An Analysis of Dress up Games Played by Preschool Children on Smartphones**

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The main aim of this research is to examine whether the dress-up games played by preschool children are appropriate for the age and development level of those children. For this purpose, the 5 top downloaded games in the market are reviewed and 22 academians have formed the working group. Case study model was used in this study. For this purpose, first of all each frame of the games was recorded by taking a screenshot. Then these squares were examined with professional and in this context, five subject areas have been identified. Subject area defined as character analysis, visual elements, sound, development areas, and given messages. A graded scoring key has been developed for each of these subject areas. This grading key was graded by 22 academician and emergent result was analyzed. Spss program was used for the analysis of graduated scoring keys. When the results of the graded scoring keys applied in the study are analyzed, it is seen that the dressing games examined have positive and negative effects for preschool children. Certainly, it is not possible to limit these effects to completely positive or completely negative. But as a result of the study, it has been determined that there are some parts of dressing games that are not suitable for the age and development of preschool children. For this reason, it has been observed that games should be improved and reconstructed for preschool children. However, there are consensus and contradictions among the academics regarding the 5 subject areas examined. Therefore, increasing the detailed studies on the current subject can be suggested to the researchers.

Keywords: Virtual game, Preschool children, Smartphone, Dress up games, Game and education

INTRODUCTION

The pre-school period is the most critical years of human life, covering the age between 0-6 years. This period can be thought of as a body skeleton because the experiences of this period are the basis of children's lives. The beginning center of personality characteristics is the pre-school period. This period is also the starting point for children's sensory, cognitive and social development. The best experiences of every phase of the period ensures the best and most appropriate life in adulthood. (Ekici, 2010).

The entire life of the child in the preschool period consists of the game. The child even thinks of his daily actions as a game. It should not be forgotten that children have high interest in different stimuli with in that period. For this reason, colorful and audible tools such as tablets, smartphones, computers which the pre-schoolchildren meet during the interaction with environment attract their attention pretty much. The addition of the game function with emerging technologies to these already engaging tools has enabled these vehicles to be the center of attention of preschool children. It is necessary to behave cautiously and consciously since it is not possible to keep away from the tools that attract the attention of children who are not fully aware of their wishes and needs and who need adults in many ways.

In parallel with the developments in information and communication technologies, virtual (digital) games that have begun to become increasingly widespread in the lives of people have brought about new discussions and different perspectives on our daily life. This situation, which is generally described as internet and technology addiction, is called online gaming addiction when it comes to virtual games. It is seen that this situation occurs more frequently especially for early childhood children. As a natural consequence of this situation, a giant gaming industry has been formed (Koç, 2017).

Many manufacturers are currently in the gaming industry to produce games that will appeal to children of all ages and all kinds. In this sense, it is seen that popular computer games have been replaced by tablets and smartphones in the last century (Turkish Statistical Institute [TÜIK], 2016). By using these tools, it is very important that children have the opportunity to play virtual games at any time. This period has an important place in the development of all kinds of stimuli in children's lives. The importance of the games they play with smartphones at any moment is due here.

There are many types of games that can be downloaded over the Internet to smartphones and tablets. When the number of downloads of the games is taken into account, it has been noticed that the most remarkable ones are the dress-up games among all games. The fact that these games are played by children makes the question of whether the content of the games is suitable for children. These games, which can be easily accessed by children, may have benefits to children, as well as those that contain threatening elements.

The lack of expert support in the production phase of virtual games and the failure to undergo any control before meeting the player meanwhile the easiness to reach these games on the Internet, and now the games being a significantitem of economic profit make these games remarkable (Vahid, 2016). The fact that preschool children do not read and write makes them vulnerable to threats. At this point, parents are expected to have a great role and make the accurate guidance. It is hoped that this work will benefit the parents in this orientation process.

Preschool and virtual game

In the form of the United Nations Convention on Children's Rights, people between the ages of 0-18 years are referred to as children. "Preschool children" is a definition used for children between the ages of 2-6. In the preschool period, the child is in pursuit of winning daily life skills. The "imitation" of everything observed and determined by the adults or role model rule is the most prominent characteristic of this period. As days pass, children begin to explore the environment and the relationships with friends gain importance. Although they direct attention to various stimuli, children cannot keep their attention at a certain point for a long time. Preschool period is one of the periods when rapid developments occur in the lives of children. For this reason, even months have great importance in child development (Yavuzer, 2007).

In today's terms, preschool children have a wide range of tools to reach virtual games. Touch screen devices in the access of computers, laptops, tablets, phones, etc can be counted at this point. With these devices, children can play instructional games, as well as unconscious games may cause negative consequences. The internet is a network of communications that can exceed the boundaries of the world.

