Teaching with Educational Games in Social Studies: A Teacher's Perspective

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ABSTRACT
The games that have existed from the day of humanity to the present have been known to have an important effect on the development of children. Educational games used in the academic process open opportunities to learn in a fun way, it is a teaching resource that makes learning more permanent and retainable. It is thought that educational games contribute to students' cognitive psycho-motor and psycho-social development. In this regard, it is important to review the teachers' perspectives on the use of educational games in their lessons. From this point of view, and according to this research, it is aimed to bring up the teachers' usage of educational games in social studies. Within the scope of this purpose, the basic qualitative research approach is adopted as a method. The research study group consists of 15 social studies teachers working in a public school affiliated with the Ministry of National Education in the 2020-2021 academic year. The data of the research were collected through a demographic information form and a semi-structured interview form. The data obtained from the research were analyzed using a content analysis technique in MAXQDA 2020 program. At the end of the research, it had been determined that social studies teachers approach positively to the usage of educational games in the academic process to a large extent. At the same time, these games had made significant contributions to learning when used in their lessons from time to time. Particularly, it's been expressed that using educational games increases children's interest in the lesson by having fun and this situation facilitates reaching instructional goals.
 Keywords: Social Studies, Educational games, Teacher, Teaching.

INTRODUCTION

It can be stated that people's childhood includes a stage that can be described as "special" in their lives. Getting to know life, exploring the world, communicating with people by establishing relationships with objects are among the first stages of this period. In this process, while human beings try to prove their existence in one aspect. In the other aspect, they also begin to gain a social personality. In addition to all this, it is natural to live one's childhood in its purest form. The different emotions that are experienced in this childhood stage appear to us as tempting features. The education process comes into play in shaping one's life and gaining a personality as a social being that directs his life. The educational process plays a significant role in helping children perform their duties according to their nature and achieving the desired goals. In this case, "game" is one of the indispensables at the beginning of the basic points where children's unique structures intersect.

The concept of "game" which has been preserved from the past to the present is an important phenomenon for the history of humanity. First games that were presented in the early ages started with people imitating what they saw around them, and this systematically changed over time and turned into purposeful games that continued in diverse ways until today. The main feature of the games appeared in societies, it includes the characteristics of the society and carries cultural traces in this way. In this situation, games turned into a part of social daily life and became an important field of interest in human life. Game, in a sense, reduces the environment of the world we live in into the world of the child. A child provides opportunities to himself according to suitable games for his age to find answers to questions about the real world. (Er & Karadeniz, 2021). According to Vygotsky, symbolic situations in the game reflect the cultural characteristics, social skills, and communication of the child who spontaneously learns through game and the rules of the game. (Çeçen 2007). Thanks to games, children have different perspectives on many issues. In addition to this, the game is important in helping the child reflect on his thoughts, develop his vocabulary, and learn cultural values. Game allows the child to show interest in many situations and to be confident

and active in different environments. In short, it can be stated that games have a great effect on the learning of the child (Russ, 2003; Yıldız & Şener, 2003; Zabelina & Robinson, 2010). Naturally, the child himself, his language, and thought in a sense is a game. The child's self-expression, recognizing the environment, establishing relationships with people, and even practicing his profession can also be considered as a game (Bardak & Topaç, 2019). There are many types of games that play such a key role in children's lives. One of these is the first step and most crucial factor for children to learn by having fun.

Educational games enable students to communicate positively with each other and gain the skills and abilities to understand their lessons which are important tools that are used in this process. (Güven & Özerbaş, 2020). These games can be used as an effective method in improving imagination creativity and problem-solving skills, it also enables students to gain experience through independent thinking. (Aykaç & Köğce, 2021). According to the students, the important feature of this method is that there is a relationship between the objectives of the game and the learning objectives which is seen as the most fun method for them. In this sense, within the scope of the educational game, the objectives of the game should support the learning objectives, otherwise, these games cannot go beyond being an activity and gain an educational identity (Alessi & Trollip, 2001). From this point of view, it is seen that educational games are both entertaining and supportive of learning. The contribution of these games is of significant importance for individuals to learn by doing, to observe by experience, and to develop a perspective with a holistic understanding. (Biter, 2019). It can be said that these games play a key role, especially in terms of establishing a connection between children's theoretical and practical learning. At the same time, it can be stated that it makes a great contribution to the concretization of abstract learning, reinforcement of teaching, and the formation of permanent learning. (Çamlıyer, 2009). Educational games not only play an intermediary role in gaining instructional goals but also contribute to the personality development of children. It can be considered as an important resource, especially in the acquisition of many different kinds of skills as behavior and the taking place of various values as personality traits.

Within the scope of education, children enter into a learning process for different fields in a planned and systematic way. In this period, the social studies course comes first among the fields that play a key role in individuals' self-expression as a social being, their socialization, and gaining a social personality. Social studies: It is of vital importance for individuals to complete their physical, mental, and emotional development and to position themselves in the social order. Considering the developmental periods of children and the 4th-7th grades of the social studies lesson. Considering that it is taught in classrooms, the impact of this course on the lives of individuals can be better understood. In this critical phase of transition from childhood to adolescence, it is obvious that teaching social studies with different methods and techniques will add richness to this course. One of the elements to be used in this context is educational games. Educational games have a facilitating effect in the teaching of this course, as in other courses, in achieving the desired goals. The fact that the social studies course has a rich structure that includes social sciences and has a flexible understanding can be seen as factors that increase the usability of educational games in this course.

When the literature is examined, it is seen that many studies involving the use of educational games for different fields have been carried out. In addition to studies on educational games in social studies education (Uygun, Akkeyik & Öztürk, 2018; Bakar, Tüzün & Çağıltay, 2008; Altınbulak, Emir & Avcı, 2006; Akkuş & Aslan, 2013; Bayram & Çalışkan, 2019; Savaş & Gülüm 2014) based on literature (Cop & Kablan, 2018; Güneş, 2015; Kaytez & Durualp, 2014) are available in conceptual studies. In addition, there are studies on value and skill acquisition (Izgar, 2020; Çelik, 2020). When these studies on the field are evaluated in general, it is striking that there is a lack of teachers' views on the use of educational games in social studies education. Considering that teachers are an important component of the practitioner position in the education system, it can be said that this study will make an important contribution to the field of study. From this point of view, the main purpose of the research is to examine the opinions of teachers about the use of educational games in the social studies teaching process.

