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The Examination of the Toy Perceptions of the Children Who Attend Preschool Education at the age of 5-6

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Abstract:

The purpose of this study is to reveal the perceptions of children, aged 5-6, who attend preschool, regarding toys. Within this research phenomenologic pattern, which is a qualitative research method, was used. The research sample consists of 55 female and 68 male – in total 123 children - who were assigned randomly. In order to determine the metaphoric perceptions of the children concerning toys, the questions, “toy is like/resembles to, because” was addressed and the children were asked to complete the sentence. The children states toy preferences for toy cars and playing games. The toy concept is perceived by preschool period children as, “It stands for the things loved and the events that make happy”, “It stands for necessity”, “It stands for reality”, “Provides entertainment”, “It stands for beauty”, “It stands for possession”, “It stands for attraction”, “Feels like an imaginary hero”, “It stands for sharing”, and “It stands for the things desired” according to the order of the metaphors included. All these categories stand for positive perceptions. As a result of the research it was determined that children, aged 5-6, mostly perceived toy as the things loved and events which made them happy. While parents buying toys for their children must prefer toys which the children like most and happiest with while playing. Preschool teachers must include toys and games within education process to make it more effective.

Keywords: toy, metaphoric perceptions, preschool, children

Every kind of product or game designed, manufactured or existing naturally in the environment, used while playing by children, is called a toy (Johnson, Christie & Yawkay, 1987; Çamur et al, 2008). According to another definition, a toy is a game tool that stimulates the five senses and the feelings of the children, develops their evaluation and practice ability, enriches their imaginations, and accelerates their physical and social development (Arıkan & Karaca, 2004). Since the children possess limited experience concerning the objects around them, in order to get to know and discover the objects and the outer world they generally need a genuine object appropriate for its role in the game or a property that can take the place of that object, in other words toys, and they satisfy their curiosity through toys (Cohen & Keusey, 1980). Games and toys are an inseparable whole. Toys are the equipment and materials of the game. Toys have an important place in the world of children, functioning as a bridge between the real and imaginary worlds of children. In addition, they may be the source of entertainment and happiness supporting the development of the children (Glassy & Romano, 2003; Tezel Şahin, 2003; Egemen, Yılmaz & Akil, 2004).

Toys are the whole game material which modify the behaviours of children through the developmental stages; help mental, physical and psychosocial development, and develop imagination and creative talents. Therefore toys are as important as games in the preschool years (Oktay, 2002). Toys are the fundamental tools of learning and development. In addition most of the skills that the children must acquire in early childhood can be acquired through toys, in a fun and effective way. Since birth children can possess several developmental requirements playing with toys (Selimhocaoglu, 2017).

Through toys, children find an opportunity to experience new information and skills during games. It can be said that learning occurs by doing and living. The children try to understand the real world through symbolic games with which they express their feelings using mimicry or moving toys and objects. It is known that symbolic games played, until seven years old, mentally develop children (Wolfgang, 2004).

The younger the child, the less important is the similarity of the toy, being used in the game, to its real form. If there are a great variety of things around the child, to be used as game material, the meanings the child attributes to these things are much more varied and rich (Oktay, 2002).

Therefore the purpose of this study is to reveal the perceptions of children, aged 5-6, who attend preschool, concerning toys. For this purpose replies were sought to the questions below.

1. What are the perceptions of the children, aged 5-6, who attend preschool education concerning toys?
2. Do the perceptions of the children, aged of 5-6, who attend preschool education differ according to gender?

Method

Within this research phenomenologic pattern, which is a qualitative research method, was used. Through phenomenologic pattern, the phenomena we are aware of but do not have a deep and detailed understanding about, are investigated in order to discover common meanings under the phenomenon the world experienced, by the individuals, is attempted to be defined (Yıldırım & Şimşek, 2011; Rose, Beeby & Parker, 1995).

Population and the Sample

The population of the research consists of the children, aged 5-6, who attend preschool education. The sample of the research consists of 55 female and 68 male – total of 123 children - who were assigned randomly; 3 four year olds, 72 five year olds, and 48 six year olds.

Data Gathering Tool

As a means to gather data a questionnaire was prepared by the researchers. Within the questionnaire questions were asked concerning the children's age, gender and whether, or not, they had siblings. In addition, in order to determine the metaphoric perceptions of the children concerning the toy concept the question "toy is like/resembles to, because" was addressed and they were asked to complete the sentence. Since the children were illiterate, this question was asked of the children, in a quiet place - in a separate room apart from the other children - face to face and individually by the researcher, and the answers recorded on the questionnaire form.

