's health, growth and development. Proper use of technology and qualities of playing games are important for children who are our tomorrow'scontinue their growth and development in a healthy manner. In this direction, it is necessary to be directed to games that will contribute to the development of children and adolescents by creating awareness in children, adolescents and adults.

References

1. Tuğrul B, Metin Ö. Child's right to play games. 3. Uluslararası Çocuk ve İletişim Kongresi Bildiriler Kitabı, s 195- 202, 6-8 Kasım2006, İstanbul Üniversitesi, İstanbul.
2. Erbay F, Durmuşoğlu Saltalı N. Altı yaş çocuklarının günlük yaşantılarında oyunun yeri ve annelerin oyun algısı, KEFAD 2012; 13 (2): 249-264 (in Turkish).
3. Metin Aslan Ö, Sümer M E, Taşkın M H, Emil B. Sokaktan bilgisayara metaforlarla oyun yolculuğu: lise öğrencilerin oyun kavramı ile ilişkin metaforları, International Periodical for the Languages, Literature and History of Turkish or Turkic 2015;10 (11): 1165-1182 (in Turkish).
4. Ayan S, Memiş U A. A Erken Çocukluk Döneminde Oyun, Selçuk Üniversitesi Beden

- Eğitimi Ve Spor Bilim Dergisi 2012; 14 (2): 143-149 (in Turkish).
5. Durualp E, Aral N. Oyun Temelli Sosyal Beceri Eğitimi. Vize Yayıncılık, Second Edition 2015 (in Turkish).
6. Teber M. Gençlik, oyun ve oyun terapisi, GAD 2015; 3 (3): 67-87 (in Turkish).
7. Bekmezci H, Özkan H. Oyun ve oyuncağın çocuk sağlığına etkisi, İzmir Dr. Behçet Uz Çocuk Hast. Dergisi 2015; 5(2):81-87 (in Turkish).
8. Çocuk Hakları Sözleşme Maddeleri. www.defne.gov.tr. 2 Jan 2017. https://www.google.com.tr/search?q=www.defne.gov.tr%2Fcocuk-haklari-sozlesme+maddeleri&qs_l=psy+ab.3...174926.174926.0.176641.1.1.0.0.0.0.325.325.3-1.1.0....0...1.2.64.psy-ab..0.0.0.Pc1iroFLg14 (2 Jan 2017). (in Turkish).
9. Gökçearsan Ş, Durakoğlu A. Ortaokul öğrencilerinin bilgisayar oyunu bağımlılık düzeylerinin çeşitli değişkenlere göre incelenmesi, DUZGEF 2014; 23: 419-435 (in Turkish).
10. Koç M. Gelişim psikolojisi açısından ergenlik dönemi ve genel özellikleri, Uludağ Üniversitesi Sosyal Bilimler Enstitüsü Dergisi 2004; 17 (2): 231-256 (in Turkish).
11. Esen M A. Geleneksel çocuk oyunlarının eğitimsel değeri ve unutulmaya yüz tutmuş ahıska oyunları, Uludağ Üniversitesi Eğitim Fakültesi Dergisi 2008; XXI (2): 357-367 (in Turkish).
12. Köse A. Hayat oyununun yeni perdesi: sosyal ağlar ve gerçeklik algısının değişimi, AJIT - e 2015; 6 (18): 57- 70 (in Turkish).
13. Darıcı S. Dijital oyunlarda kullanılan subliminal mesajların gerçeklik algısı üzerindeki etkilerine yönelik bir çalışma: gerçeklik eşiği kavramı, International Periodical for the Languages, Literature and History of Turkish or Turkic 2015; 10 (14): 181-202 (in Turkish).
14. Yalçın Irmak A, Erdoğan S. Erdoğan S. Ergen ve genç erişkinlerde dijital oyun bağımlılığı: güncel bir bakış, Türk Psikiyatri Derg 2015; 26: 1-11 (in Turkish).
15. Kadiroğlu T, Tosun Ö, Erdem E. Dünden Bugüne Oyun: Üç Kuşak ile Nitel bir Çalışma, Uluslararası Oyun Ve Oyuncak Kongresi/ International Play And Toy Congress Bildiriler Kitabı, s 1232- 1234, 7- 8 Mayıs Atatürk Üniversitesi, Erzurum 2015.
16. Ögel K. İnternet Bağımlılığı. İnternetin Psikolojisini Anlamak Ve Bağımlılıkla Başa Çıkmak. Türkiye İş Bankası Kültür Yayınları, İkinci Baskı, 2014. (in Turkish).

