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Current Studies in Sports Science 2023

PREFACE

Current Studies in Sports Sciences 2023, is published from selected articles invited by the editors.

This issue consists of 6 chapters from the field of Sports Sciences. The book consists of Physical Activity in Educational Sciences, Traditional Sports and Games, Women and Sports, Sports in Disabled People, The Importance of Preschool Sports and The Place of Sports in Our Culture.

All submissions are reviewed by at least two international referees.

The book aims to provide its readers with the opportunity for scientifically peer-reviewed review on physical education, healthy living and nutrition.

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<div style="background:orange">CHAPTER 1</div>

The Importance of Sportıve Play in Preschool Education

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1. Introduction

Education is the basis for preparing children for life. The education given is to explain life as it is, without separating them from their childhood, and to do this by going down to the level of the child. Education is a rehearsal that prepares children for life, so this rehearsal should be very close to reality (Yavuzer, 2000).

The 0-6 age range in children is a period in which they will gain all kinds of movement skills permanently, and this period is a critical period for children, a period in which their whole life is directed. Therefore, preschool children should develop well in every aspect (Evridiki et al., 2004). All kinds of pre-school physical activities correct and protect the physical structure of the child both today and in the future (Özbar et al., 2004).

Considering that children are as active as they need to be, it is almost a necessity for them to do physical education and sports in order to meet these needs and develop healthily. Physical education and sports support muscle coordination, endurance, strength and flexibility in children as they cover basic movements and skills. It is not only limited to these, but is also very effective in the respiratory and circulatory system (Yarımkaya & Ulucan, 2015).

Play is generally considered as voluntary behaviors that can be performed by individuals of all ages, that occur in the inner world of the individual and arise from the instinct of movement, that enable the development of physical, moral and social personality skills, that are shaped over time based on certain rules, and that are voluntary in accordance with the socio-economic structure and developments in societies (İnal, 2000).

It is emphasized that play is an important tool that contributes to the child's recognition and understanding of the world and the environment in which he/she lives, because play is seen as the most serious occupation of children and therefore it is stated that it would be wise to use it within the education system. Because, it is stated that the child learns by using all his/her emotions in the game, by experiencing and doing, and that a more permanent and natural learning takes place by internalizing his/her behavioral knowledge and skills through play (Uskan & Bozkuş, 2019). Education through games contributes to better memory of what has been learned, development of comparative thinking ability, development of decision-making mastery and also positive behavior (Öztürk, 2016).

Pre-school sports and physical education, which affect all these developmental processes, when combined with play, puts the child in a natural and active learning environment. Because play plays an effective role in children's movement, affective and cognitive skills. Many skills; decision-making, retention, observation, problem solving, creative thinking are skills learned through play (Özyürek & Çavuş, 2016). Therefore, it is not possible to separate play and learning. Play serves as a bridge between theory and practice and is the most important assistant of educators (Akın & Atıcı; 2015).

Although it is stated that the skills that are not acquired in preschool cause children to be unable to acquire more complex skills in later ages, it is stated that in order to prevent the emergence of the so-called sportive competence barrier, basic needs such as jumping, leaping, running, catching, rolling, throwing, crawling should be given to children in the form of games and entertainment in the preschool period, so that it is thought that the child will be more willing and equipped to enter the sportive skills that the child will do in later ages (Ketelhut et al, 2011; Oliver et al., 2010; Pate et al., 2004; Sanderock, 2010; Schneider, 2008; Vale et al., 2010).

In recent years, changes in technological fields have caused individuals to spend a lot of time in digital environments with devices such as computers, phones or tablets, and children to turn to digital and virtual games (Digital Games, E-sports) (Parisod et al., 2014; Horzum et al., 2018). In fact, it is known that digital sportive games have emerged (Kretscmann, 2010). However, if we evaluate the comparison of these digital sportive games with sportive games involving physical activity through the results obtained by Cihan and Ilgar (2019) in their study, they state that digital sportive games have more

positive effects on young individuals in cognitive, social, affective and psychomotor categories, and that they support concepts such as happiness, positive psychology, quality of life, optimism, and self-esteem for the psychological well-being category. Although they could not reach the results that it contributed to their physical development, they stated that playing digital games for a long time revealed different problems.

Therefore, the interest in these games causes people to lead a more sedentary life in the eyes of society. However, one of the most important factors in leading a healthy life is movement and the main source of movement is seen as sports. Sports should be a necessity in human life. As it is known, one of the most important features of sport is that it is a cultural concept and in many societies, sport has become one of the cultural elements in life and has turned into a lifestyle. However, although there has been an increase in both facility and organizational efforts to increase the interest in sports in our country in recent years, the proportion of individuals who do sports in our country is considered to be quite low compared to the population.

In the light of the information given above, this study aims to reveal the effects of sportive play on children in preschool education, which we see as the most important step in the formation of sports culture in our country, and its contributions to their physical, cognitive and psycho-social development.

2. Games and Sportive Game

Although the history of games is as old as the history of mankind, available documents and sources date back to 3000 BC. Artifacts and hieroglyphs obtained from excavations depict Senet and Mangala games played in Ancient Egypt, and it is known that marbles, spinning tops and minnows belonging to Greek and Roman civilizations are among the oldest findings of games (Onur, 1992; Fox, 2002). Information about traditional games played or played in the Turks can be seen in Kashgarlı Mahmut's Divanü Lügat-it Türk, Evliya Çelebi's Seyahatname and Dede Korkut Stories (And, 2003). To summarize, we can say that play has always been an important concept in human life throughout history.

Lazarus, on the other hand, defined play as an activity that arises spontaneously, has no goal and brings happiness. In general terms, play is a part of real life and the most effective learning process for the child, which is the basis of physical, cognitive, language, emotional and social development, which may or may not be for a specific purpose, with or without rules, but in any case, the child willingly and enjoyably takes part (TDK, 2017).

Suits (2004) states that play is not a random human activity, but an important human activity that takes place for a specific purpose. Suits (1973) also clarified the concepts of game and sportive game in his study titled "Elements of Sport". In his study, he stated

that not every sport activity is a game, but sports can be categorized as sportive games according to their purposes. However, Sutton-Smith (1997) also included the category of "Sportive Games" among the classifications he made about game types. Again, Parlett (1992) mentions that the game has a winner, tools and rules used to win (Sezgin, 2016).

Play contributes positively to the development of the child with many phenomena it contains. "Play has direct effects on the development of the child. These effects differ according to the game played. It is an undeniable fact that play affects the development of the child in various aspects" (Erdem, 2003). Also the game; from ritual origins to the present-day existence, conduce the relevance of very different behaviors and the reasons that cause it (Alıncak and Tuzcuoğulları, 2016). In this process, the meaning, definition and of course the achievements of the game may change over time.

As a result of many scientific studies on play, it has been seen that play has positive effects on different developmental areas of the child such as affective, cognitive, psychomotor, and none of these studies have found any negative findings or comments about play. Many researchers have proven that play is very important for children's mental, social, emotional and physical development (Jansma, 1999).

Therefore, "sportive play" can be defined as playing a game with certain rules and equipment with the aim of defeating and establishing superiority over another individual or group. In this sense, as it can be understood from the definition, we can say that the implementation of rules or the use of tools contributes not only to physical development, but also to mental (cognitive), social-emotional development, along with the inclusion of elements involving high levels of physical activity in sportiv

3. The Effects of games on Physical Development

Many scientific studies have shown that play contributes to the physical development of children (Küçükkaya 1989; Kerkez 2006; Özdenk 2007; Sarı 2012; Gül 2012; Akın 2015; Ongül et al., 2017).

The biggest indicator of development in children is bone development. Studies have shown that there are periods when children's bone development develops rapidly and slowly from time to time. Incomplete bone development in childhood leads to posture disorders. It is known that bones are difficult to break because they have a flexible structure. This leads to difficulties in fine motor development in young children. Bone development varies according to the individual and this is most clearly manifested by the difference in height growth (Tepeli, 2011). At this point, we can say that education that includes physical activity has an important place, and therefore sportive games are one of the most important education that affects the physical development of children (Ünlü & Aydos, 2007).

Thanks to games, the child gets rid of excess energy, his/her sleep becomes regular and his/her appetite increases. Especially games played outdoors contribute to development thanks to fresh air. Motor development such as strength, speed, attention, coordination and flexibility develop through play. The game also plays an important role in controlling the child's movements. In short, it contributes greatly to the child's psychomotor development (Dilekmen & Bozan, 2018).

In the game, players jump, run, push, etc. They struggle with their opponent, their own body weight, gravity, and the tools in the game by making movements. While these struggles contribute to muscle tendon development, the development of strength is also realized. At the same time, due to the structure of sportive games, acting according to the command (voice commands, auditory; visual commands) contributes to the development of reaction times (Mengütay 1999; Hazar 2000; Özen et al., 2014). In addition, while the desire to continue the game increases the individual's resistance to fatigue (endurance), the flexibility of pulling, pushing, stretching, bending, twisting, etc. in the game, the necessity to perform a series of movements in a fluent and harmonious manner also contributes to the development of coordinative abilities (Mengütay 2005; Açak 2006; Aksoy and Çiftçi 2014). In summary, while the elements contained in sportive games contribute to the development of children's basic motoric characteristics, they also contribute significantly to their physical development.