Within metaphorical perception research, the concept "like", is used for transparently seeing the connection between the subject of the metaphor and the source of the metaphor, and the concept "because" enables the participants of the research to present a cause or logical base for the metaphors they develop (Saban, 2008).

Metaphor stands for the transferring of information and meaning from a known similar area to a new and mostly unknown area. It is also defined as explaining a concept, phenomenon or event by likening it to another concept, phenomenon or event (Ekici, 2016). In addition they are used as a strong mental mapping and modelling mechanism for individuals' understanding and structuring their own world (Arslan & Bayrakçı, 2006).

The Analysis and the Interpretation of the Data

In order to determine the metaphoric perceptions, metaphor analysis, which is a qualitative research model, was used. Metaphors are defined as a person's expressing a concept or phenomenon with likening in the way he or she perceives it (Aydın, 2010). The individuals utilize metaphors while they define both their and respondents' feelings and thoughts. These metaphors can be evaluated as an important factor in individual's revealing their life perceptions. Therefore metaphors reveal the individuals' style of perceiving themselves, their environment, events, concrete and abstract concepts (Girmen, 2007), and they are evaluated as a tool used to explain utilizing different likening (Cerit, 2008).

Metaphors which help individuals understand, visualize and tell about the outer world and which also are used as mental tools, are especially effective in concreting the abstract concepts and structuring the information, and they are used, as well, in education (Arslan & Bayrakçı, 2006).

At the stage of analysing the data, firstly the metaphor was analysed. Within the process of analysing the metaphors denotation, classification, reorganizing and compilation, and category development stages were used. The same metaphors were used in groups afterwards reading the reasons of the metaphors categories were created. In the final stage metaphors were evaluated in their own categories.

In order to provide reliability in the research, firstly the metaphors and the categories were matched by the researcher, and the frequency table was created. Afterwards another expert of the field was asked to match the same metaphors and the categories. The matching of the researchers and the expert field were compared and as a result of the comparison it was seen that a consensus rate of 92% was achieved. For the validity of the research, the data gathered was reported in a detailed way - how the researcher accessed conceptual categories was explained and, in the findings part, the children's verbal re-

sponses were recorded without alteration. These precautions were taken to increase the validity of the research (Yıldırım & Şimşek, 2011).

Findings

Within this part, the findings obtained as a result of the study carried out in order to investigate the perceptions of the children, aged 5-6, who attend preschool education concerning toys, are given in tables.

Table 1. The Metaphor List Regarding Toy

Metaphor	f	%	Metaphor	f	%	Metaphor	f	%	Metaphor	f	%
Toy car	28	22,8	Stone	2	1,63	Real baby	1	0,81	Learn	1	0,81
Play games	10	8,13	Transformers	2	1,63	A real thing	1	0,81	Share	1	0,81
Toy doll	8	6,50	Plane	2	1,63	A beautiful thing	1	0,81	Ping pong ball	1	0,81
Entertainment	5	4,07	Star	2	1,63	Helicopter	1	0,81	Durable stuff	1	0,81
Barbie	4	3,25	Tree	1	0,81	India	1	0,81	Plate	1	0,81
Dinosaur	3	2,44	Ambulance	1	0,81	Work	1	0,81	To climbing	1	0,81
Robot	3	2,44	Mother's belonging	1	0,81	The complicated thing	1	0,81	Ball	1	0,81
Happiness	2	1,63	Horse	1	0,81	Butterfly	1	0,81	Train	1	0,81
Teddy Bear	2	1,63	Moon	1	0,81	Sand pit	1	0,81	Race set	1	0,81
House	2	1,63	My toys	1	0,81	Frog	1	0,81	To egg	1	0,81
Animal	2	1,63	Bicycle	1	0,81	Bird	1	0,81	Soft doll	1	0,81
Human	2	1,63	Monster	1	0,81	Box	1	0,81	Something soft and hard	1	0,81
Monkey	2	1,63	Fun little thing	1	0,81	Match	1	0,81			
The thing necessary for playing	2	1,63	Elif	1	0,81	Source of happiness	1	0,81			
Toy motorcycle	2	1,63	Play house	1	0,81	My friend Nehir	1	0,81			
									Total	123	100

When the metaphors that the children likened are examined it is determined that they produced totally 57 metaphors. The frequently used metaphors are "toy car" (28) and "play games" (10). Apart from this "doll, entertainment, Barbie, dinosaur, robot, happiness, teddy bear, house, animal, human, monkey,

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the things necessary for playing games, toy motorcycle, stone, Transformers, airplane and star” are metaphors produced by at least two children. Except this, 38 metaphors were produced by only one student. It is seen that the children associate toys, mostly with toy cars and game playing metaphors.