17. Buckley K E, Anderson C A. A theoretical model of the effects and consequences of playing video games. P. Vorderer & J. Bryant (Eds.), *Playing Video Games - Motives, Responses, and Consequences*. Mahwah, NJ: LEA 2006: 363-378
18. Horzum M B. İlköğretim öğrencilerinin bilgisayar oyunu bağımlılık düzeylerinin çeşitli değişkenlere göre incelenmesi, *Eğitim ve Bilim* 2011; 36 (156): 56-68 (in Turkish).
19. Green C S, Bavelier D. Action video game modifies visual selective attention *Nature* 2003; 423: 534-537
20. Prot S, Anderson C A, Gentile D A, Brown S C, Swing E L. The Positive And Negative Effects Of Video Game Play. In A. Jordan & D. Romer (Eds.). *Media and the Well-Being of Children and Adolescents*. New York: Oxford University Press 2014: 109-128
21. Wan C S, Chiou W B. Why are adolescents addicted to online gaming? an interview study in Taiwan, *Cyberpsychol Behav* 2006; 9 (6): 762-766.
22. Çakır H. Bilgisayar Oyunlarına ilişkin ailelerin görüşleri ve öğrenci üzerindeki etkilerin belirlenmesi, *Mersin Üniversitesi Eğitim Fakültesi Dergisi* 2013; 9 (2): 138-150 (in Turkish).
23. Aydoğdu Karaaslan İ. Dijital oyunlar ve dijital şiddet farkındalığı: ebeveyn ve çocuklar üzerinde yapılan karşılaştırmalı bir analiz, *Uluslararası Sosyal Araştırmalar Dergisi* 2015; 8 (36): 806- 818 (in Turkish).
24. Kuen Wong L I, Sze Lam M P. Gaming behavior and addiction among Hong Kong adolescents, *Asian J of Gambling Issues and Public Health* 2016; 6 (6): 1-16
25. Young K. Understanding online gaming addiction and treatment issues for adolescents, *Am J Fam Ther* 2009; 37: 355-372
26. Türkiye İstatistik Kurumu Hanehalkı Bilişim Teknolojileri Kullanım Araştırması, 2015. www.tuik.gov.tr. 2 Jan 2017. <https://www.google.com.tr/search?q=tuik+hanehalk%C4%B1+2015&oq=tuik+hanehalk%C4%B1+2015&aqs=chrome..69i57j0l5.8175j0j7&sourceid=chrome&ie=UTF-8>. (2 Jan 2017) (in Turkish).
27. Digital in 2017 Global Overview. www.slideshare.net. 1 August 2017. <https://www.slideshare.net/wearesocialsg/digital-in-2017-global-overview>. (1 August 2017).
28. Lemmens JS, Valkenburg P M, Peter J. Development and validation of a game addiction scale for adolescents, *Media Psychol* 2009; 12: 77-95
29. Manniko N, Billieux J, Kaariainen M. Problematic digital gaming behavior and its relation to the psychological, social and physical health of Finnish adolescents and young adults, *Journal of Behavioral Addictions* 2015; 4(4): 281-288
30. Janssen I, Boyce W F, Simpson K, Pickett W. Influence of individual- and area-level measures of socioeconomic status on obesity, unhealthy eating, and physical inactivity in canadian adolescents, *Am J Clin Nutr* 2006; 83: 139-45
31. McKay H, Liu D, Egeli D, Boyd S, Burrows M. Physical activity positively predicts bone architecture and bone strength in adolescent males and females, *Acta Paediatr* 2011; 100: 97-101
32. Valois R F, Zullig K J, Huebner E S, Drane J W. Physical activity behaviors and perceived life satisfaction among public high school adolescents, *J Sch Health* 2004; 74 (2): 59- 65
33. Kantomaa M T, Tammelin T H, Ebeling H E, Taanila A M. Emotional and behavioral problems in relation to physical activity in youth, *Official Journal of the American College of Sports Medicine* 2008 :1749- 1756
34. Erginöz E, Alikışifoğlu M, Ercan O et al. Türkiye'deki 11, 13, 15 yaşındaki okul çocuklarının fiziksel etkinlik düzeylerinin demografik özellikler, beslenme alışkanlıkları ve hareketsiz yaşam davranışlarıyla ilişkisi, *Türk Ped Arş* 2011; 46: 12-9 (in Turkish).
35. Yalçın Irmak A. Ortaöğretim öğrencilerinin dijital oyun oynama davranışlarının sağlık davranışı etkileşim modeline göre incelenmesi, *Doktora Tezi, İstanbul Üniversitesi Sağlık Bilimleri Enstitüsü, İstanbul-2014: 45- 67* (in Turkish).

Source of Support: Nil

Conflict of Interest: Nil