METHOD
Research Model
This study is qualitative descriptive research aiming to investigate teachers' views on educational game usage situations in the social studies teaching process. Although it is not a criterion whether social studies teachers have the experience of using educational games, it is the main purpose of the research to examine and describe what the teachers understand from the concept of educational games and their views on the use of educational games in lessons. Since it serves this descriptive purpose, the descriptive research design was determined in this study. Qualitative descriptive research design is defined as describing the thoughts of individuals about events or phenomena (Willis, Sullivan-Bolyai, Knafl, & Cohen, 2016). According to Sandelowski (2010), qualitative descriptive research can have similar features with qualitative research designs such as phenomenology and grounded theory research. In this research, it is qualitative descriptive research that reflects the similar features of

the phenomenology design, because social studies teachers who participated in this study shared their experiences about educational games when appropriate. However, since it would be more suitable for the nature of this research, it was determined as a qualitative descriptive research design, not phenomenology.

Working Group

The study group of this research consists of 15 (8 female, 7 male) social studies teachers working in secondary schools affiliated to the Ministry of National Education in the 2020-2021 academic year. Professional experience of teachers ranges from 1 to 23 years. A suitable sampling method was used to determine the study group of the research. This sampling method is expressed as the collection of data from the participants that the researcher can easily reach (Büyüköztürk, Çakmak, Akgün, Karadeniz & Demirel, 2017). The determination of the study group that will participate in the research was based on volunteerism. To protect the personal information of the participants in the study, the codes "K1, K2.". was given to the teachers. Information about the teachers participating in the research is presented in Figure 1 with MAXMaps below.
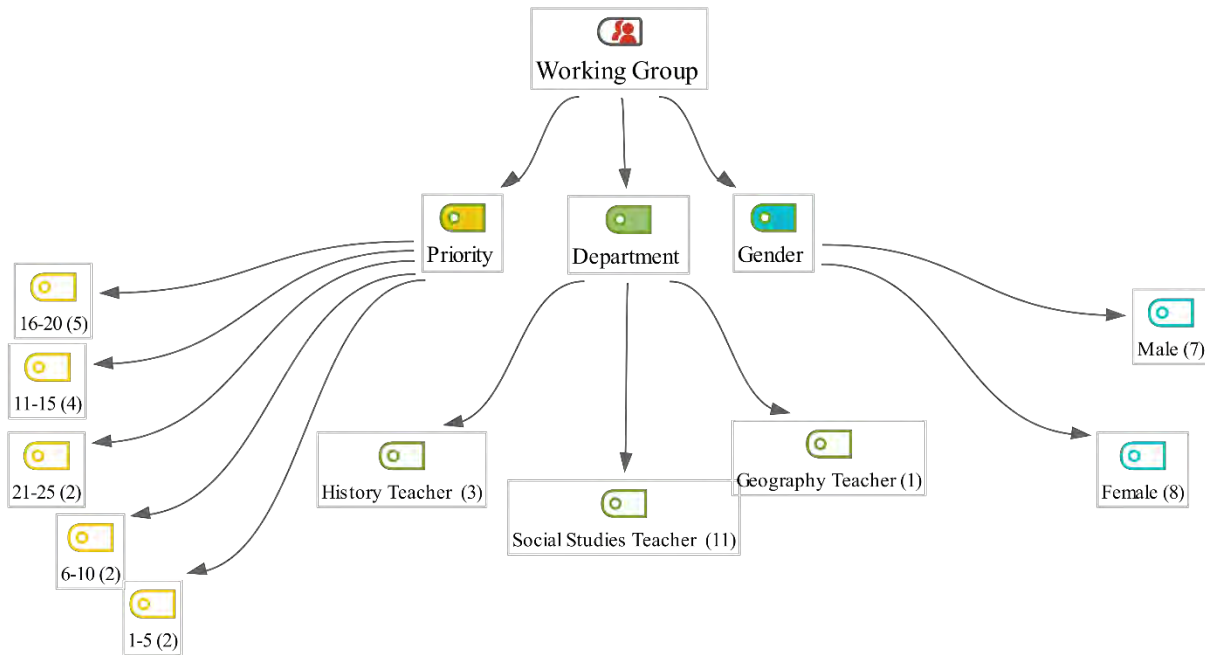

Figure 1. Information of the Teachers that participated in the Study

Data Collection Tool

The data of the research were collected in the 2020-2021 academic year. A demographic information form prepared by the researchers and a semi-structured interview form with 5 open-ended questions were used to collect the data. In order to determine the serviceability of the interview questions prepared by the researchers, expert opinions were obtained from two academicians and a Turkish teacher in the field of social studies education before the application. In line with the feedback received from the experts, the interview form was rearranged. Before the application, a pre-application was made with a social studies teacher who was not in the study group, and then the interview form was given its final form. The questions in the data collection tool are as follows:

- How would you describe the educational game?
- What is your educational game usage situation in your lessons?
- Are there any games you have designed to use in your lessons? If yes, can you tell us about the games you have designed?
- What do you think about the use of educational games in social studies lessons?
- What qualifications should the educational games designed for the social studies course have?

Data Collection and Analysis

The data obtained from the research were obtained from face-to-face interviews with teachers in a suitable environment. To prevent data loss in the research, the interviews were recorded with a voice recorder. A 25-page document was obtained from the audio recordings. These obtained data were analyzed using descriptive and content analysis techniques. In descriptive analysis, data are summarized and interpreted according to predetermined themes. In this study, the literature was examined and the questions in the data collection tool

directed to the teachers were interpreted by using them as themes. The reason the content analysis technique is also used is that this method contributes to the establishment of conceptual connections between the obtained data and the goals (Büyüköztürk et al., 2017). According to Yıldırım and Şimşek (2016), "the main purpose in content analysis is to reach concepts and generalizations that can explain the collected data." With this analysis, an in-depth examination of the data and previously unknown codes, categories, and themes are obtained. It is analyzed by bringing together related concepts and understandably interpreting them (Yıldırım & Şimşek, 2016; Büyüköztürk et al., 2017). The stages followed in order in the data analysis of the research are presented in Figure 2:
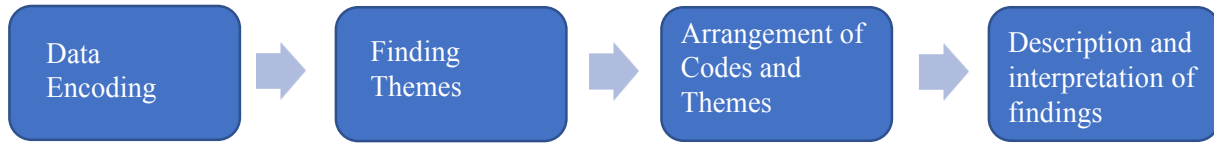
| Data Encoding | → | Finding Themes | → | Arrangement of Codes and Themes | → | Description and interpretation of findings |