Pre-school children using smart devices with Internet access need to be monitored and examined while playing various games on the Internet. Because when used for useful purposes, the internet network will return to harm if this benefit is not controlled. At the same time, spending too much time on mobile devices or these devices themselves maycause to disrupt family relationships and make way for domestic unrest. (Sezgin & Tonguç, 2016). Technological tools should be approached with caution in this regard.

Computer and smart devices can also be used as a teaching tool and learning material before school. Mobile devices can be assessed just like computers for preschool children (Uşun, 2013). Many preschool mobile education software can be produced. What is significant at this point is that the pre-school mobile education software should have the quality to support all the developmental areas of children. (Özgüven et al, 2002).

Dress up games

Although playing video games is one of the most popular leisure activities among children and adolescents, in large-scale surveys investigating their acting habits, young men are high in number in the player population. While reports published by the gaming industry claim that the number of female players is growing, academic research indicates that the number of girls playing video games is less and will continue in this way. In addition, research reveals that most of the girls are likely to drop video games in early adolescence, where most men continue.

When "gender differences" in the games is also examined according to the preference of the game genre, the games that succeed in pulling the girls, even after the age of 12 are called pink games. These pink games are the games that include social game items such as cooking, dressing and makeup games and targeting girls. According to the social role theory, these pink games provide an opportunity for girls playing games to be identified with the game character. In pink games, it is assumed that gender depictions are intrinsic to the character of the game as part of individuals' self-concept. This description can be defined as a fashion model in the current case, feeling of being an important person in the game (Van Reijmersdal et al, 2013).

Mattel's Barbie fashion designer is a classic example of a successful pink game. The most familiar name of dress-up games was produced by Barbie Mattel in the 1970 and presented to the market. He has been subjected to many criticology since the game was presented. It has been known that Barbie came in for criticism on the subjects of formed from pure beauty and clearly representing femininity, having body measurements that a woman cannot have in normal standards, giving a cause for sexual desire and decreasingthe value of a woman's figure into a meta. Thereupon Mattel has diversified Barbie's mostly criticized body type. But Barbie has never been a character who has physical characteristic defined negatively as a large or trapezoidal nose, a stained skin, a bucket of ears, a hairy body and a buckedtoothed. Barbie is never ugly but she is always beautiful. The question of "is it necessary for Barbie to be ugly?" to strengthen the current position of the woman in the community and glorify the woman is also needed to be debated. But this adventure, which started with Barbie, has helped to symbolize many cartoon heroes and different characters, and these characters have been replaced in dress-up games today (Tatar, 2016).

As it is seen, dress-up games without a very old history are one of the most popular pink games today. Having the most downloaded game feature on the Internet by children has made these games the subject of the work. Below are detailed review of 5 different dress-up games that have been downloaded over ten million. The visuals of each frame of the games and descriptions of these visuals are included.

The Current Study

This study was planned to determine whether the most downloaded dress-up games for smartphones are appropriate for the age and development of preschool children. In this context, the sub-objectives of the research are:

1. Study the suitability of dress up games for preschoolers age and development (cognitive field, psychomotor area, social-emotional area and self-care skills).

2. Examine the suitability of dressing games for preschool children in terms of visual elements.

3. Examine the characteristics of characters in dressing games.

4. Examine the developmental aspects of the music playing in the background of dressing games.

5. Examine messages given in garment games.

METHOD

Research Model

The study is a qualitative study and the case analysis is used as a method. This method has been chosen in order to investigate in-depth analysis of the dress-up games in which preschool children play most with smartphones and to analyze both the analysis process and a valid case study by collecting comprehensive and systematic information.

Participation

In the study, academicians were identified as the study group. Largest universities located in seven geographical regions of Turkey for the selection of scholars is preferred. Universities have been determined as long as they have instructors in the education faculties preschool education department, classroom teaching department, education program and teaching department, psychological counseling and guidance department and communication faculties, new media and communication department and radio television and cinema departments. Graded scoring keys prepared by communicating with these academicians were sent and their opinions about the research were obtained. The number of academicians who are graded scoring keys is as follows; 5 from the southeastern region, 6 from the south-east region, 3 from the central Anatolia, 4 from the marmara region, 2 from the eastern Anatolia, 1 from the Mediterranean region and 1 from the Aegean region and 22 from the Aegean region.

Instruments

In the study, 5 different grading keys have been developed to be applied to 22 academicians specialized in their field. A graded scoring key is a scoring tool that lists the criteria (dimensions to be measured) for each study and shows what to do in the study (Kutlu & Aslanoğlu, 2003).