Table 2. The Investigation of Metaphor Groups According to Gender

Group	Gender	Metaphor (frequency)	f	Metaphor (frequency)	Meta- phor number	Total Meta- phor Fre- quency	Percent
Object	Female	Doll (8), Barbie (4), toy car (2), teddy bear (2), to my toys, entertaining little thing, something beautiful, ping pong ball, robot, to durable stuff, plate, top, soft toy, something soft and hard	14	Toy car (28), doll (8), Barbie (4), robot (3), toy motorcycle (2), stone (2), Transformers (2), teddy bear (2), things necessary for playing (2), mom’s belongings, something real, something complicated, box, race set, to my toys, something little thing, something beautiful, ping pong ball, to durable stuff, plate, ball, soft doll, something soft and hard	23	67	54,5
	Male	toy car (26), toy motorcycle (2), robot (2), stone (2), Transformers (2), the thing necessary for play(2), mom’s belongings, something real, something complicated, box, race set	11				
Activity	Female	Entertainment (3), play house, work, playing games(5), share, climb	6	Playing games(10), entertainment (5), match, play house, work, learn, share, climb	8	21	17,1
	Male	Entertainment (2), match, playing games (5), learn	4				
Animal	Female	Horse, butterfly, frog, bird, monkey	5	Dinosaur (3), monkey (2), animal (2), horse, butterfly, frog, bird	7	11	8,94
	Male	Dinosaur (3), animal (2), monkey	3				
Vehicle	Female	bicycle, train	2	Plane (2), ambulance, helicopter, bicycle, train	5	6	4,88
	Male	Plane (2), ambulance, helicopter	4				
Human	Female	Elif, real baby, human, to my friend Nehir	4	Human (2), Elif, real baby, to my friend Nehir	4	5	4,07
	Male	Human	1				
Loca- tion	Female	House, sand pit	2	House (2), sand pit, India	3	4	3,25
	Male	House, India	2				
Feeling	Female	Happiness (2)	2	Happiness (2), source of happiness	2	3	2,44
	Male	Source of happiness	1				
Space con- cepts	Female	Star	1	Moon, star (2)	2	3	2,44
	Male	Moon, star	2				
Food	Female			Egg	1	1	0,81
	Male	Egg	1				
Plant	Female	Tree	1	Tree	1	1	0,81

	Male						
Mon-ster	Female		1	Monster	1	1	0,81
	Male	Monster	1				
Total Metaphor Number						123	100

When the grouping of the metaphors was produced and examined according to gender, it is seen that 14 of the girls, 11 of the boys in other words 55% of the children characterize one object; 6 of the girls, 4 of the boys which means 17% of the children one activity; 5 of the girls, 3 of the boys which means 9% of the children, one animal; 2 of the girls, 4 of the boys which means 5% of the children, one vehicle; 4 of the girls, 1 of the boys which means 4% of the children, one human; 2 of the girls, 2 of the boys which means 3% of the children, one location; 2 of the girls, 1 of the boys which means 2% of the children, one feeling; 1 of the girls 2 of the boys which means 2% of the children, space concepts; 1 of the boys which means 1% of the children, one food; 1 of the girls which means 1% of the children, one plant; 1 of the girls, 1 of the boys which means 1% of the children characterized toy, as a monster. When the metaphors were grouped it was determined that the first group, in which the most metaphors took place, were objects and the second group was the activity.