Figure 2. Stages Followed in Data Analysis

In the coding process of the data, the texts were analyzed using the MAXQDA 2020 qualitative data analysis program. The explanation of the visuals created to understand the figures stated in the findings of the research is given in Table 1 below.

Table 1. Expressions Used in Visualizing Data

Kod	The code is the visual that expresses participants' views.
Kategori	Category is visual that expresses the structures created by the codes coming together.
Tema	The theme is the visuaş that expresses the meaningful whole created by categories.

To better understand the findings, direct quotations were made from the answers of the participants. To ensure the reliability of the data obtained from the research, the numbers of consensus and disagreement were determined in all comparisons on the coding made by the two researchers, and the reliability of the research was determined by the formula of Miles and Huberman (1994) (Reliability = Consensus / Consensus + Disagreement). In the study, this value was calculated as 0.92. According to Miles and Huberman (1994), a desired level of reliability is achieved when the agreement between expert and researcher evaluations approaches or exceeds 90%. The coding process ensures that the codes are clearly stated. In addition, this process contributed to the clarification of the definitions related to coding and the reliability of the research. Comparisons were made in the codes and themes obtained through these analyzes. As a result of these comparisons, the points of consensus and disagreement were determined, the necessary discussions were made, and the themes and categories were finalized.

RESULTS
The findings of the research were arranged according to the order of the questions in the data collection tool and the data analyzes were made into themes, categories, and codes in a way to form meaningful wholes, and the codes were listed according to their frequency values.

1. Educational Games from the Perspective of Teachers
In the interviews with social studies teachers in the research, firstly, the "How would you define educational game?" question was posed. The analysis of the answers given by the teachers to the related question is presented in Figure 3 with the MAXMaps Code-Subcode Sections Model.
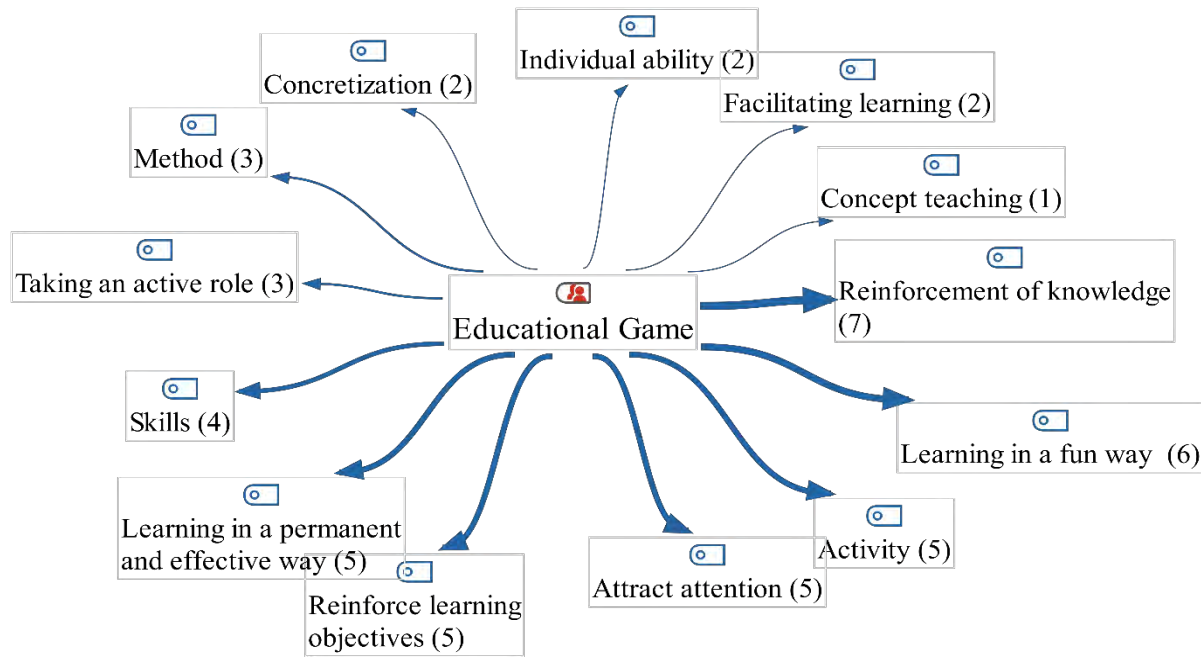
Figure 3. Educational Games from the Perspective of Teachers

In line with the answers and coding given by the teachers, 13 different codes were included under the "Educational game" category that could define the educational game. Consolidation of knowledge in the analysis of data (f=7), learning with fun (f=6), activity (f=5), attracting attention (f=5), reinforcing learning objectives (f=5), permanent and effective learning (f=5), skill (f=4), taking an active role (f=3), method (f=3), concretization (f=2), individual ability (f=2), learning facilitation (f=2) and concept teaching (f=1) codes were reached. When the definitions made by social studies teachers were evaluated, it was seen that they mostly emphasized the reinforcement of knowledge (f=7) and then learning by having fun (f=6). Only one teacher on the subject mentioned the concepts that should be taught to the students in the social studies course and talked about the concept of teaching (f=1). K2 expressed his thoughts on this subject as follows: "Educational games for a course that includes many concepts and has an intensive curriculum such as social studies course increases the interest of students in the course, eliminates conceptual confusion, provides more permanent learning and reinforcement of abstract concepts." Social studies teachers emphasized that in the definition of educational games, there are activities that enable students to gain knowledge, skills, and values, and to learn by having fun actively during the lesson. Direct quotations from the views of social studies teachers are as follows:

Educational game is a process in which the knowledge, skills and values that should be acquired by the students in the lesson can play an active role in the process, so that the students can become aware of their individual abilities, and they can acquire many skills such as communication, empathy and critical thinking by having fun.