When developing the keys, firstly the existing documents were examined. Many sources such as books, journals, published and unpublished theses, articles and sites on the internet have been examined. Each stage of five different games, which were downloaded over million from garment games, were examined separately and each frame of the games was analyzed. A subject from the department of new media and communication design in the Faculty of Communication at the University of Nineteen May and 5 subject areas of the graded scoring keys were determined. These subject areas are areas of development, visual elements, character analysis, play music and messages. The graded scoring keys for each subject area are created with experts in the subject areas. For this purpose, the areas of development are examined with the preschoolers and guidance counselors for the graded scoring key, the visual elements for the visual scoring key with the painting teacher, the character analysis for the scoring key with the body language expert and the hearing impaired, with the music teacher for the examination of the score of the music, The communication faculty was interviewed with new media communication design teachers. As a result, graded scoring keys with grades 1 to 10 of 10 items emerged

in 5 subject areas. Finally, the substances were examined and submitted to the approval of the relevant field experts for expert confirmation. As a result of the investigations, necessary adjustments have been made on the items and finalized.

For the pilot application of graded scoring keys, 2 preschool teachers, 2 art teachers, 2 music teachers, 2 body language experts and 2 mentors were applied. The consistency between the findings obtained was found to be sufficient. In this process, the validity and reliability of the graded scoring keys were determined and found suitable for the study.

In order to provide validity and reliability in this research, the subject studied was examined as a whole and additional techniques such as participant confirmation, peer confirmation, expert review were used to validate the obtained data. During the study, impartiality was tried to be preserved and the data were kept meticuolusly. The pilot scoring was applied to 10 different subject area experts. As a result of this study, the consistency between the questionnaires was found to be high.

Data Collection

Data collection was started in February 2018. For this purpose, 57 academicians working in education and communication faculties of 19 universities from seven geographical regions were sent graded scoring keys via e-mail. At least one person from each region and in total 22 academicians were contacted and the graded scoring keys were applied. The data were collected by the researcher. Confidentiality is based on at the stages of data collection and storage.

Data Analysis

In this study, which is planned to reach the data by using graded scoring keys and expert evaluations, the content analysis technique was used to analyze the data. The results are expressed in this way. As Yıldırım and Şimşek stated in their studies, in order to provide clarity and simplicity with the analysis, results obtained in qualitative resources can be indicated quantitatively. Therefore the graded scoring keys results were expressed in this way. For this reason, these techniques were used in the study to examine and analyze the games closely. The results of the graded scoring keys applied to 22 academicians to clarify the findings were evaluated with SPSS program and expressed in quantitative data.

Trustworthiness of the Study

In qualitative research, the validity measurement tool is the correct measurement of the phenomenon that it aims to measure. While obtaining the results of the research, the adequacy of revealing the reality of the situation studied and the adaptation of the obtained results to similar situations are related to validity. Reliability is the repetition of the research results and whether other researchers can achieve the same results using the same data (Yıldırım & Şimşek, 2008). In this research, the subject studied was examined as a whole to ensure validity and reliability. Additional techniques such as participant confirmation, colleague confirmation and expert review were used to confirm the data obtained. Each stage of the questionnaire was continued with expert opinions. A large number of reliable domestic and foreign sources were used to clarify the issue. Neutrality tried to be maintained during the study and the data obtained has been carefully stored. The questionnaires were applied to 5 different subject area of experts and a pilot study was conducted. As Yıldırım and Şimşek (2008) stated in their work, the findings obtained in qualitative studies can be stated in quantitative terms to provide clarity and convenience to the analysis. Therefore, graded scoring key results were evaluated with the spss program. As a result of this study, the consistency between surveys was found high.

Ethics Committee Permit Information

In this study all the rules stated in the "Higher Education Institutions Scientific Research and

Publication Ethics Directive" were followed.

Name of the Board Performing Ethical Evaluation: Ondokuz Mayıs University Social and Humanity Sciences Ethics Committee

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FINDINGS

The findings of the grade scoring key for the suitability of the dressing games for preschool children age and areas of development are given in Table 1.

Table 1.

Area of Development Review Key Table

	Area of Development Review Key Table	X
1	Dressing games contribute to the cognitive development of children as they consist of different stimuli.	5.90
2	Dress up games allow children to recognize and focus on the situation that needs attention.	6.45
3	Develops achievement such as matching, comparison and grouping.	7.13
4	Dress up games allow children to recognize symbols.	7.45
5	It allows children to learn the part-whole relationship.	7.40
6	Improves the ability to read visual materials.	6.77
7	Allows children to develop writing awareness.	5.45
8	Dress-up games improve hand-eye coordination of children.	6.22
9	Dress up games help children acquire basic dressing skills.	5.13
10	Dress up games allow children to motivate themselves to complete a task.	5.81

When Table 1 is examined, it is seen that 4th and 5th items get the highest score. Accordingly, it can be said that dressing-up games allow children recognise the symbols and teach them to establish a part-whole relation. Also, there is consensus in Articles 3, 6 and 8; It can be said that garment dressing games contribute to the cognitive skills of children and improve their attention while contributing to hand eye coordination. Besides, it is seen that these games provide literacy awareness in children, improve hand-eye coordination and give them the ability to finish the job. However, it is seen that dressing games do not contribute to the children's basic dressing skills.