Another contribution of preschool sportive games is the fight against obesity. Weight problems at an early age are dangerous. According to studies, it has been proven that 25% of people who are obese in adulthood are overweight at a young age and that children who are overweight before the age of 8 are predisposed to become obese in adulthood (Freedman et al., 2001). A sedentary life from an early age causes many diseases, especially cardiovascular diseases, to be a risk factor (Mengütay, 1999; Saygın & Mengütay, 2006).

The body that gets used to inactivity at a young age brings along obesity, which is officially recognized as a disease today, such as high blood pressure, diabetes, arteriosclerosis and arteriosclerosis in later ages (Yoshinaya et al., 2004; Özer, 2001).

Active life in preschool may prevent obesity, but this does not mean that children who lead an active life will have good motor skills. In some studies, the development of motor skills was compared between preschool children who engaged in free play activities and children who received planned motor skill instruction, and significant differences were found in children who received instruction. Therefore, planned instruction is of great importance in preschool children (Rutledge, 1993).

Such studies have emphasized the importance of movement in child development in our

country and preschool education has been included as compulsory education since 2009-2010. For this reason, children should be supported to participate in physical activities, and they should be provided with an activity habit throughout their lives. It should be transferred to children as a natural fact of life (Oliver et al., 2010).

4. The Effects of Sportive Game on Mental-Cognitive Development

Play is an indispensable occupation for children and is intertwined with the preschool period. Considering that the child's intellectual development is in the 0-6 age range, the effect of play is of great importance in order to raise healthy, happy and creative people in the future. The way to gain these behaviors, knowledge and skills comes spontaneously through play (Öztürk, 2001).

While playing games, the child's cognitive development is supported, he/she experiences the social skills necessary for his/her daily life and is given the opportunity to express his/her emotions. Most importantly, the child spends this process having fun and play provides the necessary environment for the child to reveal his/her creativity (Türkoğlu, 2016). During the play process, children develop their personality and character structures by using their body and cognitive functions effectively, and experience social roles and behaviors by making sense of unwritten rules in society (Arslan & Dilci, 2018).

Play is a learning environment for the child. As the child plays, his/her senses increase and his/her abilities and skills develop. Because play is an environment where children develop what they hear and see (Özer et al., 2008).

The child spontaneously learns the knowledge and experience required for the continuation of life while playing. Play is as important as nutrition and sleep for the healthy development of preschool children (Kaytez & Durualp, 2014). Play behavior both contributes to the child's individual developmental areas and mediates the transfer of cultural elements between generations. Play is also used by developmental psychologists to collect the necessary information in the diagnostic process in the context of characteristics such as mental development, psychosocial development, thought structure and schemas (Özdoğan, 2014).

Sportive games contain many rules and complex situations due to their structure and enable children to face different problems. The child who encounters any problem will try to solve this problem and thus produce different solutions. Especially in the preschool period, the child's learning is very fast. The most natural way to give information to children in this period is play. Information taught through play can be more permanent. The reason for this is that the child learns actively and practically in the game. In addition, since the child's senses are constantly working during the game, skills such as curiosity, comprehension skills, intelligence and reasoning will also develop (Kıldan, 2001).

The Effects of Sportive Game on Social-Emotional Development

The foundations of social development are laid during childhood. Sportive games are environments where social and emotional development is provided by nature. Children, who can easily achieve what they want in the family environment, have to act as required by the rules of the game rather than what they want during sportive games, so they learn to act with the group and obey the group. In addition, game rules ensure the development of behavior, and the behaviors acquired in the game are transferred to social life. Individuals who learn honesty, solidarity, putting themselves in someone else's shoes, respect for others, good manners and responsibility in play reflect this in their lives. Children who do not expect anything in return learn to sacrifice (Hazar 1996; Poyraz 2003; Koçyiğit et al., 2007; Çankaya 2014; Bektaş 2015). Again, we can say that children can learn to respect the rights and freedoms of others, protect their own rights and freedoms, cooperate, share, be a leader, win and lose in sportive play activities (Akandere, 2004).

Sportive play helps the child interpret himself/herself and what he/she has learned and teaches him/her to live by rules. The child recognizes life in play. He/she tests and shapes the characteristics he/she has brought from the family in the game (Hazar 1996).

We can say that sportive games play an important role in children's learning social skills. Many emotional reactions are learned through play and the gamification of these reactions contributes to the child's self-knowledge. The game, which helps the child to socialize, distances him/her from self-centeredness (Durualp & Aral, 2010). At the same time, the child engages in mental work during play and develops skills such as interpretation, perception, evaluation and decision-making (Özer et al., 2006). Talents and skills emerge in every field in which the individual is a direct participant. Since there is effective participation during play, the child is directly affected, influences, changes, changes, and learning continues in a natural process, allowing the child to be encouraged and show his/her abilities (Engin et al., 2010).

5. Conclusion

In line with the studies conducted in the literature, it can be said that the concept of play can be played by individuals of almost every age group and has positive contributions to individuals in many ways. If we make an evaluation within the scope of the importance of sportive play in preschool education, which is discussed within the scope of the study;

It is stated that many behaviors that adults try to teach their children will be taught to children through play. Because if the child spends time having fun and enjoying himself/herself, he/she has the opportunity to learn more by experiencing and experimenting. The child experiences and keeps alive the society and family through play. It can be

said that play makes great contributions to the child's mental, physical, emotional and social development (Yavuzer, 2000). Sag et al. (2022a), in their study on classroom teachers, also stated that the game; It has come to the fore that it is a need, a means of communication, preparation for real life, personality building and socialization.

The first periods of human life are defined as critical periods by educators. Especially in these periods, it is very important to direct children correctly and to guide them correctly. Children's recognizing and making sense of the outside world generally begins in this period, and the child harmonizes this process through play (Sağ et al., 2022b).

Studies show that conscious sports education given before school contributes significantly to both physical and cognitive development of the child. While its contributions to bone development and thus growth are undeniably important from a physical point of view, from a cognitive point of view, it can be said that it positively affects the child's lifelong development, from language development to intelligence development, from being able to express himself more easily to socialization.

As a result, games are generally considered as voluntary behaviors that can be performed by individuals of all ages, that occur in the inner world of the individual and arise from the instinct of movement, that enable the development of physical, moral and social personality skills, that are shaped over time based on certain rules, and that are voluntarily performed in accordance with the socio-economic structure and developments in societies. Play is actually indispensable for all humanity from birth to death. It can only change shape. For preschool children, play can also be seen as starting life, getting to know themselves and meeting their needs. Play is seen as the most important phenomenon that supports both the physical and mental development of the child and enables them to demonstrate their skills. Because play affects the child's bone development and growth development. For this reason, we can say that it has become a necessity to include sportive games in pre-school education curricula in order to increase the habit of planned active life of our society and to create a culture of doing

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CHAPTER 2

An Evaluation on Game Tools in Traditional Equestrian Team Sports of Turks

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1. Equestrian Games in Turks

Traditional Turkish sports may vary from region to region depending on the period, geographical conditions and climate. It is also possible to see some diversity according to neighboring civilizations and the extent of the relationship between them. The introduction of ancestral games into traditional sports has led to the formation of a brand-new culture. "Scientists researching on Steppe Culture have sometimes called this type of culture equestrian culture or equestrian shepherd culture" (Onay, 2015). This created a new cultural environment. The fact that the horse was domesticated and put into the service of humanity in itself means the birth of an era. "The Turks, who tamed the horse for the first time in the world and used it as a riding animal and a means of warfare, crossed areas of thousands of kilometers at once thanks to this superiority and gained the opportunity to own many places" (Erdoğan, 2019). In other words, while the horse only had a place in nutrition culture, being able to dominate the horse made human life very easy for that period. Over time, the extraction and processing of some minerals led to the development of dominance over the horse. The harness materials applied to the horse enabled it to be used at the highest level. The horse, which has entered every stage of human life, has now been present in transportation, transportation, and every moment of social life in addition to the culture of nutrition. With the development of riding techniques, hunting and war strategy moved to a different dimension. It is unthinkable that the horse, which is involved in both economic and social life, does not have a ritual dimension. For Turks, strong and special beings have always existed in mythology. What makes them special is that they make the Turk strong and superior to others. The horse undoubtedly made the Turk superior to other civilizations. In that period, Turks were the

ones who used the horse the best compared to the surrounding civilizations.