K1: *Educational game is active in the process of learning the knowledge, skills, and values that should be acquired by the students in the course. Many roles, such as communication, empathy, critical thinking, where they can realize their abilities, it is a process where they can acquire the skill by having fun.*
K11: *It is an entertaining teaching technique that ensures the reinforcement of the learned information and the repetition of it in a more comfortable environment. Reveals and develops individual talents; In team games, it is an activation tool that teaches to follow the rules, to share the joy and sadness by gaining competitive ambition, and to train while playing.*
K12*: We can say that they are educational activities used in education for students to better understand and comprehend the subjects and achievements related to the course. It is a teaching method used by students to make unwanted boring subject repetitions more enjoyable while ensuring active participation of students in the lesson.*

2. Teachers' Use of Educational Games in Lessons
In the interviews with social studies teachers in the research, the second question posed was "How is your educational game use in your lessons?" The analysis of the answers given by the teachers to the related question is presented in Figure 4 with the MAXMaps Hierarchical Code-Sub Code model:
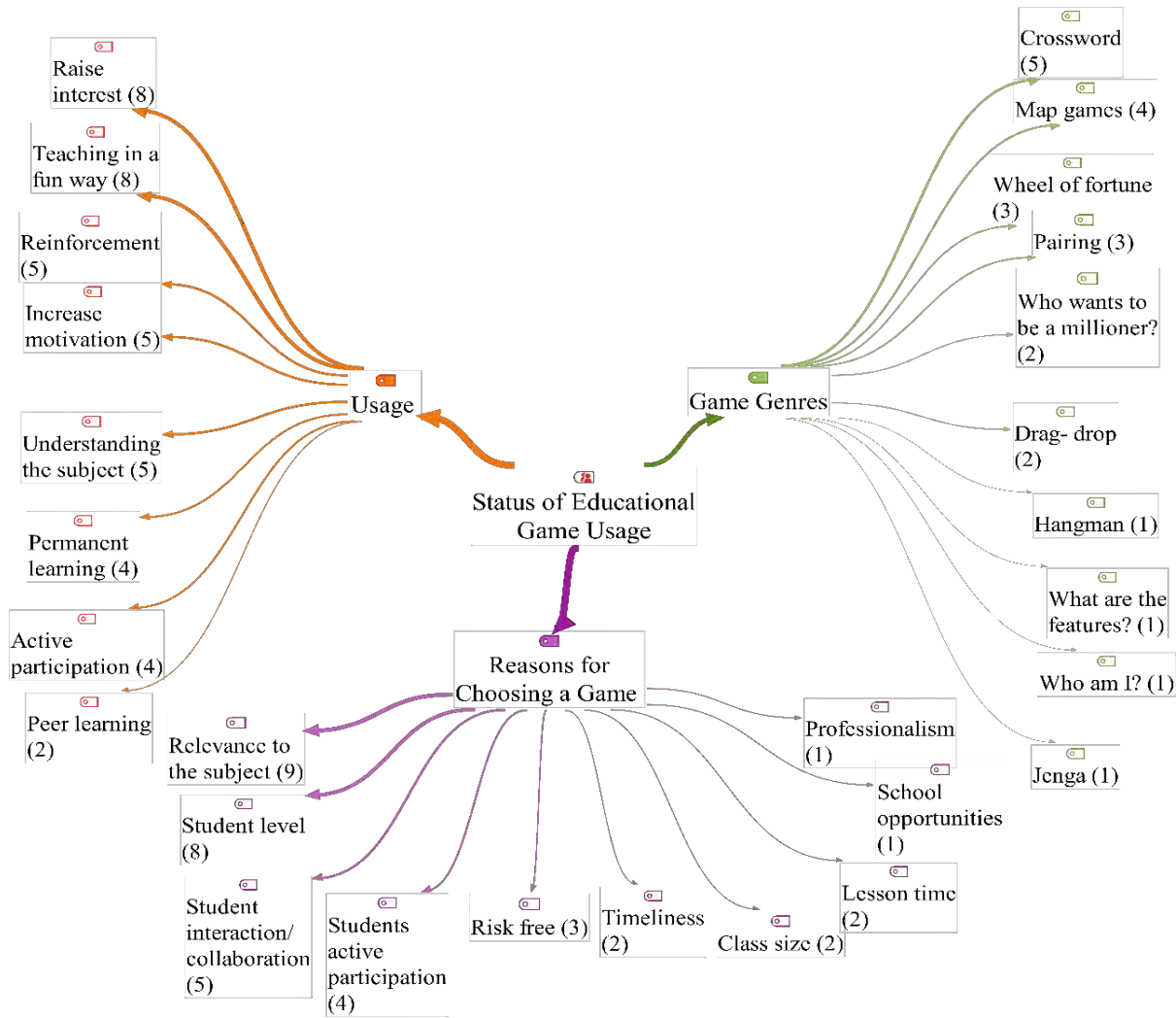
Figure 4. Teachers' Use of Educational Games in Lessons

In line with the answers and coding given by the teachers, under the category of "Use of educational games" A total of 37 different codes were included, which could form the sub-categories of educational game usage purpose, game types used and points to be considered in the reasons for choosing games.