The examination findings of the dress up games for preschool children in terms of visual elements are shown in Table 2.

Table 2.

Visual Elements Review Key Table

	Visual Elements Review Key Table	X
1	The use of pink and purple in dress up games keeps children's attention in the game for a long time.	5.45
2	Only five colors are used to keep children's attention alive.	4.90
3	Although yellow is a distracting color, it does not tire children's eyes in terms of the places it is used in the game.	5.59
4	The use of purple in the game does not have a purpose to reveal negative feelings of children such as authority, position and fame in childhood.	5.72
5	Each change made to the character coming with a magical touch contributes to the development of children's imagination.	4.68
6	The presence of different concepts of character in dress up games supports children's creativity.	5.04
7	The use of precious stones in jewelry used in games does not create negative emotions (such as inaccessibility) for children.	6.90

8	The use of blue and green in places in the game gives children calmness.	5.36
9	In the games, the character's use of hair care tools in the hair selection section allows children to recognize the tools used in.	5.63
10	Dress up games are suitable for preschool period in terms of visual elements.	5.81

When Table 2 is examined, it is seen that the highest scores in the evaluation of the visual elements of the dress up games by the experts are in the 7th article. From this point of view, it can be said that there is a consensus that dress up games have negative effects in terms of luxury on children. According to the 5th item with the lowest score, there are ideas that the magic elements used in games do not support children's imagination. In general, it can be said that the scoring is moderate in the key to the visual elements.

The examination findings of the dress up games for preschool children in terms of character analysis are shown in Table 3.

Table 3.

Character Analysis Review Key Table

	Character Analysis Review Key Table	**X**
1	In this type of games, unchanging hair and eye color of the character does not create a constant perception of beauty in children.	3.40
2	The body size of the character in the dress up games are realistic.	2.50
3	The smooth face of the characters does not make the children feel bad.	8.09
4	The fact that the body size of the characters are too smooth to be true does not cause problems for children with weight problems.	2.90
5	Characters' clothes are the clothes that children see in daily life.	3.00
6	The fact that all the shoes of the characters have heels and the characters' standing on the finger tip seven when they don't wear shoes does not serve as a negative model for children.	8.77
7	The character's body postures and the body language caused by it.	5.90
8	It is a positive situation for children that the character comes dressed in the beginning of the game.	6.95
9	The absence of short hair in the hairstyles for the character in such games may awaken the idea that long hair is beautiful for children.	7.54
10	Adding an eye mask to the character in Barbie magical fashion dress up game does not cause any confusion in the children's minds.	6.36

According to the data in Table 3, dressing games constitute a constant perception of beauty in preschool children. In addition, the fact that the body size of the characters in the game is not real and the characters' skin is too smooth or overweight characters do not exist in the game can cause players feel unwell about themselves. The inappropriateness of the clothes for daily life in the games and the character's standing at the fingertips can be a bad example for children. It can be said that there is a consensus that the characters' postures contain sexual messages.

The results of the graded scoring key to examine the effects of music playing in dress up games for preschool children are shown in Table 4.

Table 4.

Game Music Review Key Table

	Game Music Review Key Table	**X**
1	The explanation of the games by an external voice at the beginning of the games facilitates the adaptation of children to the game.	5.90
2	Magic sounds added to the game excite and happy.	6.60
3	The music used in the games is suitable for preschool children.	5.60

4	Choosing up beat musiz in the dress up games make it easy for children to adapt to the game.	7.09
5	The use of different music in different parts of the games is useful for attention gather attention.	7.09
6	The continuation of the external sounds in the games during the game makes the children feel safe.	5.40
7	The new arrangements made to the character make the children happy by congratulating the player with the external voice or applause.	7.04
8	The outer sound used in dressing games has intonation and accents suitable for preschool children.	6.18
9	Playing the same up beat music at the beginning and end of the games does not give children the feeling of starting the game continuously.	5.81
10	Music in the games supports children's ear education.	5.00

When Table 4 is examined, it is seen that expert scores are high in the 4th, 5th and 7th items in the game music key. From this point of view, it is seen that the music in the dress up games attract the attention of the children at one point and enable the children to adapt to the game. Besides, it can be told that it is a favourable situation forpreschool children to be supported with applause when they succeed In general, it is seen that expert opinions are not clearly differentiated as low or high in terms of game musics.

The findings of the graded scoring key examining the messages given in the dress up games are given in Table 5.

Table 5.