They knew very well how to utilize the horse's strength and agility. Turks were able to use this power in hunting and warfare with their skill. Perhaps this is why for many Turks the horse is considered sacred. Sacrificing the horse or burying it with the dead warrior may have been elements of this sanctity. In addition, "many Turkic tribes used the name of the horse because of this deep love. The most important branches of the Karakalpak tribes, such as the Ala Yuntluğ and the Tor stallions, bear the names of Kara Tay, Sarı Tay, Boz Tay" (Diyarbekirli, 1972). It is seen that the horse is the companion of the Turk. Both in this realm and in the other realm, the horse continues to be a companion. In the journey of the shaman to the cosmic realm, the horse has a different importance besides other taboo beings. In this sense, while describing the Turk, it is also necessary to describe his companion; the horse. If the physical culture of the Turks is to be explained, the horse and, of course, equestrian sports should be explained. The experiences gained in traditional games played on horseback were used in hunting and warfare. Perhaps the materials used in the games were imitations of those to be used in war, and the maneuvers to be performed in the game were rehearsals of the strategies to be used in war. In short, being ready for war under all conditions and at any moment depended on being able to show every skill and experiment on the horse under all conditions. The first condition in the steppe life of the ancient Turks was to survive and sustain themselves. It was essential to be able to skillfully use the weapons of the period and to be able to use these weapons on horseback. We see that this situation is valid for almost all Turkish states of 4000-5000 years. Horse culture and horsemanship were still the most important means of transportation and attack in wars until the last century of the Ottoman Empire. Therefore, as long as the horse culture continues, it is natural that different games and therefore sports related to the horse have emerged in different centuries. When traditional games and sports are evaluated from this point of view, it is important to define the game tools used on the horse and their functions. Another characteristic of traditional games or sports is that they reflect social power and unity. In every game; it is possible to see this acting together, cooperation or collective intervention. In fact, these are behaviors that reveal the structure of society. The social structure is undoubtedly stronger in civilizations with an equestrian culture. Nomad culture will have an effect that no event can be thought individually. Within the framework of this culture, everything must be done in cooperation, whether it is natural events, preparation for winter or toy. This collective behavior has made the socio-cultural structure even stronger. Social strength manifests itself at every stage of Turkish life. Every event that a person experiences from birth to death; birth customs, naming, circumcision, military send-off, engagement, henna, wedding and everything related to death should be done collectively based on certain rituals and traditions. This loyalty between family members continues to grow and multiply between relatives, then between tribes, clans, etc. In fact, the concept of

nationhood is undoubtedly possible with strong family ties. Each individual sees another individual in another country or another province as a family member. Of course, this situation is reflected in the games played and then in the sports we call traditional. Behaviors such as cooperation, acting together and support are frequently seen in these games. In fact, in these games, it is seen that the effort to develop a strategy together and to score at the end of this strategy comes to the fore. To summarize; equestrian games-sports in Turks are sporting events in the nature of war rehearsals that protect the unity and solidarity of the nation with the same spirit and emotions in the society, react to the same events, rejoice, grieve, and from time to time show the power to fight in order not to break this unity.

2. Horse and Horsemanship in Turks

Turks, like many other civilizations, had a hunting culture when they emerged on the stage of history. Over time, they succeeded in taming the animals they ran after for the hunt and this led to the birth of a whole new era. Thus, with the taming of animals, the development of nomadism to meet the need for nutrition in all seasons of the year emerged. "Both the steppe conditions and the semi-nomadic lifestyle they lived made the horse indispensable for the Turks. The horse has been the greatest supporter of the Turks both in migration, hunting and daily life" (Durmuş, 1993) Nomad culture and shepherding led to the birth of this process. "This culture was developed in Inner Asia not by the Turks, but by the Prototurks or Preturks" (Rasonyi, 1993), Pre-Turkic advocates such as Koppers, who defines nomadic culture as "the domestication of the horse and the introduction of the horse into the service of mankind", definitely point to the Turks. "The domestication of the horse and the introduction of the horse herding culture can be attributed to the first Turks. This achievement in the history of mankind has led to remarkable developments in the development of tribes and other cultures" (Koppers, 1983). Naturally, shepherding culture requires relocation. Within this culture, the horse grows in its own free environment. At certain times of the year, this free environment allows horses to be better fed and strengthened. "The horse, which embodies speed and endurance in the same body, can only be raised in large meadows. Such meadows can only be owned by nomadic societies. Because settled societies have used these fertile and large areas as agricultural land" (Öztürk, 2014). The biggest example of this is Chinese society. A society that uses large meadows for agricultural land will probably use stables and farms for horse breeding. However, the most valuable horses for the Turks are the horses that remain in the yearling herd. Because, "in steppe culture, feeding animals with external elements such as "feed" is not seen" (Onay, 2015).

It is expected that there would naturally be a difference between horses that run-in meadows and wide plains and spend the night in nature instead of in the barn and horses that spend the night under protection. This difference can always be observed for the

horses of the communities living in the north of China; Turks and Mongols. Most sources in the literature focus on these two societies when talking about good horses. It is also possible to find eulogies about the horse and the Turk in history. It would be useful to mention a few of them. "The horse is the wing of the Turk" and "bird with its wing and man with his horse", this is how Kashgarli Mahmut mentions the importance of the horse for the Turk in his works. The Turk cannot be imagined without a horse. Therefore, Dede Korkut thinks that a soldier without a horse will be useless. Dede Korkut says "a man on foot has no hope" when talking about the horse. "The Turk gives importance to his horse rather than himself. He raises his horse himself. If you add up the days of a Turk's life, the time spent on horseback is more than other days" (Gömeç, 2016). Because Turks try to see even their daily work on horseback. Since they are used to sitting on the horse since childhood, perhaps their bone structure develops accordingly and therefore sitting on the horse does not tire them. According to Öngel, "Ammianus states that the Huns would not get off their horses even to fulfill their natural needs... They would shop, eat and drink on their horses, and even manage to sleep sweetly on the thin necks of their horses" (Öngel, 2001). Again, Grousset, speaking about the Huns' dependence on the horse, says: "The Huns were as if they were glued to their horses, which were tireless and went like lightning. They spent their whole lives on their horses, sometimes with their legs apart, sometimes sitting on their sides like women" (Grousset, 1999). Grousset clearly mentioned the Turks' agility as well as their skill on horses. The horses raised by the Turks in this Central Asian geography became a center of interest for the surrounding civilizations. Especially the horses raised in the Fergana region attracted the attention of the Chinese rulers and they risked war for these horses. "The horses raised by the Turks are warlike and fierce like themselves. In the games of preparation for war, the rider and his horse are so integrated that the rider's ambition, anger, determination and this mood are reflected on the horse. The horse and the rider become almost one. The Turk has to act according to his comrade even when planning his life" (Tuzcuoğulları, 2019). It is possible to see this situation in equestrian traditional sports, which we see as a kind of rehearsal for war. In the game of Kökbörü, the ambition of a rider trying to take the goat from the opponent could also be reflected on his horse. In these games, you can witness horses engaged in a fierce struggle with another rival horse and even horses biting the ear of the rival horse. It can be seen that the horse is not just a creature for Turks. The horse is a part of the family for Turks, a companion for the Turk, a wing for the Turk. For centuries, the horse has won the Turks battles, run from raid to raid and even shared the same kurgans at the end of their lives. Because the horse is sacred for the Turk. The horse, which was the power of the Turk in war, could not be considered away from holiness. Accompanying the shaman on his cosmic journey, the horse is an important symbol in the ascent to the celestial realm. The sanctity of the horse has taken its place in that cosmic environment to serve in the other world as it served in the world, in shamanic rituals, at the grave of the kings, around the homeland of the deceased Alps, next to

the rider in the kurgans. If we talk about horsemanship in Turks, it should be analyzed in two ways: primitive horsemanship and systematic horsemanship. Turks went from primitive horsemanship, which was used to lead and manage herds in steppe life, to systematic horsemanship with the ability and means to shoot arrows in all directions on horseback and became invincible on horseback. Being able to shoot arrows in all directions on horseback must have been the highest point in cavalry. This is because the Turks demonstrated their superiority in primitive horsemanship by being able to shoot arrows by turning back on horseback even during artificial retreats during defeat; naked on horseback. Being able to shoot arrows even while running away from their enemies was related to the skill of the horses as much as the training of the rider. Primitive horsemanship was used for herding and herd management. Actions such as holding the horse by the mane or keeping it under control with reins made of lasso, directing the horse with pressure with the knees indicate primitive horsemanship. "For the ancient Turks, riding forty kinds of horses without stirrups, getting on and off the horse while the horse was running fast, were movements of no value" (Radlof, 1994; Çavuşoğlu, 2007). Movements such as avoiding an enemy attack while on the horse or reaching forward and rising on the horse for more effective strikes were vital for riders. Because these skills would be used in battles where survival was a struggle for survival. In fact, it was the skills they displayed on the horse that gave the Turks this title of invincibility. Undoubtedly, these skills were valued thanks to the characteristics of horses. While primitive horsemanship did not go beyond riding while the horse was naked, the biggest factor in the emergence of systematic horsemanship was the application of stirrups.