• Purpose of Usage
In line with the answers given by the social studies teachers, 8 different codes were included in the category of usage. In the analysis of the data obtained Teaching with fun (f=8), increasing interest (f=8), reinforcement (f=5), increasing motivation (f=5), understanding the subject (f=5), active participation (f=4), permanent learning (f=4), and peer learning (f=2) codes were reached. When the answers given by the social studies teachers are evaluated, it is seen that they equally emphasize the subject of teaching by having fun and increasing the interest (f=8) in the purpose of use category. On this subject, K3 stated that it uses it to "attract the attention of the students, to both entertain and teach the students, to involve the students in the lesson with the game, to enable them to learn by doing and to teach by having fun". In addition to these, in the category of intended use, teachers are sequentially reinforced (f=5), increased motivation (f=5), understanding the subject (f=4), permanent learning (f=4), active participation (f=4), and peer learning. (f=2) were mentioned. Direct quotations from the views of social studies teachers are as follows:

K2: *While the students learn the abstract concepts in the learning areas permanently, active participation of the students in the lesson is ensured. In addition, by making the subject repetitions fun, I increase the interest of the students in the lesson.*
K4: *I use it to increase the motivation and interest of my students and to ensure that they learn the subject with fun and enjoyment. To increase the motivation and interest of my students and to enable them to learn the subject with fun and enjoyment.*

K11: *To increase the interest of our students in the lesson, to reinforce the learned information, to ensure permanent learning. To save the lesson from boredom. Trying to teach by having fun. To arouse interest and curiosity.*

• Game Types:
When the answers given by the social studies teachers were evaluated, there were 10 different types of games code in the category game types. It was observed that teachers mostly preferred puzzle (f=5) and map games (f=4). Direct quotations from the opinions of social studies teachers for this sub-purpose are as follows:

K3: *I usually use ready-made games, hook puzzles, word hunts, using dumb maps or map games, matching games, adapting orienteering sport to social studies lessons, etc. things like.*
K6: *I rather play the information bingo game that I designed myself. (I divide the class into three groups. From these three groups, students come to the board in order. The students choose the folded papers with scores on them from the bag and I ask them questions. If there are questions with a star in it and the student answers this question correctly, that student gets that star, and the group gets the score. The in-class performance grade of the student who accumulates 10 stars in a semester becomes 100.)*
K13: *Ready-made games used in digital environments. I use question and answer games prepared by students in cooperation.*
K14: *I use the Who am I and what am I game (scientists, sultans, mathematical location, continents and oceans, historical and touristic places).*

Game Selection Reasons:
When the answers given by the social studies teachers were evaluated, there were 10 different codes in the category of reasons for choosing games. Choosing games from teachers' appropriateness to the subject (f=9), student level (f=8), student interaction/cooperation (f=5), active participation of students (f=4), risk-free (f=3), timeliness (f=2), course hours (f=2), class size (f=2), school facilities (f=1) and being professional (f=1) codes were obtained. It has been observed that teachers pay attention to these issues. Direct quotations from the opinions of social studies teachers on this subject are as follows:

K4: *My priority is to make good use of the time since the social studies curriculum is intense and the course hours are short. I prefer educational games according to educational playtime. the chosen game should be suitable for the purpose in order words it must be suitable to the learning objectives.*
K6: *The size of the class, the level of the students, the course hours, and the learning period are important to me.*
K8: *When choosing a game, I pay attention to the fact that the game can be played in the classroom, that all students can participate, that it can be easily connected to the subject, that it allows students to learn by having fun, that it allows students to interact with each other, that it is suitable for students' level, and that it does not carry risks.*
K14: *Considering the possibilities of the school, I give priority to those who are adequately equipped at school in terms of tools and equipment to be used in the game. Since each student is different, I make a choice in the educational game to be played according to the student's gender, age, abilities, and physical characteristics. I pay attention to giving self-confidence-enhancing roles to non-social, recessive, introverted students.*

3. The Situation of Teachers in Designing Educational Games in Lessons
In the interviews with social studies teachers in the research, "Do you have any games designed to be used in your lessons? If yes, can you tell us about the games you have designed?" question was posed. Analysis of the answers given by the teachers to the related question is presented in figure 5 with the MAXMaps Hierarchical Code-Subcode Model.
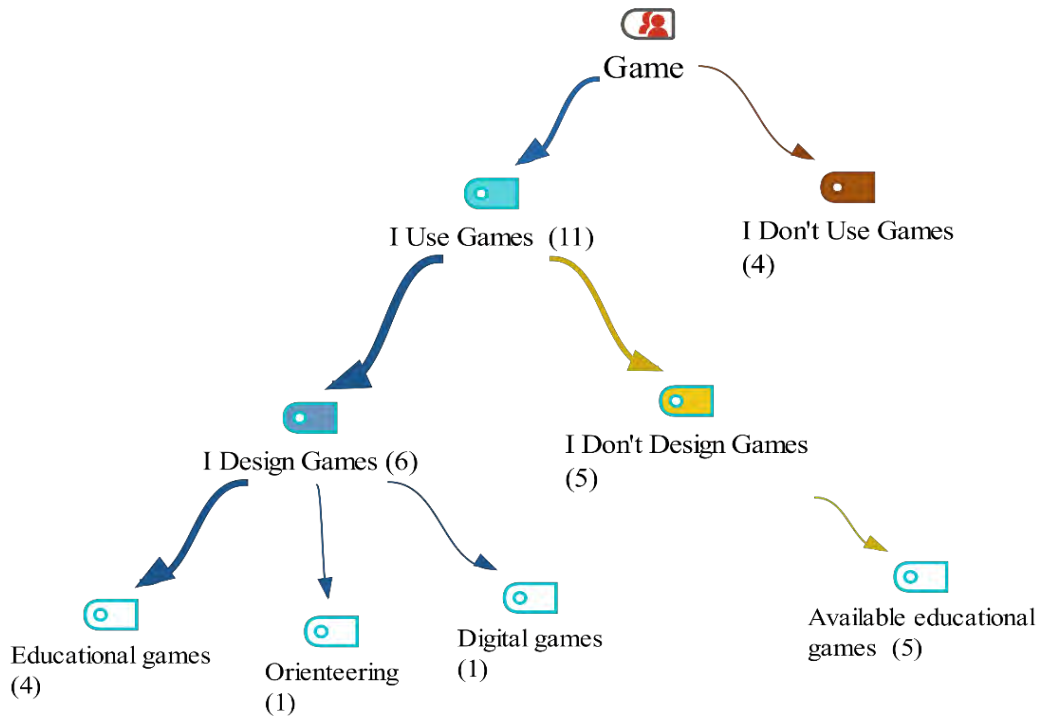
Figure 5. The Situation of Teachers in Designing Educational Games in Lessons