Table 4: Categories and the Metaphors in the Categories

Category	Group	Gender	Metaphor (Frequency)	Metaphor	All Metaphors in the Category	Metaphor Number	%
The things loved and the events that make happy	Object	Female	Doll (2), Barbie(2), Teddy, Something Beautiful, Toy Car	Doll (2), Barbie (2), Teddy, Something Beautiful, Toy Car (12), Robot, Race Set	Toy Car (12), Doll (2), Barbie (2), Playing Games (2), Dinosaur (2), Teddy Bear, Something Beautiful Robot, Race Set, Horse, Butterfly, Frog, Monkey, My Friend Elif, My Friend Nehir, Sand Pit, India, Source of Happiness, Bicycle, Plane	35	35
		Male	Toy Car (11), Robot, Race Set				
	Activity	Female	Playing Games	Playing Games (2)			
		Male	Playing Games				
	Animal	Female	Horse, Butterfly, Frog, Monkey	Dinosaur (2), Horse, Butterfly, Frog, Monkey			
		Male	Dinosaur (2)				
	Human	Female	My Friend Elif, My Friend Nehir	My Friend Elif, My Friend Nehir			
	Location	Female	Sand Pit	Sand Pit, India			
		Male	India				
	Feeling	Male	Source of Happiness	Source of Happiness			
	Vehicle	Female	Bicycle	Bicycle, Plane			
		Male	Plane				
It Stands for	Animal	Male	Dinosaur	Dinosaur	Playing Games	17	17

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Necessity	Activity	Female	Entertainment, Work, Playing Games (3)	Entertainment, Work, Playing Games(5), Learn	(5), Toy Car (3), Entertainment, Work, Learn, Toy Motorcycle, The Thing Necessary for Play, Doll, Something Soft and Hard, Egg, Dinosaur		
		Male	Playing Games (2), Learn				
	Object	Male	Toy Car (2), Toy Motorcycle, The Thing Necessary for Playing	Toy Car (3), Toy Motorcycle, The Thing Necessary for Play, Doll, Something Soft and Hard			
		Female	Toy Car, Doll, Something Soft and Hard				
	Food	Male	Egg	Egg			
It Stands for Reality	Object	Male	Toy Car (3), Something Real, the Thing Necessary for Play, Robot, Stone (2), Durable Stuff	Toy Car (3), Robot (2), Stone (2), Something Real, The Thing Necessary for Play, Durable Stuff, Doll	Toy Car (3), Robot (2), Human(2), Stone (2), Something Real, The Thing Necessary for Play, Durable Stuff, Doll, Animal, Real Baby	15	15
		Female	Doll, Robot				
	Animal	Male	Animal	Animal			
	Human	Male	Human	Human (2), Real Baby			
		Female	Human, Real Baby				
Provides Entertainment	Activity	Female	Entertainment (2)	Entertainment (5), Playing Games	Entertainment (5), Playing Games, Doll	7	7
		Male	Entertainment (3), Playing Games				
	Human	Female	Doll	Doll			
It Stands for Beauty	Object	Female	Barbie	Barbie	Barbie, Happiness (2), Toy Car (2), Doll	6	6
	Feeling	Female	Happiness (2)	Happiness (2)			
	Object	Male	Toy Car (2)	Toy Car (2), Doll			
		Female	Doll				
It Stands for Possession	Object	Female	Teddy Bear	Toy Car (2), Teddy	Toy Car (2), House (2), Animal, Teddy	6	6
		Male	Toy Car(2)				
	Location	Female	House	House (2), Animal			
		Male	House, Animal				
It Stands for Attraction	Plant	Female	Tree	Tree	Tree, Moon, Star (2), Match	5	5
	Space concepts	Male	Moon, Star	Moon, Star (2)			
		Female	Star				
	Activity	Male	Match	Match			
Feels Like an Imaginary Hero	Object	Female	Barbie	Barbie, Transformers (2), Toy Car	Barbie, Transformers (2), Toy Car, Monster	5	5
		Male	Transformers (2), Toy Car				
	Monster	Male	Monster	Monster			
It Stands for Sharing	Activity	Female	Share	Share	Share, Ball	2	2
	Object	Female	Ball	Top			
The Things Desired	Vehicle	Male	Helicopter, Plane	Helicopter, Plane	Helicopter, Plane	2	2

					Total	100	100
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As seen in the table, among 100 metaphors produced by the 123 children who gave reasons, 35 of them which means 35% perceived toy as "It stands for the things loved and the events that make happy", 17 of them which means 17% as "It stands for necessity", 15 of them which means 15% as "It stands for reality"; 7 of them which means 7% as "Provides entertainment"; 6 of them which means 6% as "It stands for beauty"; 6 of them which means 6% as "It stands for possession"; 5 of them which means 6% as "It stands for attraction"; 5 of them in other words 5% as "Feels like an imaginary hero"; 2 of them which means 2% as "It stands for sharing" and 2 of them which means 2% perceived toys as "It stands for the things desired". The metaphors constituted were evaluated in 10 categories in accordance with the answers the children gave to the reasons of their likening. These categories were determined respectively as "It stands for the things loved and the events that make happy", "It stands for necessity", "It stands for reality", "Provides entertainment", "It stands for beauty", "It stands for possession", "It stands for attraction", "Feels like an imaginary hero", "It stands for sharing", and "It stands for the things desired". All these categories stand for positive perceptions.