3. Traditional Equestrian Sports in Turks

"The horse has influenced the formation of the social structure in Turkic culture, and with its mobility, it has provided the chance of contact with distant regions in a short time. When the resistance and endurance it gave to the human body with its freedom of movement was integrated with two weapons such as the arrow in later periods, followed by the spear (cıda), it created a system that was impossible to defeat among its contemporaries" (Kalkan, 1997). The success of this system depended on games imitating warfare with and without tools, that is, equestrian sports. It was thought that games played on horseback would make riders good warriors. Indeed, Turks did not refrain from practicing these traditional sports in every social event. Even on the anniversary of the death of some commanders or important people, or during the ceremonies for the raising of yoghurt, they showed these struggles. In short, every moment on the steppe was an excuse to repeat these trainings, irregularly but continuously. Another sport whose game tool is called stick, stave or javelin is the mounted javelin game. "Javelin, which was developed with the skills of valor, warrior and sportsmanship in Turks, has been a sport played or traces of it have been seen everywhere where Turks spread their traditions and

civilizations, especially in Anatolia" (Köstem, 2000; Ay, 2018). Mounted javelin is one of the most vicious and warlike games of traditional sports. "In the Ottoman Empire, the javelin game was played very hard and there would be injuries in every game. But the brave men would not pay attention to these wounds, they would continue the game by throwing nagra" (Karcıoğlu, 2017). If we remember that it was banned in the Ottoman Empire during the reign of Mahmut II because of injuries, it is not difficult to manifest the degree of hardness of the game in ancient Turks. It is even known that anyone who dies during this game is considered a martyr. We can say that the mounted javelin game is a complete war game in this respect. Gökbörü is a goat-grabbing game known as Kökbörü and Buzkaşi. It is an equestrian fighting game, meaning Gökkurt, which is claimed to have been born in imitation of the wolves that raided the stables in one of the villages of Kyrgyzstan and wiped out the goats. Traditionally, the game is played individually. Hundreds of horsemen, at the signal of the referee, try to grab the dead goat, which is placed at a certain distance, and carry it to the starting point. It is a game where arm strength and the coordination of horse and rider are at the forefront. Again, very large areas are not needed for the popular jop game played on horseback. Therefore, it is a game that can be easily played anywhere, where targeted shooting and timing skills are displayed at a high level. Moreover, it is necessary to perform these skills on horseback and while riding fast, which makes it even more difficult. "The stick used in the baton game should be made of a dry tree without knots. Two poles of three to four meters in length were erected on a flat square and a rope was passed across them. When the rider coming fast on a horse from the opposite side comes in front of the rope, he hits the ground with the baton in his hand so that it bounces" (Köstem, 2000; Ay, 2018). The jop is made to bounce with the force it receives from the ground. If the warrior can make a good, balanced shot, the jop will rise and pass over the rope, which is an expected result. Equestrian hockey, known by names such as Çöğen, çevgen, çevgan, tubuk, tüy, bandel, is another equestrian sport that has reached Anatolia. This is a game in which the teams, divided into two equal numbers, score points when they pass the ball between two poles erected by riding or passing the ball on horseback. It is a sport in which hard hits are made with a curved stick called a girdle and the horses are used to it. The aim is to ensure that the horse is not startled during all these actions, that it is accustomed to shouting, shouting, noises and that it can obey its rider in that atmosphere.

4. Functions of Game Tools

Traditional sports are one of the elements of national culture where people who experience the same emotions exhibit their common reactions and behaviors. "Sportive activities are a part of the culture of societies. All nations that have lived in history have combined their own cultures and the characteristics of the geography they live in with their sports and created a unique sports culture" (Karcıoğlu, 2017). Turks reveal their

unique characteristics in equestrian sports. This should not be considered only in terms of respect, reverence and forgiveness. It is definitely possible to see these values in the application phase of traditional sports. However, as important as these behaviors are the purposes of the games and the functions of the game tools. Being able to swing the stick in the game of agile quickly while on horseback, even lying down if necessary, and being in this practice for hours undoubtedly provides a great development of strength. In particular, "riding Turks, who also possessed the striking power of iron, became the fearful dream of other societies" (Onay, 2015). Being able to use a sword well on horseback can be possible with constant repetition in such games. Moreover, in the system of "high stirrups" called Kazak stirrups, these strikes could be made even more powerful, and they could shatter the metal and leather armor of that period. It would be fair to say that they acquired different skills in the game of Horse Javelin. It required a lot of repetition to be able to quickly throw a javelin (spear) at the enemy on horseback and hit them. This was possible through traditional sports practiced at every opportunity. "After the end of the game, the one who hit his opponent with a javelin, the one who caught a javelin in the air, the one who made skillful movements on the horse, the one who bent down and picked up the javelin was given gold or gold coins" (Kahraman 1995; Evliya Çelebi, 2001; Karcıoğlu, 2017). These skills were frequently encountered during war. Being able to catch a jirid in mid-air or to pick up a jirid on the ground during a battle by reaching from a horse and fighting again was essential for survival. We can see that the game was invaluable for developing these skills. "Capricorn", the game tool used in Kökbörü, the game of capricorn snatching, weighs approximately 30-35 kg. It requires great strength to pick up a material of this weight from the ground and carry it on the horse. Tugging naturally takes place during the game. Each player tries to take the goat away from the opponent in order to possess it. All this requires skillful movement on the horse. Because the rider tries to pull the goat by using both hands to have the goat. In this situation, the rider and the horse have to act in harmony. In addition, in all this chaos, horses learn to listen to their rider and act in harmony with him. These behaviors (horses not being frightened by the noise, not avoiding the struggle) are the most needed characteristics in war. Joping on horseback also builds skills in balance and timing. Riding the horse fast, bouncing it off the ground and over the rope with good timing also requires excellent target shooting. It can be seen that the game materials used in equestrian sports are in fact a good preparation for the tools of war to be used in war. These traditional sports, which are played at every opportunity outside of war, bring great experience to both horses and riders. These experiences gained in civilian life, skills involving horse handling, tool use, throwing, lifting and pushing are developed for use in hunting and warfare.

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CHAPTER 3

Women and Sport

Cemre Didem EYIPINAR

Gaziantep University, Türkiye

Ugur ABAKAY

Gaziantep University, Türkiye

1. Women and Sport

Sport plays an important role in every culture from past to present, both actively and passively and in different forms (Esentaş, Güzel & Vural, 2018). As in many other fields, it is a fact that women are not as visible as men in the field of sports. The high importance of physical and mental strength in the sporting experience makes the field of sport an environment for the positioning of gender ideologies. On the other hand, the fact that sports contain ideas of masculinity and femininity has caused it to be seen as a traditionally masculine activity that embodies masculine gender roles, and thus to be considered equivalent to masculinity (Koca &Bulgu, 2005). It is stated that women struggle with these difficulties due to their position in sports, the fact that they are considered physically and mentally weaker than men, and the fact that cultural and social codes have areas where women belong, and that this special struggle has continued throughout history (Arslanoğlu, 2005). It is also known that women were not even accepted as spectators in the ancient Olympics, the oldest sporting event in history (Koryürek, 2003). Women cannot find a real place in organizations formed within male-dominated boundaries. In particular, patriarchal understanding has been a force determining the boundaries of modern sports and has prevented women from participating in sports. Women's presence in the sports media has generally been through the commodification of their sexuality (Kazaz & Hansu, 2020). Under these circumstances, women are often evaluated not for their athletic identity but for their gender. After the second half of the 20th century, the dominance of feminist waves ensured that the issues of women and sports were handled with care and opened these issues to discussion (Öztürk Kuter, 1998). Therefore, in this

section, liberal feminism, Marxist feminism and radical feminism, which are feminist theories that emerged around the feminist movement, will be discussed in relation to sports.

2. Feminism and Feminism Theories

The sex-gender structure, which is fundamental to how people live in families and how families connect to traditions and society, is challenged at the outset of feminist theory. An important historic beginning for feminist theory of family is the examination of sexuality, motherhood, marriage, and paid and unpaid labor by feminist scholars. Despite the fact that women perform the majority of the invisible, unpaid, and unacknowledged labor in the home (such as childcare, housework, and emotional labor), patriarchal structures nevertheless govern and control the lives of women (Allen & Jaramillo-Sierra, 2015). According to Watkins, feminism is "women demanding all their rights as human beings!" There are some feminist theories put forward in the history of feminism. These theories include liberal feminism, Marxist feminism, and radical feminism. With feminism, which has come to mean the women's movement, women under male hegemony have become a social movement to emphasize the importance of gender roles. For this reason, the emergence of feminism can be thought to be aimed at building the position of women against men on more solid grounds and eliminating the inequality between women and men (Dikici, 2015). Liberal feminism is essentially reformist. Rather than challenging the patriarchal social structure, it seeks to establish equal rights in public life in order to equalize the competition between men and women. These include the right to education, the right to vote, the right to a career (Heywood, 2014). Radical feminism, as a new movement compared to other feminist theories, emerged in the late 1960s on women's liberation. developed by women's liberation fans. Radical feminism of the 1970s attracted attention as non-institutionalized organizations with little or no hierarchy and leadership (Donovan, 2001). The Marxist-feminist view points out that inequality of opportunity between men and women can be eliminated, based on Marx's views on the elimination of the family institution (Dikici, 2015).