In the views of the social studies teachers participating in the research on the use of games in their lessons, it was determined that 11 teachers used games in their lessons and 4 teachers did not use games in their lessons. Afterward, it was found that 6 teachers designed games, and 5 teachers did not design games but was seen they benefited from the games in the existing literature. It is stated that teachers who design games mostly design educational games (f=4) followed by orienteering (1) and digital games (f=1). In this context, the opinions of some social studies teachers were obtained. Direct quotations are as follows:

K2: *I use educational games, intelligence games, traditional children's games, and digital games. There are ready-made digital games on many education pages, especially EBA.*
K3: *Other: I had the training of orienteering, it is a versatile sport both physically, mentally, and educationally. There are various types of this sport, and I used it in the repetition of the subject by adapting it to the social studies achievements.*
K8: *I use educational and digital games. I prepared a digital contest with questions over the Kahoot application to reinforce the subject of the students.*

4. Contribution and Limitations of Educational Games to Social Studies Teaching
In the interviews with social studies teachers in the research, "What do you think about the use of educational games in social studies?" question was posed. The analysis of the responses given by the teachers is presented in figure 6 with the MAXMaps Hierarchical Code-Subcode Model.
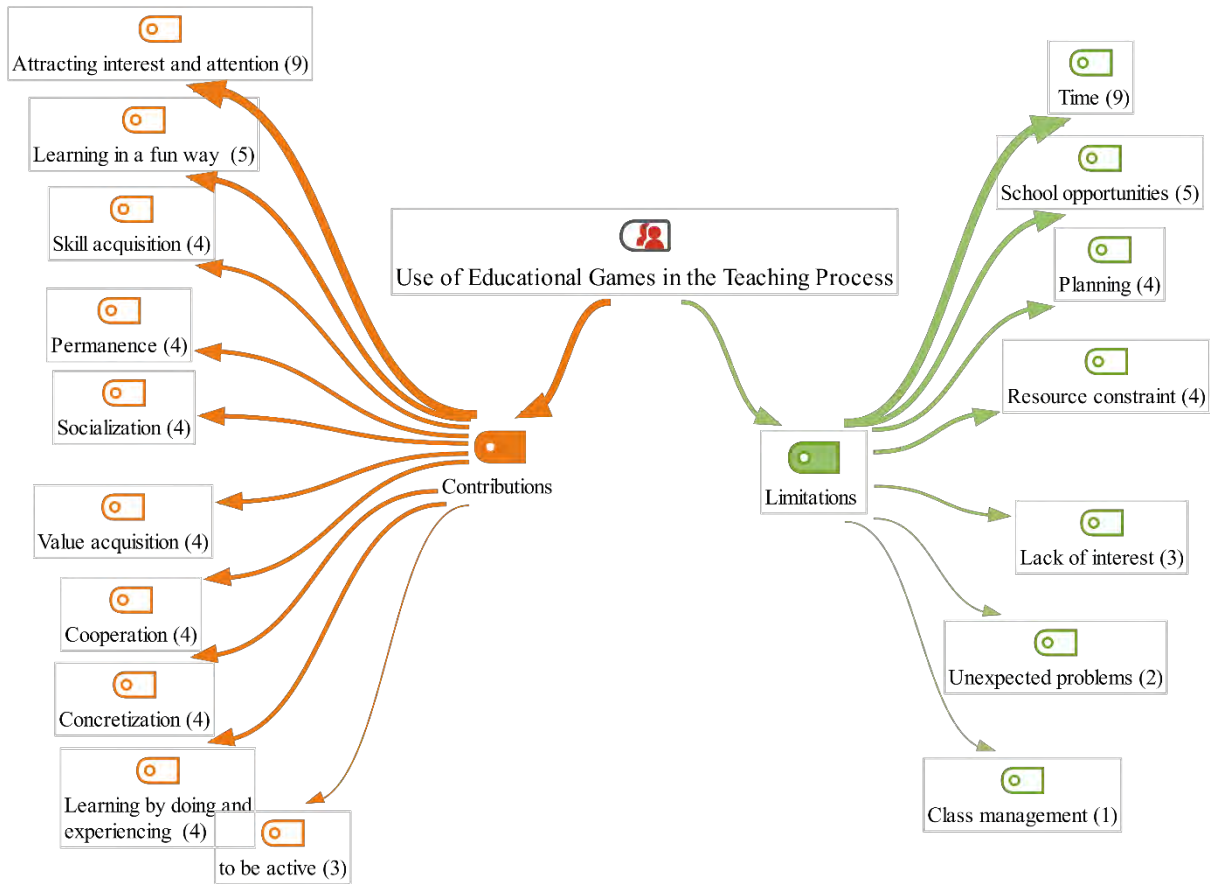
Figure 6. Contributions and Limitations of Educational Games to Social Studies Teaching

In line with the answers and coding given by the teachers, a total of 17 different codes were included under the category of "Use of educational games in the teaching process" that could form the sub-categories of contributions and limitations.

• Contributions:
When the answers given by the social studies teachers were evaluated, 10 different codes in the category of contributions were obtained. In the subcategory of contributions from teachers, attracting interest and attention (f=9), learning with fun (f=5), skill acquisition (f=4), permanence (f=4), socialization (f=4), value acquisition (f=4), cooperation (f=4), concretization (f=4), learning by doing (f=4) and being active (f=3) codes were obtained. It has been observed that teachers use educational games mostly to attract students' interest and attention to the lesson and at the least active points. Direct quotations from the opinions of social studies teachers on this subject are as follows:

K1: *The fact that the course includes abstract values and concepts makes it difficult for children in the concrete operational stage to understand the course. Educational games will be useful in gaining abstract values and concepts for students. With educational games, students realize permanent learning by doing and experiencing. Through games, students directly gain skills such as social participation, decision making, cooperation, critical thinking, empathy, communication, and self-control. Since it addresses all success levels, it prevents students with low success levels from making mistakes and ensures that they are active in the process.*
K7: *I think that it will contribute positively to the socialization of students and respect each other's rights.*
K8: *Even students who are passive in the classroom have the opportunity to socialize. Thanks to the entertaining and competitive features of the games, the student's perspectives on the lesson change and they are eagerly waiting for the lesson to come again. In terms of its contribution to remembering, it also allows what has been learned to be permanent.*
K11: *These games are very useful in terms of mobilizing children and creating cooperation. It is extremely useful for students to express themselves and to experience many emotions (success–sadness–excitement–appreciation, etc.).*