Games Messages Review Key Table

	Games Messages Review Key Table	**X**
1	Dress up games are not a game that encourages children to become princess by isolating them from normal life.	7.04
2	Dress up games include correct judgements about the concept of beauty for children.	2.81
3	Dress up games do not create a positive perception of the makeup of children at an early age.	7.90
4	The games are not intended to accustom children to the normality of wearing high heels and graceful movement at their fingertips.	8.00
5	Some games contain magic and magic concepts and shapes that support children's imagination.	4.54
6	The characters not speaking at all in the games and then appearing on the stage creates a positive female figüre for children.	2.68
7	Dress up games support children's gaining respect for differences.	3.95
8	The similarity of dresses, hair style sand shoes in the games does not cause children to be monotype.	7.72
9	Although the body size of the characters are not suitable for real life, children are aware of this and there is no negative situation.	8.36
10	The fact that there are not many objects in the games similar to real life enriches children's imagination.	2.95

When Table 5 is examined, it is seen that the scores made are higher in the 4th and 9th items and lower in the 2nd and 6th items. It can be said that dress up games lead children to become princesses. At the same time, it was stated by the experts that the games contain the wrong judgments about beauty and makeup, that the characters dress up and dress up without any speech and that they can create a false perception of women in children, that the body sizes of the characters are inconvenient for children and that these games do not contribute much to the children's imagination.

As a result of the scoring performed by the experts, it can be said that the suitability of dressing games for preschool children is controversial.

DISCUSSION, CONCLUSION AND SUGGESTIONS

Dressing games are especially popular among preschool children. It is not possible to clearly determine the positive and negative effects of dress-up games on children in this period. For this reason, it is aimed to examine the games with the academicians who are experts in the field of research in detail and to create a general framework about the games and their effects. At this point, the results obtained from the research are discussed in sub-headings.

Age and Development

In the study, it was determined that there is a common view on garment dressing games that they contribute to the cognitive development of pre-school children, improve the irattention and provide literacy awareness. In the field of psychomotor development, children develop hand-eye coordination; in the social-emotional domain, there are some observations that children have the ability to finish the work they have started. Participants were not able to establish a high relation with clothing dressing games and gaining basic dressing skills. Bayeck's (2016) study with African students showed that learning was possible through video games. It was stated that learning would be achieved with factors such as peer support, interest, common purpose and academic orientation. Özgüven et al. (2002) stated that what is important in preschool mobile educational soft ware is that they should be supportive in all developmental areas of children. As seen in the five garment dressing games examined, it is seen that these positive effects of these games on cognitive, psychomoric and self-care development areas of children overlap. It can be said that clothing dressing games, which are frequently played by children in preschool period, will contribute to the development areas and support the development when planned correctly.

Visual Elements

It was seen that there was disagreement between the participants in this sub-purpose where the garment dressing games were examined for the pre-school children in terms of visual elements. Especially, it is seen that there are high scores in the game that precious jewelry used in games can create a feeling of inaccessibility for children. Alıcı (2014), in the study of cartoons made such inferences that main charactersevokeadmiration for secondary characters and giveen couragement to them by using latest fashioned technological objects, cars and houses, it is demonstrated as if a magical world's door was opened when ever they buy a valuable object and they direct people's attention to having personal statue, creating difference among others and seeking for innovation in accordance with the consumer society. These inferencess upport the results of the study in this aspect. This case has been observed especially in the games of 'Barbie Magical Fashion Dress' and 'Star Girl'.

It is seen that pink color is used in almost every game in this sub-purpose where the colors in the games are examined. Bayraktar (2018), the use of pink color in the game, and "Covet Fashion: dress up" in the game, such as the use of products carrying the products to reach users from the sales points as well as a certain fashion sense and lifestyle is effective in imposing. A similar situation is seen in Barbie's magical fashion dressing and Star girl games. Bayraktar (2018) stated that the richness of the narration of transmedian expression allows for different forms of expression, and that these forms of expression may be written, orally, and imaged. In this study, it can be said that transmedian expression is dominant in written and visual.

Character Analysis

In the study, it is seen that the position of the main character in the garment dressing games and the body language containing the sexual messages and standing at the fingertips will be a bad example for the children. According to this, it is understood that the character traits in the games are not suitable for preschool children. The most striking criticism made by Tatar (2016) is the fact that the feminist point

of view is justified by the fact that Barbie only expresses beauty and femininity, has improbable body proportions, arouses sexual desire, and reduces the woman to a commodity. The rightness of these criticism has emerged thanks to this study.

It is understood that dressing games create a constant sense of beauty in childhood. The characters taking part in the games non-realistic body sizes and having a smooth skin or non-existence of overweight characters will cause players to feel unwell. This finding confirms that Barbie's perception of beauty in the work of Tatar (2016) will create negative emotions in children.

It is found that the clothes in the garment games are not suitable for daily life. This finding seems to coincide with the fact that the clothing dressing in the article by Reijmersdal et al (2013) coincides with the desire of children to become an important person in the game and to be a fashion model in the present case. In her study, Dina (2017) examines whether there is a relationship between negative behavior and playing video games and it is stated that video games can affect and change the behavior of a child. As the character characteristics of the dressing games are not suitable for the preschoolers, it is necessary to re-examine the games in order not to negatively affect the children. In the same direction, in his research, Bayraktar (2018) has stated that through the interactive feature of transmedia applications in Barbie applications thanks to quality of interactivity, a number of games existing on many web pages give participants the opportunity to develop and apply their own fashion pleasure. This situation supports this sub-goal of the study.