3. Liberal Feminism and Sport

Mary Wollstonecraf is considered the classic proponent of liberal feminist theory. In her book "Vindication of the Rights of Women" she wrote that women are as much God's creatures as men and should be allowed to develop their moral and intellectual abilities (Donovan, 2001). Liberal feminists tend to treat women as a homogeneous category, without recognizing the vast differences in culture, race, class, age, disability, sexual orientation. The main political point that the liberal feminist approach, emphasizes more is the equality of women with men. Liberal approaches to equality in sport often seek to create the same resources and opportunities for women as for men, to break down barriers

and force their participation (Hall, 1996). In the following decades, the most dramatic change in the world of sport was the increase in women's participation. The increase in women's participation as athletes was due to the impact of a law (Title IX) enacted in the United States in 1972. Before Title IX, the percentage of female athletes in colleges increased from only 2% to 43% in 2001. Women have made significant financial and emotional gains from Title IX. The amendment allowed women to use federal funds and gain status in the public agenda (Lynn et al., 2004). According to Coakley, if governments in the US and without the introduction of equal rights legislation at the national level, millions of women would not exist in sport today. In the process, the expansion of girls' sports programs in schools, the expansion of school competitions for girls, and increased funding for girls' organizations. One of the reasons why the liberal feminist approach to sport reform has made more headway than other approaches has to do with its political nature and applicability. The desire to quickly achieve gender equality in sport has led to a flow of financial resources from male athletes to female athletes (Coakley,2001). Therefore, radical feminism, which criticizes sports with aspects that liberal approaches ignore, has developed as an alternative to liberal feminism (Hall, 1996).

4. Radical Feminism and Sport

Women who had taken an active role in the civil rights and anti-war movements created the radical feminism motion, which is based on the notion that male dominance is the primary source of women's subjugation and prejudice. It believes that sexism and gender inequality are the two most important variables in women's subordination and prejudice, and it ignores all other types, such as color, racial origin, gender, faith, cultural back ground, place of origin, impairment, class, and socioeconomic classes; male dominance is based on psychological and biological factors that are grounded in society Mohajan (2022). The radical feminist approach accepts an open women-centered understanding. This approach identifies and emphasizes the differences between women, as well as the serious problems associated with male-dominated and male-defined sports (Hall, 1996).

Sport is one of the oldest and most influential social institutions and - according to radical feminism - like any other element in society, it has not developed independently of patriarchal definition. To the extent that sport is male-specific, male-defined and loaded with patriarchal values, it is far from belonging to women, far from feminine values and inadequate as a means of female expression (Donovan, 2001). While liberals are trying to increase the number of women participating in sports, radical actions and policies are aimed at preventing the development and growth of spectator sports and physical games, they promoted the idea that the players should be for themselves (Lenskyj, 1986). Some radical feminists are trying to change discriminatory roles and practices in schools, universities and sports organizations. On the other hand, they are establishing women-only sport activities as alternatives to leadership, such as coaching

and management, which are regulated by traditional male values and controlled by men. According to radical feminists, in sports "it is possible to say that women's sports organized by women, for women can stop all the problems with men's sports".People who are connected to feminists and are directly involved in sports programs - administrators, coaches, etc. - should form a team to create an alternative. According to the radicals, overt discrimination causes bad feelings and women must work together to overcome this discrimination (Cohen, 1993).

5. Marxist Feminism and Sport

Marxism is a the left political theory prompted and created by the two philosophers, Karl Marx and Friedrich Engels (Khan et al., 2016). Marxists argue that the main reason for women's oppression is class difference rather than gender difference, and they think that there cannot be equal opportunity in societies where there is class distinction. According to them, capitalism is the cause of women's oppression. They believe that women, like all other oppressed people, will become independent from men only when we get rid of this system and adopt a socialist system, since they will no longer be economically dependent on anyone (Dikici, 2015). The patriarchal system according to Marxist feminists, is an outcome of capitalism. Women's oppression would be linked to private property, resulting in an atmosphere in which fathers and later husbands command women. Marxists oppose capitalism in its entirety, but they advocate for gender liberty and equity (Mohajan, 2022).

Conflict theory, based on Marx's ideas, focuses on class relations conflicts; social inequality and the consequences of change in society. Therefore, in relation to Marxist theory, feminist theory asks the question of how gender is produced and reproduced and how this relates to class analysis. Conflict theory is inspired by debates about how sport serves as a tool of economic oppression and exploitation, as well as how it reinforces the power and privilege of the elite in society. Based on Marxist analysis, it would not be wrong to say that sports organizations are gender discriminated institutions. Factors that may lead to the perception of women as an underclass in sports participation give men the natural right to have all kinds of opportunities related to sports, while women are portrayed as secondary, substitute, unworthy of investment and labor in sports. Thus, women have been pushed into an adventure that is heavier and meaner than what it takes to exist in sport. As can be seen, conflict theory, based on the ideas of Karl Marx, focuses on economic factors, class inequality, organized sports and the need for change in societies. These changes are the result of economic elites It focuses on raising awareness of how athletes and spectators are oppressed and skillfully managed for their personal gain and profit. (Messner, 1988).

6. Take-Home Message

The development of feminist consciousness or feminist approach has been driven by the socio-economic independence of women in the social and economic spheres. This socio-economic independence is usually parallel to the processes of industrialization and modernization. The efforts made on the basis of feminist theory, which includes many theories, are aimed at finding ways to minimize gender discrimination and the oppression and subordination of women in political, social, economic, legal, administrative, political, social, economic, legal, administrative, private and public spheres (Taş, 2016).

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CHAPTER 4
Down Syndrome and Exercise

Omer Tarkan TUZCUOĞULLARI

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1. Disability

In general terms, disability can be defined as involuntary sanctions, obstacles or disadvantageous situations that an individual encounters in social life and in fulfilling his/her professional obligations as a result of having a disability (Karataş, 2000). In other words, it can be said as the inability to fulfill the social roles required by age, gender or status due to the disability of the individual. The problems faced by individuals with disabilities in adapting to social life also arise as a result of their mutual communication with those around them. Social disability occurs when the individual cannot have the same opportunities in socio-cultural, physical and other areas as the individuals in the community in which he/she lives. The same opportunities are the loss and obstacles for the disabled person to have equal rights and benefit from equal opportunities with other people in the society. For example, autism disease is defined as a disability in the individual, when the individual cannot find a job in the society due to this disability and cannot participate in socio and cultural activities, he/she is exposed to social disability (Ünsal, Babacan, Ateşoğlu, 2006).

The World Health Organization (WHO) has examined disability under three separate sub-headings;

      1. Impairment: a deficiency or difference from the norm in health, psycholo-gical or functional aspects.

      2. Disability: the inability or limitation to perform any activity under normal conditions at the level of normal individuals.

      3. Disability: the limitation or impossibility, due to impairment or damage, of performing the required behaviors expected of a person in accordance with age, gender, social and cultu-ral factors.

2. Causes of disability

With the advent and development of technology, advances in health, a wide range of human definitions and human rights have been effective in revealing the importance of disabled people in the society in which they live. Today, in some countries or regions, the difference in social life between disabled and non-disabled people has been reduced to a very small level, while in some other regions and countries, this situation is still the same as before and disabled people are still excluded. When the World Health Organization (WHO) explains the disability rate according to the development level of countries, the disability rate in developed countries is 10%, while in developing countries this figure is accepted as 12%. Based on these data, it is assumed that the number of disabled individuals worldwide is around 500 million and that 6-7 million of this figure lives in Türkiye (Baykan, 2000; Last Access Date: 17.08.2018). The causes of disability are generally analyzed under 3 main headings. These are pre-birth, moment of birth and post-birth causes.

3. Pre-birth causes

The health status of a newborn baby is automatically closely related to the health status of the mother. The mother's previous illnesses, tinnitus, medications, nutrition, age and genetic characteristics have a direct impact on the health of the newborn baby.

The reasons that will negatively affect the health of the newborn baby are listed below:

- Hereditary diseases that have been in the family for a long time,

- Especially marriages between relatives with hereditary diseases,

- Blood and Rh incompatibility between mother and father,

- Chromosomal causes,

- Births where the mother becomes pregnant at an age below or above the age of birth,

- Use of medication during pregnancy without doctor's advice,

- Smoking, alcohol, drug use by the mother during pregnancy,

- Exposure to ionizing X-rays during pregnancy,

- Poor nutrition during pregnancy,

- Exposure to febrile, infectious diseases, trauma during pregnancy,

- Accidents, extreme stress, poisoning during pregnancy,

- Failure to have health checks and tests during pregnancy,

- Lack of vitamins and minerals that should be taken before and during pregnancy,

- Having many and frequent pregnancies or births,

- It is defined as the presence of diseases such as high blood pressure, heart disease and diabetes in the mother (MEB, 2011).

3.1. Causes at the moment of birth

- Failure to deliver in a health institution and by health professionals,

- Labor is premature and difficult,

- The baby is born with a low birth weight,

- Trauma to the baby during birth,

- Oxygen deprivation of the baby during birth (MEB, 2011).

3.2. After birth causes

- Severe and febrile illness of the baby after birth,

- Failure to check the baby's health, failure to carry out necessary tests,

- Failure to vaccinate the baby regularly,

- Severe jaundice at birth,

- Inadequate and unbalanced nutrition of the baby,

- Home, work, traffic accidents,

- Poisoning,

- Lack of education in the family and environment,

- Neglect and abuse of individuals,

- Natural disasters (MEB, 2O11).

3.3. Types of disabilities

A person with disability is a person who is restricted in many areas of life as a result of social/administrative attitudes and preferences based on congenital or acquired diseases or accidental disabilities (visual/functional/mental/spiritual differences of the body).

Disability groups;

- Visually impaired,

- Hearing impaired,

- People with orthopedic and chronic diseases,

- Intellectual disabilities,

- People with speech and language difficulties,

- People with learning disabilities,

- Gifted and talented,

- They are grouped as those with emotional and behavioral disorders (MEB, 2011).