• Limitations:
When the answers given by the social studies teachers were evaluated, there were 7 different codes in the category of limitations. In the limitation's subcategory of teachers, time (f=9), school opportunities (f=5), planning (f=4), resource constraints (f=4), not attracting attention (f=3), unexpected problems (f=2) and classroom management (f=1) codes were obtained. Social studies teachers stated that the 3-hour social studies course, which is mostly included in the curriculum, has time inadequacies in terms of teaching with games. The least mentioned of the limitations expressed by the teachers is that classroom management is difficult while the students are playing games. Direct quotations from the opinions of social studies teachers on this subject are as follows:

K1: *The games take a lot of time because the weekly lesson hours are short. There may be difficulties in the supply of games that require materials.*
K2: *The fact that the social studies curriculum is intense, and the course hours are low are the most important factors that reduce the use of educational games in the course. The fact that educational games are not suitable in terms of school facilities (such as the garden, security for some games, small classrooms, digital inadequacies) and equipment affect the use of educational games in the course.*
K8: *The difficulty of finding suitable games for every subject, the fact that not every game can be played in the classroom, the time problem due to course hours, and the lack of games that provide equal opportunities for all students can be counted.*
K12: *We have time constraints to play the games and the course-specific resources related to these games are limited.*

5. Characteristics of Educational Games Designed for Teachers
In the interviews with the social studies teachers in the research, the last question "What qualities should the designed educational games for social studies have?" was posed. The analysis of the answers given by the teachers to the related question is presented in Figure 7 with the MAXMaps Code-Subcode Sections Model.
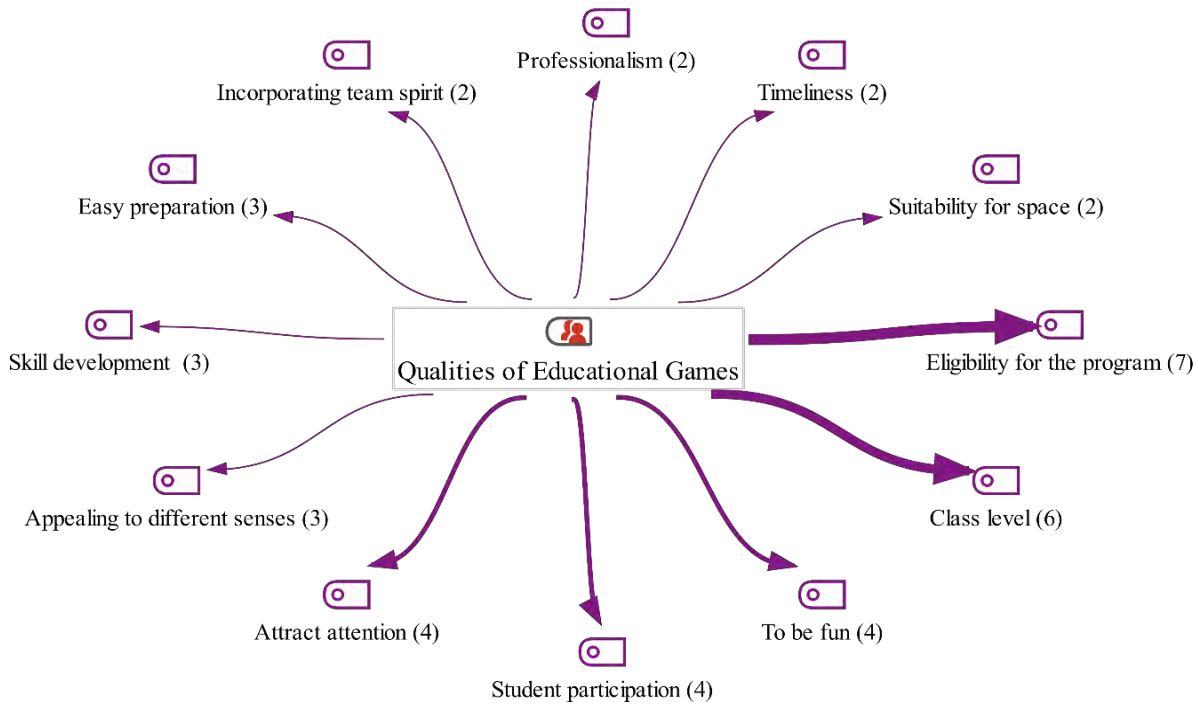

Figure 7. Characteristics of Educational Games Designed for Teachers

In line with the answers and coding given by the teachers, under the category of "Educational game qualities" There were 12 different codes. As a result of the analysis of the data, being suitable for the program (f=7), grade level (f=6), being fun (f=4), student participation (f=4), attracting attention (f=4), appealing to different senses (f=3), skill development (f=3), easy preparation (f=3), team spirit (f=2), professionalism (f=2), being up-to-date (f=2) and suitability for the place (f=2) codes were obtained. Social studies teachers emphasized that educational games should mostly be suitable for the program (f=7) and the grade level of the students (f=6) should be considered. Direct quotations from the views of social studies teachers are as follows:

K9: *It should be at a level that can provide students with abstract values and concepts that need to be taught. It should be applicable at all 5, 6, and 7th-grade levels. Games that require materials should be easy to prepare.*
 K7: *It should be suitable for the class level of the student. Games should be designed in a way it helps the learning outcomes. Visuality is particularly important because it attracts students' attention. it should have the ability to contribute to the development of student skills.*
K6: *Materials should be prepared in a way that can be applied easily especially in crowded classes where students can show active participation and have fun. Otherwise, certain students in the class would be targeted.*
K8: *There should be no games that allow the teacher to lose control of the classroom while playing the game. While trying to achieve the targeted goals, the elements that will distract the students should not be included. Games that will keep their interests and desires at a high level should be included. Since games with a long teacher preparation process won't be preferred by teachers, games with a shorter preparation period should be designed.*

CONCLUSION and DISCUSSION
 To investigate the opinions of teachers about the use of educational games in the social studies teaching process, 15 social studies teachers took part in this research. Participants expressed their opinions by answering five open-ended questions in a semi-structured interview form. The following conclusions have been reached in this direction below:

The elements that come to the fore in the views of social studies teachers on the definition of the educational game are mostly consolidation of knowledge, learning with fun, and other factors that make learning effective in diverse ways are listed. This result shows that teachers see educational games as a part of teaching and learning. They can be evaluated as they perceive it as an important source that helps them learn. As Güven, Ahi, Tan and Karabulut (2013) said the game-based learning technique, depending on the lesson achievements, allows the children to learn in the environment created by the teacher. It is an essential element of learning. At the same time, the diversity in the definitions of teachers can be interpreted in such a way that educational games can be beneficial from many different angles. The important point here is not game-oriented, but game usage in the context of the positive effect it has on students. At this point, Öztemiz and Önal (2013) said in their study that games are one of the most basic learning methods, especially for children. Each game can have a different effect on each student, and this allows for different learning and achievements.