According to these categories the reasons the children gave to the metaphors they produced are exemplified below.

The metaphors and the reasons in the category of "It stands for the things loved and the events that make happy":

"Toy, is like a horse, because riding a horse is beautiful" (G5, 5 years old).

"Toy, is like a game, because children like games" (G24, 5 years old).

"Toy, is like a toy car, because I like cars very much" (B62, 5 years old).

"Toy, is like a toy car, because playing with a car is beautiful" (B66, 5 years old).

"Toy, is like playing games, because it takes away our boredom" (B104, 6 years old).

"Toy, is like a plane, because I like planes" (B74, 5 years old).

The metaphors and the reasons in the category of "It stands for necessity":

"Toy, is like a work, because playing with toys is my work" (G81, 6 years old).

"Toy, is like learning, because we learn by plays" (B119, 6 years old).

"Toy, is like egg, because it is very necessary" (B123, 6 years old).

"Toy, is like playing games, because there wouldn't be games without toys" (G22, 5 years old).

"Toy, is like entertainment, because if toys didn't exist the world would be boring" (K78, 6 years old).

"Toy, is like a dinosaur, because toys make strong" (B97, 6 years old)

The metaphors and the reasons in the category of "It stands for reality":

"Toy, is like a human, because their faces are just like humans" (G18, 5 years old).

"Toy, is like a baby, because it looks like a baby" (G32, 5 years old).

"Toy, is like a robot, because they do lots of things like robots" (B120, 6 years old).

"Toy, is like a stone, because it is hard" (B70, 5 years old).

"Toy, is like a real baby, because real babies look like toys" (G79, 6 years old).

The metaphors and the reasons in the category of "Provides entertainment":

"Toy, is like entertainment, because when I'm playing I have fun" (G13, 5 years old).

"Toy, is like entertainment, because we wouldn't have fun without toys" (B43, 5 years old).

"Toy, is like entertainment, because we have lots of fun" (G77, 6 years old).

"Toy, is like entertainment, because we have fun" (B98, 6 years old).

"Toy, is like a doll, because it is fun" (G89, 6 years old).

"Toy, is like playing games, because it is very fun" (B105, 6 years old).

The metaphors and the reasons in the category of "It stands for beauty":

"Toy, is like a Barbie, because we can play very beautiful games" (G8, 5 years old).

The metaphors and the reasons in the category of "It stands for possession":

"Toy, is like a house, because I have a doll house" (G16, 5 years old).

"Toy, is like an animal, because I have a toy animal" (B46, 5 years old).

"Toy, is like a toy car, because I have a lot of cars" (B57, 5 years old).

The metaphors and the reasons in the category of "It stands for attraction":

"Toy, is like a star, because it is shiny as stars" (G94, 6 years old).

"Toy, is like a star, because stars are attractive as toys" (B122, 6 years old).

"Toy, is like a match, because I want it" (B51, 5 years old).

The metaphors and the reasons in the category of "Feels like an imaginary hero":

"Toy, is like a Barbie, because it is not like a monster" (G11, 5 years old).

"Toy, is like a car, because you can make Spider Man has a car" (B60, 5 years old).

"Toy, is like Transformers, because it is my favourite character" (B72, 5 years old).

The metaphors and the reasons in the category of "It stands for sharing":

"Toy, is like a ball, because we can play with my sister/brother" (G35, 5 years old).

"Toy means sharing because if we don't share the toy we can't play" (G91, 6 years old).

The metaphors and the reasons in the category of "It stands for the things desired":

"Toy, is like a helicopter, because I will be a soldier and soldiers get on a helicopter" (B47, 5 years old).

"Toy, is like a plane, because I always see it in my dreams" (B73, 5 years old).

Discussion

The purpose of this study is to reveal the perceptions of children, aged 5-6, who attend preschool education, of toys through metaphors. When the metaphors which the children, aged 5-6, associated the toys, it is determined that in total 57 different metaphors were produced - and the most frequently used metaphors were "toy car" (28) and "playing games" (10). Studies regarding similar findings take place in literature reviews. Within the research, it is stated that dolls and foodstuffs are preferred by girls and toys like car, truck and weapon are preferred boys - and they choose to play with them (Dinella, Fulcher and Weisgram, 2014; Bağçeli Kahraman and Başal, 2011; Arıkan and Karaca, 2004; Erdoğan, 1999; Gökkaya, 1994; Pomerleau et.al, 1990). Within the study, as performed by Adak Özdemir and Ramazan (2012), it is seen that when the children were asked, "What is a toy?" the first two toys which came to mind were "car" and "doll". Also in their definition for toys, it is seen that the statements "game tool" and "being beautiful-fun" took first place.