3.4. Down syndrome

Down syndrome is one of the most prevalent chromosomal diseases. On average, one in 660 babies is born with Down syndrome (Basil, Zitelli, McIntire, Andrew, Nowalk, 2007). There is no effect of ethnic group or race on the prevalence of Down syndrome, but the prevalence may vary by geographical region. In terms of gender, there is no difference in the prevalence of the disease between boys and girls (Ulukutlu, Aydın, 1991).

A number of defects are observed in the body system of the baby with Down syndrome in which genetic factors are dominant. In Down syndrome where genetic factors are dominant, the baby has defects in different systems. These defects are reported to be due to the absence of myiotic segregation that occurs in normal chromosomes in Down syndrome (Roizen, Patterson, 2003; Shapiro, Marks, 2004). In addition, the age of the mother and the number of children she has had before can also be said to be a significant feature (Roizen, Patterson, 2003). The majority of individuals with DS, approximately 95%, have three copies of chromosome 21 and these are the known classical type of trisomy, 4-5% have the translocation type and 1% have the mosaic type (Roizen, Patterson, 2003; Smith, Borsatto, 1998). Chromosome 21 is one of the smallest chromosomes and has been found to have the least amount of active genetic material of autosomes (Raji, Rao, 1998).

4. Description and History

The history of Down syndrome goes back a long history. In ancient Greece, individuals with Down syndrome were abandoned to nature, in medieval Europe they were burned as 'sorcerers' and their problems were confused with those of the mentally ill and they were thrown into asylums. In the Turkish world of the Middle Ages, contrary to Western practices, it is known that individuals with Down syndrome were tried to be treated with music (Üstündağ, 1994).

In the nineteenth century in England, Dr. John Langdon Down named these individuals as 'Mongols' in his study titled 'Observations on the Ethnic Classification of Fools'. The resemblance of the individuals to the Mongolian race led to the use of this term. Because of this definition, the term 'mongolism' was used for the disease (Üstündağ, 1994; Neyzi, Ertuğrul, 1993; Doğru, İmamoğlu, Öcal, Sarıbaş, Tümer, 1984; Elams, et al. 2000). Since it was the first study conducted on behalf of individuals with Down syndrome, this disease was named after Dr. John Langdon Down and later referred to in the literature as Down syndrome. In 1932, Dr. Down's son Reginald stated that Down syndrome could be due to a chromosomal abnormality. In 1959, French Dr. Lejeune put this view on a scientific basis with his studies (Üstündağ, 1994; Neyzi, Ertuğrul, 1993).A normal individual without a disability has 46 chromosomes. Half of these 46 chromosomes come from the father and the other half from the mother. During cell division, these pairs split symmetrically and the newly formed chromosomes have the same characteristics and number. But people with Down syndrome have 47 chromosomes. Individuals with Down syndrome have two of the 21st chromosome, which causes an extra protein synthesis and affects the normal development of the baby (Üstündağ, 1994).

Individuals with Down syndrome belong to the group of mild intellectual disabilities that can be trained and taught. Occupational schools for individuals with intellectual disabilities are planned to complement the education of these educable and teachable individuals. In addition to the occupational education provided in these schools, general culture courses are also given in accordance with the level of the individuals. Individuals with teachable intellectual disabilities receive education in special education schools. Individuals aged 16 and above with intellectual disabilities attend occupational education centers opened to provide basic skills for a job or profession (Karatepe, 1986).

5. Etiology and Epidemiology

In studies on the etiology of Down Syndrome, statistical associations have been found with advanced maternal age, presence of Down syndrome or an external chromosomal disease in the mother's previous children, presence of balanced translocation in the mother, presence of chromosomal disorders in the parents, but no significant association

has been found with drugs, toxins, vitamin deficiencies, hormonal or viral causes (Davidson, 2008) and smoking (Chen, Gilbert, Daling, 1999).

In general, all women are at risk of giving birth to a baby with chromosomal defects. The likelihood of carrying this risk varies from person to person based on some factors. The age of the mother, the duration of pregnancy and chromosomal defects may include individual-specific risk factors. These risk factors are calculated by comparing a number of screening tests performed at different times during pregnancy (Kafkaslı, 2004). Since the 1970s, maternal age has been a common issue in screening and testing methods (Urban, Stewart, Ruppelt, Geerts, 2011).

Studies on the incidence of Down syndrome have revealed that the risk of DS is 1/880 in women aged 30-40 years and 4 times higher in women aged 35-40 years. The risk of 1:300 for a 35-year-old woman who is 16 weeks pregnant increases to 1:22 for a 45-year-old woman who is the same week pregnant (Connor, Ferguson, 1994).

Despite the fact that 70% of Down syndrome babies are born to mothers under 35 years of age, maternal age is still the most widely used screening test in the world. When 35 years of age is taken as a threshold, although there are differences between populations, 5-10% of the pregnant population will constitute the at-risk group and amniocentesis will be recommended for this group. The rate of maternal age to detect Down syndrome is 30% (Kafkaslı, 2004). Morris et al. reported that the risk of having a baby with Down syndrome is 16 times higher for a 40-year-old woman than for a 25-year-old woman (Morris, Alberman, 2009). In another study, Morris found that the average age of mothers who had babies with Down syndrome increased from 30.6 years in 1989-90 to 34.4 years in 2007-8 and showed that increasing maternal age caused a 48% increase in the incidence of Down syndrome in 1989-91 and 2005-2007 (Kafkaslı, 2004). No significant effect of paternal age was reported (Snijders, Sundberg, Holzgrev, Henry, Nicolaides, 1999). The risk increases with maternal age and decreases with gestational age (Kafkaslı, 2004; Altınkök, 1983), as 31% of affected fetuses will be lost between 10 weeks of pregnancy and delivery and 18% between 16 weeks of pregnancy and delivery.

5.1. Physical and Clinical Characteristics

The physical appearance and general health status of individuals in the intellectual disability group differ when compared to a normal individual. However, the appearance and some motor skills of individuals with mild mental retardation in this group do not differ much from those of normal individuals. Individuals with Down syndrome, who make up approximately 30% of this group, have a lot in common with each other. Down syndrome is characterized by distinctive features such as ears, head, eyes, finger and toe structure and weak muscles.

Typical findings of the disease include hand transfer line creases, short and stunted fingers, different neck appearance, greater width between the toes, epicanthal fold that gives the eye its unique appearance, low muscle tone, large tongue structure due to muscle laxity, and short extremities (Karatepe, 1986).

5.2. Phenotypic Features

These features are normally noticeable in appearance but do not cause any functional impairment. One of the first physical findings that attracts attention is growth disorders in the skull and long bones. Growth defects in the skull bones contribute to the facial appearance characteristic of Down syndrome (Ulukutlu, Aydın, 1991; Altınkök, 1983). The head is circumferentially small and the frontal and occipital distances of the skull are shorter than normal. The face is flattened and round in appearance. Fontanelles close late. Bony orbitae are smaller than normal. The nose is small and the nasal root is flattened. Ears are small. The earlobe is either absent or small. The upper part of the helix is excessively curved. They have a small mouth. Since their jaw structure is small, the tongue hangs outward (Doğru, İmamoğlu, Öcal, Sarıbaş, Tümer, 1984). Their hair is straight, sparse and soft. Their necks are short and because of this, it gives the feeling as if the head is sitting on the body (Ulukutlu, Aydın, 1991).

Fingers are plump and short, with a single line on the palm. They have hypotonic muscles, approaching normal muscle tone as they grow. This hypotonia in the abdominal muscles gives a protruding appearance to their abdomen. This increases the possibility of abdominal hernia (Doğru, İmamoğlu, Öcal, Sarıbaş, Tümer, 1984). Not all of these physical differences may be present in individuals with Down Syndrome. Especially in newborn babies, it may not be possible to see such physical findings clearly, so it is appropriate to perform chromosome analysis at specified periods in order to reach a definite conclusion and make a healthy decision (Osborn, Dewitt, First, Zenel, 2007).

5.3. Eye findings

The eyes have a slanted appearance. There is an inner epicanthus. There are mini light colored prominent white spots around the iris layer. These are called Brushfield spots (Ulukutlu, Aydın, 1991). A condition called 'Mongoloid Eye Axis' is observed. Here, the eyelids are narrow and the axis of the eye is tilted from the outside to the inside and from top to bottom. Strabismus, also called strabismus, can be seen. Biefaritis, conjunctivitis and refractive disorders are common. Opacity in the lens is found in 59% of cases with half-lamp examination. Rarely nystagmus may be observed (Doğru, İmamoğlu, Öcal, Sarıbaş, Tümer, 1984).

5.4. Skeletal System Findings

Their height is shorter than the average grade point average. By the age of 15, there is a

halt in height growth. The average height is 155 cm for males and 145 cm for females. The little finger is pointed outwards and is shorter than the others. This condition is called 'clinodactyly'. There is excessive flexibility and mobility in the joints. Since the metacarpals and phalanges of the hand and foot are short, the hand is wide, blunt and square in appearance. The space between the big toe and second toe is wide. The frequency of funnel and pigeon chest deformities is high. There may be an opening in the vertebral arches in the lower parts of the spine. Cases with missing costal bones have been reported.