With in the concept of this study, all of the characters taking part in five garment dressing games have similar body sizes. Participants agree that this situation creates a certain perception of beauty in children. Similarly, Worobey & Worobey (2013) stated that all children who are 3-5 years of age in their study have all the same characteristics as their weak weight, average weight and fat weight. The positive characteristics of the weak and mostly average weight of Barbie for the preschool children say that the characters in this kind of games in the schema they have created in the show shows how important.

Games Songs

It is seen that the songs in the background of the dressing games are examined by the participants and the songs are in consensus that the songs are suitable for the preschool children. Especially in prom quenn and wedding spa salon games, more stable songs were selected in accordance with the flow of the game; Star Girl and Barbie have chosen more moving songs in Magical Fashion Dress Up. At the same time, in the game of Barbie magical fashion, the song that was playing at the beginning of the game was played again at the end of the game and it was seen that it was a scam to keep the children constantly in play. In the Covet fashion game, which is closer to the real world than the other games, a non-verbal song was played with the instruments and the reality of the game was tried to be increased. All this can be said to be to keep the actors more in-game and to let them relax spiritually.

Game's messages

In the research, it is seen that dressing games directed children to become princesses. It is possible to say that there is a compromise by the participants that the wrong judgments about beauty and makeup cause the perception of perfect beauty. In İnceoğlu and Arnas (2017), it is seen that preschool children use Barbie as a means of identification with the aim of becoming a princess. This situation coincides with the results of the study.

Tatar (2016) says that Barbie does not need to be ugly in order to strengthen her existing position in the society and to exalt the woman; however, she is composed of pure beauty and obviously represents femininity. Because Barbie is never ugly, she is always beautiful. The findings of this point support Tatar's (2016) views. İçke (2013), Barbie and derivative games for girls to beautify and consume their children say that encourages. At the same time, the study, which stated that Barbie doll should be seen

as an unrealistic representation of the female body that should remain in an imaginary world, supports the findings of this study.

It can be seen that the main characters can dress up and get dressed without talking and create a wrong woman diagram in children. In her study, Uşun (2013) states that computers and smart devices can be used as a teaching tool and learning material in preschool. According to this, it can be said that this situation may cause false learning in children. This situation which is dangerous for children should not be ignored. At the same time, Kılcı (2009) stated in his study that the child with such formations internalized the gender roles and was also affected and adapted to the "adult child" model. In this study, İçke (2013) also supports the conclusion that Barbie is often described as a model, style icon or young woman, or career woman, mother or housewife.

As a result of the research, it is seen that the participation of concepts such as magic magic in the content of garment games does not support the imagination of children. In his study, İnceoğlu and Arnas (2017) stated that fantastic events and cases have harmful and destructive effects on preschool children. Especially the characters who are loved and described as superheroes, as in the magical fashion dressing game Barbie show that the flying horse and the wings have the power to kill this power in children's games and swallow one of them in one bite and have a firepower. This situation supports the results of this research.

When we look at the results of the graded scoring keys in general, it is seen that the garment dressing games examined have positive and negative effects for the children of preschool period. It is not possible to limit these effects to completely positive or completely negative. At this point, it is understood that games have positive effects on children's development areas. In addition to their contribution to their psychomotor and cognitive development, it can be said that, in the social emotional field, İnceoğlu and Arnas (2017) can contribute to their emotional satisfaction by experiencing the fact that children can play a role in preparing for different roles and the role of Barbie in their dreams. However, it is seen that the negative effects of children are seen when the characters, characters and visual elements of the same games are examined. Because preschool children who cannot reach the distinction between the real and the imaginary yet can be said to enter into situations that can harm themselves in order to fulfill their desire to have the luxury life in these games or their ideal (!) body forms, such as having the real and unrealistic conditions and features. (İnceoğlu & Arnas, 2017).

It is seen that preschool children have a blank sheet and that the game is their most basic job, and that the game is very high with smart phones and the games are the games with the highest download rate. Therefore, the negative effects in these games should not be ignored.