In the opinions of social studies teachers about the use of educational games in their lessons, according to purpose, the views of increasing interest and teaching with fun stand out. These results can be interpreted in a way that shows that teachers' educational games are used as a facilitating tool in reaching the aims of the course in the teaching process. As Uberman (1998) states, the game is not just a time-filling tool. On the contrary, it is a valuable element to be used in the education process. The game can supply active participation and self-confidence in the lesson for the students who still are passive in the lesson or cannot express themselves. In Özgenç's (2010) study results, it was found that game-based activities increase students' participation and interest in the lesson. It is said that it affects positively and increases interaction. Every student's learning style is different. Because of the use of educational games in this sense, the positive contribution of educational games cannot be ignored. In the category of game genres, games such as puzzles, map games, wheel of fortune, and matching games are preferred. The result showed that teachers play different kinds of educational games to make the lesson more interesting. As it is pointed out in Yolageldili and Arıkan (2011), playing is a natural part of children's life. At this stage, besides ready-made games, it can be expressed that the games that are designed and prepared in cooperation with teachers and students create richness in use. The point to be considered here is that the games are per the aim courses, and the classroom climate and they should contribute to making the students happy rather than the source of the games. In the category of reasons for choosing a game, it can be said that the view of suitability to the subject and student level is preferred. When educational games are accepted as part of the in-class teaching process in the classroom, the teacher must consider many elements. Here, teachers' emphasis on the aims of the course/students can be seen as proof that they have teaching anxiety. In line with this finding as Uygun, Akkeyik and Öztürk (2018) said in their studies, in the purpose of choosing educational games, students' interest in the lesson will increase as well as it should not be forgotten that they will achieve a desired level of harmony through interaction. Similarly, in the studies of Topçu, Küçük, and Göktaş (2014), teacher candidates state factors to be considered in the selection of educational games, the first one being the criterion of suitability for student level. Another point here is that most of these reasons require the teacher to empathize with the student and create a structure that is compatible with the classroom atmosphere.

Opinions were looked for about the games they have designed if any about whether there are games that social studies teachers have designed to use in their lessons. In this direction, some of them state that they design games, and some of them state that they use the existing games in the field text. It is seen that teachers who design games mostly design educational games. This result is a sign that the participating teachers have a high tendency to use

educational games. In today's increase in interaction and participation in the Education process, such an orientation of teachers in the understanding of education is one of the main factors that increase the usability of games. In support of this finding, Usta, Işık, Şahan, Genç, Taş, Gülay, Diril, Demir and Küçük (2017) As said in the results of the study, when the achievements of the relevant subjects are taken into consideration and sufficient time and effort is spent, it is said that educational games can be designed according to class levels on any desired subject. It can be interpreted that the fact that teachers prefer educational games in designing games has a significant impact on the fact that these games supply convenience in classroom use and play a facilitating role in reaching the aims of the course. The fact that educational games are relatively suitable in terms of participation-interaction, feasibility-inclusivity compared to other game types can also be shown as reasons for preference. In this regard, Ding (2019) states that the elements to be emphasized in the game design process are decisive in integrating the game with education. It emphasizes that design features can have positive or negative results according to the physical and mental development level of the student. For this reason, he states that the games may need to be improved by re-examining them in line with the feedback to be received from the target audience at the end of the application. In addition, as an example of the opposite view, in Güneş (2010)'s study, teachers state that the process of designing a game is an economically costly and burdensome situation.

Contributions and limitations about the evaluations of the use of educational games by social studies teachers in lessons are explored. In the category of contributions, the view of attracting attention and learning by having fun comes to fore. On the other hand, in the category of limitations, time factors and school opportunities come to fore. The result regarding the contributions can be interpreted as those teachers see educational games both as strong support in terms of teaching and as an important factor that increases sympathy and participation in the lesson. In support of this finding, Uğurel's (2003) study emphasized that games have aspects that increase in-class interaction, enable learning by having fun, and keep the interest in the lesson at a high level. same Similarly, in the study results of Kaya and Elgün (2015), the use of educational games in lessons is necessary and beneficial. It is stated that there are enjoyable activities that enable active participation in the lesson. In the results regarding the limitations, it can be said that the concerns about the in-class and extra-curricular elements come to fore and the participants care about the time factor because they prioritize the instructional goals. In the study of Usta et al., (2017), the participants stated that they had some difficulties in classroom control and time management in educational game applications. When viewed, the time factor is a determining factor that restricts the use of educational games in lessons and is far ahead of other limiting factors. In fact, overcoming this situation can be evaluated as other factors can be overcome more easily and limitations can be reduced. When we look at the opinions of the social studies teachers about the qualifications of the educational games designed for the lesson, it is seen that the elements of being suitable for the program and grade level are mostly preferred. Subsequently, it has been stated that many different elements are the qualities that should be found in educational games. In this situation, teachers' educational games are not only a game or a relaxing activity for students but rather a complementary element in the teaching process and contributing to the development of children in different ways can be considered as an activity that provides the study of Hazar and Altun (2018) in the results of the study, it was stated that the game should be suitable for the objectives of the course and the level of the students. supports the result. Ultimately, the quality of the games is a condition that also affects the quality of the course, so the quality of the teaching process requires that the educational games have a certain quality. In the light of all these evaluations, it can be said that the use of educational games as a teaching tool in social studies education will be an important resource. It can be stated that when this resource is used appropriately and efficiently, it will provide students with significant gains and contribute greatly to their development.

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