5.5. Congenital Heart Disease

Approximately 40 percent of individuals with Down syndrome have heart anomalies. Atrioventricular interval, ventricular septal defect, "patent ductus arteriosus" and "atrial septal defect" are common cardiac anomalies. Down syndrome individuals with congenital heart disease have shorter life spans (Doğru, İmamoğlu, Öcal, Sarıbaş, Tümer, 1984). It has been observed that fetuses with Down syndrome have a higher rate of congenital heart disease compared to those born alive. The risk of congenital heart disease is higher in female cases. It has also been observed that the height and weight of Down syndrome individuals with congenital heart disease are lower compared to individuals without heart disease (Doğru, İmamoğlu, Öcal, Sarıbaş, Tümer, 1984; Osborn, Dewitt, First, Zenel, 2007).

5.6. Hematological findings

The likelihood of congenital leukemia is also higher than in normal individuals. In most of these cases, lymphoblastic leukemia is more common. The incidence of leukemia in Down syndrome is 15 times higher than in healthy individuals. Serum gammaglobulin levels are high in most older children and adults with Down syndrome. IgG level was found to be low in newborns (Doğru, İmamoğlu, Öcal, Sarıbaş, Tümer, 1984).

In a study, hematologic data of 18 individuals with Down syndrome between the ages of 2-6 years and 18 healthy individuals were compared. The hematocrit rate was higher in individuals with Down syndrome compared to the control group. In 33% of individuals with Down syndrome, the rate of white blood cells was lower than in the control group (Roizen, Amarose, 1993).

6. Types of Down Syndrome

6.1. Trisomy 21

Trisomy 21, the most common type of Down syndrome, occurs in approximately 90-

95% of cases and is caused by a defect in chromosome 21 that occurs during meiosis and is usually maternally related. The total number of chromosomes is four and there are three chromosomes 21. The advanced age of the mother is thought to be associated with this problem (Genetics, Lecture, Last Accessed: 17.08.2018).

6.2. Translocation type

Translocation is the exchange of parts between two different chromosomes. In this type, the number and characteristics of genes are the same. Maternal age, which is an important factor in trisomy 21, is not an important factor in this type (Apak, 2003). The average translocation rate in Down syndrome children of mothers less than thirty years of age is 9% (Hall, 2004).

6.3. Mosaic type

The mosaic type is the rarest type of Down syndrome. Compared to the other types, the prevalence rate is only 2.4%. In this type, chromosome 21 is not 3 in every cell. Some cells have 3 21st chromosomes. However, these cells spread throughout the body and neighbor normal cells. Children with mosaic type Down syndrome have better intelligence levels than other types.

As mentioned earlier, the correlation between the age of the father and the occurrence of Down syndrome is low. The reason for the increased risk of Down syndrome with increasing maternal age is not explained. Down syndrome, which is seen once in 2000 births at the age of 25 years and before, can reach a frequency of one in 12 births at the age of 45 years and after (Doğru, İmamoğlu, Öcal, Sarıbaş, Tümer, 1984).

7. Developmental characteristics of children with Down syndrome

A person's behavior is handled in 3 dimensions. These can be classified as cognitive, affective and psychomotor. If such a classification is made, it ensures that the issues in the developmental and learning dimensions of the human being are handled separately from each other. Even though these topics are handled separately, they are still closely related to each other (Bilginer, 2002; Martin, Klusek, Estigarribia, Roberts, 2009; Nilholm, 1996).

Individuals with Down syndrome have differences in affective, cognitive and psychomotor development depending on their genetic structure. However, some studies have revealed that there is not much difference in the type of disability that these individuals have, such as trisomy 21, ozaism and translocation type. Therefore, in any research to be conducted on these individuals, knowing the type of disability, gender and characteristics of these individuals will be very effective in terms of placing the research on a more solid ground

and obtaining generalizable results. Because, according to the literature review, it is said that each individual exhibits different developmental characteristics according to the characteristics mentioned above. It was reported by Rosecrans in 1971 that individuals in the mosaicism group have higher levels of intelligence (Rosecrans, 1971).

In addition to the types found in Down syndrome, the gender characteristics of individuals are also said to have an effect that can make a difference in the developmental process. When comparisons are made according to gender characteristics, it is generally stated that girls with Down syndrome have better motor skills and higher intelligence levels than boys. Boys are said to be more socially active than girls (Bilginer, 2002). Another factor, physical characteristics, causes individuals with Down syndrome to have different developmental characteristics. Due to the small mouth and large tongue structure of individuals with DS, there are deficiencies in speaking skills. However, it is possible to correct or even completely eliminate such a deficiency with some studies and exercises. On the other hand, these individuals have a muscular hypotonic structure. This feature causes children to lead a more sedentary and sedentary life (Bilginer, 2002).

As a result, while individuals with Down syndrome complete their development in a relatively similar way and in the same order compared to their non-disabled peers, they make much slower progress in the rate of development than their non-disabled peers. In the early stages of life, such developmental disorders are not very noticeable, but as the age progresses, there are noticeable differences between them and their non-disabled peers. Therefore, in the treatment of individuals with Down syndrome, it is necessary to make an evaluation in terms of three developmental areas and to carry out applications for developmental areas accordingly (Kobal, 2004; Lott I.T, McCoy, Wiley-Liss, 2004).

7.1. Cognitive Development

Cognitive development, which has an effective function between body and intelligence, is important for individuals with Down syndrome. Cognitive development, which starts from the moment of birth until death and enables us to communicate with our environment, learn, perceive and make evaluations, is an area of development that covers all mental combinations (MEB, 2009).

The fact that individuals with Down syndrome have different levels of mental disability causes differences in terms of cognitive development. The rate of mild disability in individuals with Down syndrome is approximately 80%, and in addition, there are individuals with agor and moderate intellectual disabilities (Roizen, 2007). In connection with the mental development in these individuals, some language development disorders also occur. This language development disorder can continue throughout life. In the

language development stage, it may take approximately 1.5 years for these individuals to use their first words (Martin, Klusek, Estigarribia, Roberts, 2009). Considering that all developmental areas cannot be independent from each other, cognitive development disorder in individuals with Down syndrome negatively affects the affective and psychomotor development areas.

7.2. Emotional Development

A child's emotional and social development can be examined under the title of emotional development. The concept of emotion can be defined as an individual's reactions to his/her own inner world or to external situations and events that indicate his/her liking or dislike. These reactions can be shown as fear, excitement, joy, pain and anger. The attitudes, feelings and behaviors that an individual exhibits towards the members of the society in which he/she lives can be examined within the framework of social development. Social development is the process of shaping behavior in accordance with the rules and practices of the society in which the individual grows up, and this process continues in a cycle from birth to death (Binbaşıoğlu, 1990).

Infants with Down syndrome have the same reactions as their normal peers. For example, they may laugh or react loudly when their parents speak to them, show that they want to have fun, and make different noises to attract the attention of their environment. These symptoms are important elements in monitoring and analyzing the cognitive and psychomotor development of individuals with Down syndrome. In addition, individuals with Down syndrome show more sociable and friendly profiles in terms of peer relationships than their peers with and without intellectual disabilities (Moore, Oates, Hobson, Goodwin, 1998; Fidler, Hepburn, Rogers, 2006).

7.3. Psychomotor Development

Psychomotor development includes physical, nervous and muscular developments and changes. The indicator of development is behavior. In which direction and to what extent a child develops and how to plan for them can be understood from the behaviors exhibited by the child. Although a child may appear to have different developmental processes and speeds in terms of cognitive, intellectual, social and motor development, it is a well-known fact that they are all interconnected and that an effect in one can be reflected in the other (Özer, Özer, 2001).

7.4. Physical fitness and physical activity in children with Down syndrome

It is a known fact that every individual living in the society needs sports regardless of age

and gender factors. The importance of each individual in society cannot be discussed, the capacities of these individuals always differ from each other and individuals are evaluated according to these differences (Altun, 2010). It cannot be thought that the segment that makes up the society consists only of healthy individuals. Individuals with disabilities also live in the same society and these individuals can show themselves in various fields thanks to the physical activities offered to them. They can reduce or forget the situation that disability has given them. The self-confidence of the individual develops and the phenomenon of social communication and sharing is positively affected. Therefore, physical activity can also be seen as a social treatment tool for these individuals. Situations such as jealousy, anger and aggression, which are the effects of the psychological approach of the society on disabled individuals, will be dampened with physical activity (Gür, 2001).

In addition to psychological and physical contributions, physical activity also has inclusion, rehabilitation and integration effects for disabled individuals (Gür, 2001). Considering these positive effects on individuals with disabilities, there are many reasons for these individuals to participate in physical activity programs. As a result of the researches conducted on adults with Down syndrome, the financial situation caused by the physical activity program, lack of adequate transportation conditions, determining how, where and when the physical activity to be applied, insufficient awareness about the use of tools, hesitation from the society, the lack of experts in the field to do these physical activities, and some difficulties in accessing sports centers are among the reasons for not participating in activities (Heler, Hsieh, Rimmer, 2002).