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Okulöncesi Dönem Çocukların Akıllı Telefonlar ile Oynadıkları Giysi Giydirme Oyunları Üzerine Bir İnceleme

Genişletilmiş Özet:

Geçmişten günümüze dijital medyada meydana gelen değişikliklere paralel olarak çocukların oyun, spor ve serbest zaman etkinliklerinde farklılaşmalar olduğu görülmektedir. Artık video oyunları oynamak, çocuklar ve ergenler arasında en popüler serbest zaman aktivitelerinden birisidir. Oyunculuk alışkanlıklarını araştıran raporlarda (TUİK, 2016), video oyunları ile oynayan nüfusun genç erkeklerde yoğunlukta olduğu görülmektedir. Yapılan çalışmalarda da kızların erkeklere kıyasla daha az video oyunu oynadığı ve oynayan kesimin genellikle erken ergenlik döneminin başlarında video oyunlarını bırakma ihtimalinin yüksek olduğu ifade edilmekle beraber yine de genel popülasyon içerisinde kızların video oyunlarına olan ilgisi azımsanmayacak düzeydedir (Bayeck, 2016).

Oyunculuk alışkanlıkları için ifade edilen bu cinsiyet farklılaşması video oyun tercihlerinde de görülmektedir. Çalışmalar incelendiğinde kızları çekmekte başarılı olan oyunların 12 yaşından sonra bile pembe oyunlar olarak adlandırılan oyunlar olduğu görülmektedir (Worobey & Worobey, 2013; Tatar, 2016). Bu pembe oyunlar, yemek pişirme, giyinme ve makyaj oyunları gibi sosyal oyun öğeleri içeren ve çoğunlukla kızları hedef alan oyunlardır. Sosyal rol teorisine göre bu pembe oyunlar, oyun oynayan kızların oyun karakteri ile özdeşleşmesi ve oyun karakterinin bir tür rol model olarak görülmesine ortam sağlamaktadır (İnceoğlu & Arnas, 2017). Dahası bu pembe oyunlarda, cinsiyet tasvirlerinin bireylerin benlik kavramlarının bir parçası olarak oyun karakterlerini içselleştirdiği belirtilmektedir. Bu tanımlama, oyunda önemli bir kişi olma hissi ve bir moda modelini ifade etmektedir (Van Reijmersdal vd, 2013).

Mattel'in Barbie Moda Tasarımcısı başarılı pembe oyunların en klasik örneğidir. Giysi giydirme oyunlarının en bilindik ismi olan Barbie, Mattel tarafından 1970'lerde üretilmiş ve pazara sunulmuştur. Fakat sunulduğu andan itibaren pek çok eleştiriye maruz kalmıştır. Barbie'nin saf güzellikten oluşması ve bariz bir şekilde kadınsılığı temsil etmesi, normal standartlarda bir kadının sahip olamayacağı vücut ölçülerinin olması, cinsel istek barındırması ve kadın figürünü bir metaya indirmesi gibi konularda pek çok eleştiri alan Mattel, Barbie'nin en çok eleştirilen özelliği olan vücut şeklidne çeşitliliğe gitmiştir. Ama Barbie, asla büyük ya da yamuk bir burun, lekeli bir cilt, kepçe diye nitelendirilecek şekilde kulaklar, tüy içerisinde, dişlek gibi fiziksel olarak olumsuz nitelendirilebilecek özellikleri olan bir karakter olmamıştır. Barbie, hiçbir zaman çirkin değil, hep güzeldir. Kadının toplum içerisindeki mevcut yerini güçlendirmesi ve kadını yüceltmesi için "Barbie'nin çirkin mi olması gereklidir?" sorusu ise, ayrıca tartışılmaya muhtaçtır. Ama Barbie ile başlayan bu serüven pek çok çizgi film kahramanı ve farklı karakterlerin de sembolleştirilmesini sağlamış ve bu karakterler günümüzde giysi giydirme oyunları içerisinde yerini almıştır (Tatar, 2016).

Görüldüğü üzere çok eski bir geçmişi olmayan giysi giydirme oyunları, günümüzde popülerliğini koruyan pembe oyunlardan birisidir. Çocuklar tarafından internette en çok indirilen dijital oyunlardan birisi olan giysi giydirme oyunları, özellikle hitap ettiği küçük yaş grubu için potansiyel riskler taşıması sebebiyle çalışmanın konusu olarak belirlenmiştir (Sezgin & Tonguç, 2016; Koç, 2017). Bu kapsamda mevcut çalışma, akıllı telefonlara en çok indirilen giysi giydirme oyunlarının, en çok oynandığı popülasyon olan okul öncesi dönem çocuklarının yaş ve gelişimlerine uygunluğunun incelenmesi amacıyla planlanmıştır.

Çalışmada nitel araştırma deseninde durum analizi yöntemi kullanılmıştır. Okulöncesi dönem çocukların akıllı telefonlar ile oynadıkları giysi giydirme oyunlarının derinlemesine incelenebilmesi, kapsamlı ve sistematik bilgi toplanabilmesi ve karşılaştırma yapılarak hem analiz süreci hem de geçerli bir durum çalışması ortaya çıkarılması için araştırmada bu yöntem seçilmiştir (Yıldırım & Şimşek, 2008). Araştırmada çalışma grubu olarak 22 akademisyen belirlenmiştir. Akademisyenlerin belirlenmesi sürecinde coğrafi ve kültürel farklılığı sağlayabilmek amacıyla Türkiye'nin farklı bölgelerinde bulunan ve hitap ettiği kitle ve istihdamını sağladığı personel bağlamında büyüklüğü kanıtlanmış üniversiteler tercih edilmiştir.