When the metaphors are grouped, it is observed that the first group, in which most metaphors took place, was "object" and the second group "activity". It is seen that toys are perceived as objects. In literature, the information that toys are fundamental materials of games is observed (Tuğrul and arkadaşları, 2014; Oktay, 2000; Aral, 2002; Yavuzer, 1999; Tezel Şahin, 1993). It is

also seen that toys are perceived like activities. It is stated that toys are mostly used during the play activities by preschool teachers and for other activities, apart from play, toys were not utilized (Giren & Durak, 2015).

The metaphors constituted were evaluated in 10 categories, in accordance with the children's responses as to the reason for their preferences. According to these categories, the toy concept is perceived by preschool period children as, "It stands for the things loved and the events that make happy", "It stands for necessity", "It stands for reality", "Provides entertainment", "It stands for beauty", "It stands for possession", "It stands for attraction", "Feels like an imaginary hero", "It stands for sharing", and "It stands for things desired" according to the order of the metaphors included. All these categories stand for positive perceptions.

The perception of "It stands for the things loved and the events that make happy" is stated at the highest level. Giren and Durak (2015) stated that play is an activity which gives joy and pleasure, toys are the materials that provide this joy and pleasure, and while the children are playing they are satisfied in terms of social and emotional aspects.

The perception of "It stands for necessity" is in the second rank. "It stands for reality" perception is placed third. Researchers, such as Ak (2006) and Kaya (2007), stated that children have lot of fun seeing the realistic details which reflect life in toys, transferred into the adults' world; through toys, they adapt the experiences they had from here to their own lives.

The perception of "Provides entertainment" takes fourth place. Ege-men, Yılmaz and Akil (2004), state that the best toy for children is the toy they want to play with repeatedly and provides them the opportunity to play and have more fun. Kaya (2007) states that toys and games comfort children emotionally, providing them a good time and solve their problems.

The perceptions of "Feels like an imaginary hero" and "It stands for the things desired" were stated, by the children, on a few occasions. According to Jackson (2001), a toy is the best way that children express who they are, their tendencies, development, the things they want to develop, their truth, and the things they want to come true. Wolfgang (2004), states that children express their thoughts and feelings using toys and objects in symbolic games, which they start to play aged 2 or 3. In the research carried out by Giren and Durak (2015), preschool teachers stated that children use toys in order to express their feelings, thoughts, desires, dreams and sadness. Kaya (2007), states that by the help of toys, children's imagination and creativity and also their thinking and

problem solving skills develop. Egemen, Yılmaz and Akil (2004) depicted toys as a bridge, of which one footing is in the imaginary and the other in the real world - they point out the place of toys in the emotional world of children.

The perception of "It stands for sharing" was also stated by the children. Taylı (2007) determined that the children, aged 5-6, who attend preschool, prefer collective games and then in order; cooperative, alone, effortless, spectator behaviour, and parallel play. Their playing games together means they share lots of things. Koçyiğit, Tuğluk and Kök (2007), stated that children learn the social rules and requirements during games in the easiest and most harmless way; the behaviours like waiting their turn, sharing, respecting other's rights, protect their rights and belongings, respecting rules and restrictions are acquired during games.

Conclusions and Recommendations

The metaphoric perceptions of children, aged 5-6, concerning toy were investigated and it was seen that the children related toys to "toy cars" and playing games. As a result of the research, it was determined that children, aged 5-6, mostly perceived toy as, "The things loved", and events which made them happy.

When parents buy toys for their children, they must consider toys which the children like most and will be happy playing with. Preschool teachers must include toys and games within their classrooms to make education more effective. Teachers must chose toys that are loved and make the children happy, develop sharing and imagination, entertaining, and realistic - as the training material they will include in the education process.

Teacher and parents must observe the children while they play games with toys, in order to get more information about their interests and personalities. The corners that the children play games, their roles in the games, the materials they use, are the best clues for educators and parents to understand the children. Parents and teachers, who observe the children's games and the types of toys use in their games, can identify the children's problems and in this way, help them solve their problems.

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