Belirlenen 22 akademisyene uygulanmak üzere 5 farklı dereceli puanlama anahtarı geliştirilmiştir. Dereceli puanlama anahtarı, her bir çalışma için ölçütleri (ölçülecek boyutları) listeleyen ve çalışmada nelerin yapılacağını gösteren bir puanlama aracıdır (Kutlu ve Aslanoğlu, 2003). Giysi giydirme oyunları için belirlenen boyutlarda listeleme ve puanlama yapabilmek için hazırlanan dereceli puanlama anahtarları ile verilerin toplanmasına Şubat 2018 tarihinde başlanmıştır. Bu amaçla farklı coğrafi bölgelerden 19 üniversitenin eğitim ve iletişim fakültesinde görev yapmakta olan 57 akademisyene mail aracılığıyla ulaşılarak dereceli puanlama anahtarları paylaşılmıştır. Farklı bölgelerden en az bir kişi olamk kaydıyla toplamda 22 akademisyene ulaşılarak görüşmeler sağlanmış ve dereceli puanlama anahtarları uygulanmıştır. Verilerin toplanması araştırmacı tarafından hem yüzyüze hem de farklı iletişim araçları kullanılarak gerçekleştirilmiştir. Verilerin toplanması ve saklanması aşamalarında gizlilik esas alınmıştır.

Dereceli puanlama anahtarları temelinde uzman değerlendirmelerine ulaşılması planlanan bu çalışmada, verilerin çözümlenmesi için içerik analizi tekniği kullanılmıştır. Yıldırım ve Şimşek'in (2008) belirttiği üzere nitel çalışmalarda elde edilen bulgular analize açıklık ve kolaylık sağlamak için nicel ifadelerle belirtilebileceği için dereceli puanlama anahtarı sonuçları sayısal olarak ifade edilmiştir. Bu amaçla çalışmada oyunların yakından incelenmesi ve analizinin yapılabilmesi için nitel veriler nicel ifadeler kullanılarak belirtilmiştir. Bu amaçla bulgulara açıklık getirmek için 22 akademisyene uygulanan dereceli puanlama anahtarları SPSS programı ile değerlendirilerek nicel verilerle ifade edilmiştir.

Çalışmanın sonuçlarına bakıldığında, incelenen giysi giydirme oyunlarının okulöncesi dönem çocukları için olumlu ve olumsuz etkilerinin olduğu söylenebilir. Oyunların çocukların psikomotor ve bilişsel gelişimleri ile birlikte özellikle sosyal duygusal alanlarına olumlu etkileri olduğu görülmüştür. İnceoğlu ve Arnas (2017)'ın çocukların farklı rollere hazırlanabilmesi ve hayallerindeki Barbie rolünü oyunlar aracılığıyla yaşama fırsatının olması ve aslında olamayacak bir rolü yaşayarak duygusal doyumlarına katkı sağlayabilmesi çalışmanın bulgularına paraleldir. Fakat aynı oyunların içerdiği mesajlar, karakter özellikleri ve görsel unsurları incelendiğinde çocuklarda olumsuz etkilerinin yaygın olduğu görülmektedir. Bu noktada henüz gerçek ile hayali olanın ayrımına tam olarak varamayan okulöncesi dönem çocuklar için bu durum önem arz etmektedir (İnceoğlu ve Arnas, 2017; İçke,2013; Kılcı, 2009). Okulöncesi dönem çocuklar için oyunun önemi, bu oyunların akıllı telefonlar ile oynanma oranlarının oldukça yüksek olması ve incelenen oyunların indirme oranlarının fazlalığı düşünüldüğünde bu oyunlarda yer alan olumsuz etkilerin göz ardı edilememesi gerektiği söylenebilir. Okulöncesi dönem çocukları hem görsel hem de işitsel anlamda cezbeden giysi giydirme oyunların göründüğü kadar masum ve tatlı olmadığı; bu oyunların herhangi bir denetime ya da elemeye maruz kalmadan doğrudan internet ortamında yayıldığı için kritik ve tehlikeli bir konumda olduğu görülmektedir. Bu nedenle yapılan bu çalışma ışığında giysi giydirme oyunlarının yeniden ele alınarak içeriğinde bulunan zararlı unsurlardan arındırıldıktan sonra daha eğitsel bir boyut kazanmış halde kontrollü olarak oyun havuzunda yer alması önerilmektedir.

Anahtar Kelimeler: *Sanal oyun, Okulöncesi dönem, Akıllı telefon, Giysi giydirme, Oyun ve eğitim.*