Physical and motor fitness factors are necessary to acquire simple vital activities, to be involved in physical activities, to be able to run, walk, skip, jump, jump, catch, hold, throw, and to reveal motor skills sufficiently. When it is revealed that individuals with intellectual disabilities at the educable level need to develop their physical characteristics before the development of mental skills in order to spend more active and independent time in life, the development of physical and motor fitness elements and capacities is seen as a priority (Özer, 2001).

The mobility of the individual is important for his/her own health and the environment. In this context, movement plays an effective role in the individual's communication with the environment (Hasırcı, 2000). Researchers have explained in their studies that sportive activities create a rehabilitation effect on the individual. Performing sportive exercises contributes greatly to the formation of strong muscles, balance development, coordination development, posture, control development, flexibility development, especially the development of circulatory and respiratory systems and the prevention, reduction or complete elimination of various diseases arising from these systems (Özer,

2001).

Physical activities are important not only for normal individuals but also for individuals with disabilities (Gordon, 2006; Johnson, 2009; Matson, Boisjoli, 2009; Davis, Hodson, Zhang, Boswell, Decker, 2010). Since the risk of obesity is high in individuals with Down syndrome, physical activity is more important in this group compared to their peers with other intellectual disabilities. However, there are some problems that may prevent individuals with Down syndrome from participating in physical activities. These problems include excessive flexibility and mobility of the joints, muscle hypotonia, obesity, short stature and an underdeveloped respiratory-circulatory system (Pastore, Marino, Calzolari, Digilio, Giannotti, Turchetta, 2000; Gonzalez-Agüero, Vicente-Rodriguez, Moreno, Guerra-Balic, Ara, Casajus, 2010). Individuals with Down syndrome, who are disadvantaged in terms of health problems compared to their peers without disabilities, are overprotected by their families due to the thought of being harmed. This situation causes these individuals to lead a passive life and remain immobile (Gonzalez-Agüero, Vicente-Rodriguez, Moreno, Guerra-Balic, Ara, Casajus, 2010). The impaired motor development of these children leads them to a sedentary life and causes secondary health and social problems. In addition to these problems, obesity, which is one of the most important problems seen in individuals with Down syndrome, occurs at a very high rate.

It has been reported that physical activities that are regularly designed and performed within a certain program improve the physical fitness and motor skills of individuals with Down syndrome. It has been reported that studies in this field have focused especially on the effect of exercise on body composition, but the number of studies examining the effect of exercise on lean body mass, body fat ratio and bone mass is limited and more studies should be conducted on this subject (Gonzalez-Agüero, Vicente-Rodriguez, Moreno, Guerra-Balic, Ara, Casajus, 2010). There is a large body of research indicating that individuals with Down syndrome have a weaker cardiovascular system compared to their peers with and without intellectual disabilities (Gonzalez-Agüero, Vicente-Rodriguez, Moreno, Guerra-Balic, Ara, Casajus, 2010). Problems in the cardiovascular system, which are highly associated with heart disease, cause these individuals to lead a leaner and shorter life. However, studies in this field have not been sufficient and have been recorded as studies on different fields. Therefore, there is a need for qualified studies that can prove that cardiovascular system problems constitute a risk factor for shortening life expectancy in these individuals (Gonzalez-Agüero, Vicente-Rodriguez, Moreno, Guerra-Balic, Ara, Casajus, 2010).

The muscle strength of an individual is important for that person to lead an independent life and to maintain his/her life at a certain pace. This muscle strength may not maintain its level with advancing age. As a result of the increase in the average life expectancy of individuals with Down syndrome, it has become increasingly important to conduct

studies to evaluate the development of muscle strength in individuals with Down syndrome and to plan muscle strength studies specific to the regions in need.

In conclusion, in addition to the limited studies in the field, there is a need for more studies examining the effects of exercise and physical activity on health-related physical fitness and motor fitness of individuals with Down syndrome.

As in children with and without intellectual disabilities, the level of physical fitness in individuals with Down syndrome is related to the level of motor skills. Improving the motor skills of individuals with Down syndrome through early intervention programs is very important for these individuals to participate more easily in physical activity and sports (Gonzalez-Agüero, Vicente-Rodriguez, Moreno, Guerra-Balic, Ara, Casajus, 2010).

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CHAPTER 5

The Effect of Games and Traditional Games on Cultural Transfer

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1. The Game

The effect of play on people has been a constant source of interest over time (Huizinga 1995). Although the concept of play has different definitions, it is a phenomenon that has existed from past to present and enriches human life in various aspects. The game is defined as a set of entertaining activities that take place with the participation of individuals or groups within generally determined rules and that develop mental, physical and affective abilities (Vocational Education and Training System Strengthening Project, 2006). In addition to affective characteristics, it is known that play develops children's skills such as gaining experience, active participation in activities, learning by doing, research and discovery. The gains offered by play are not only limited to having fun, feeling pleasure and enjoyment; it also contributes to the social development of the child (Çelik & Şahin, 2013). The game has emerged from the primitive to the present day in the form of movements of imitations of nature, animals and other living things, and these imitations, often accompanied by music, have evolved from ritual motifs, embodied in body culture, developed, renewed from time to time and assumed the identity of performance sports (Ayan et al, 2015).

Play allows children to reveal their individual potential, while at the same time helping individuals of learning age to develop their existing knowledge, skills and abilities. The dynamic nature of play increases children's interest in learning and enables them to develop a positive attitude. Play contributes not only to the processes of gaining

knowledge, but also to the processes of establishing social relationships, developing communication skills and increasing empathy skills. Various forms of play allow children to develop their creativity by giving them problem-solving skills. Play plays an important role at different stages of individuals' lives. It is not only an activity specific to children, but is also used among adults to strengthen social bonds, cope with stress, develop teamwork skills and continue learning through fun. Among adults, play also aims to keep creativity alive, increase mental flexibility and provide an escape from the monotony of life (Sevinç, 2009; Alıncak & Yeltekin, 2021). As a result, play is of great importance in human life. Beyond being fun, play contributes to the cognitive, affective and social development of individuals. As a pleasant learning tool for both children and adults, the inclusion of play at every stage of life allows individuals to discover their potential, strengthen their relationships and make their lives richer.

Play is a phenomenon that contributes significantly to the development of children. This process allows children to develop their physical, mental and social skills. Especially games that encourage children to move, support muscle development and have positive effects on general physical health. While examining the social sciences, psychology, sociology andanthropology have different evaluations in terms of examining games and behaviours arising from them, and when they are examined from the perspective of health sciences, they gain important contributions in terms of increasing the qualities and quality of life that physical activity brings to metabolism (Alıncak & Tuzcuoğulları, 2016; Abakay & Alıncak, 2016).

Children repeat many different movements during games. These repetitions help the muscles to strengthen and develop naturally (Özer et al. 2017). Physical activities such as running, jumping, jumping, climbing, etc. make the child's respiratory, circulatory, digestive and excretory systems work regularly (Pancar, 2018a; Pancar, 2018b; Pancar, 2018c). This increases oxygen intake, accelerates blood circulation and allows more nutrients to be transported to the tissues. Movement games also help children explore and recognise their environment. Games enable children to understand the world around them by using their physical skills. Actions such as walking, running and jumping develop the child's motor skills and encourage them to interact with their environment. Games play an important role in the development of hand and finger muscles. Activities such as holding, plucking, cutting and tying help children to strengthen their small muscles. This allows them to acquire daily life skills, learn and interact with their environment (Alıncak, 2017).

Games that require physical strength affect the child's growth process. Activities such as running and jumping ensure the regular functioning of body systems and have a positive effect on overall health. In addition, the child's expenditure of energy and use of their body helps them to adopt a healthy lifestyle. Such games also develop the child's

imagination and creativity. Games offer children the opportunity to create their own stories, develop their analyses and learn problem-solving skills. This contributes to their cognitive and emotional development. In conclusion, games for children are not only fun activities but also an important part of a healthy development process. The skills that children acquire through games contribute to their becoming successful individuals in later life. For this reason, the inclusion and support of games in children's daily lives contributes to the creation of a healthy society (Terkin & Abakay, 2023).

In addition to all these, the problems brought by the new century are inevitable. With the advancement of technology in our age, living conditions make people less mobile (Hacıcaferoğlu & Öztürk, 2020). This fast and routine way of life also distances parents from the conditions of being an ideal family and causes them to lose control over their children. These technological developments also take children away from street games and confine them to the house or room. Although this technology addiction may seem problematic at first, it is certain that it will bring serious problems in terms of health in the future.

2. Traditional Games

Traditional games are activities that stand out in folk culture, have certain characteristics and are played in groups in periods when entertainment opportunities are limited. These games allow people to come together by incorporating various features such as satire, intelligence, and mobility. As social beings, people interact with other individuals around them and this interaction causes them to assume certain roles in the society they live in. An individual's role acquisition usually starts in childhood and games play an important role in this role acquisition process. Traditional games embody social values. Children become aware of the basic values of their society with the cultural values they experience and adopt in the play environment. These conscious children will play an effective role in the transfer of values to future generations. Traditional games not only offer entertainment to children, but also strengthen social ties and continue to be an important tool for protecting cultural heritage (Sümbüllü and Altınışık, 2016). Play is an activity that exists in every period of an individual's life and contributes to the development of the individual (Yılmaz et al, 2020).

Through games, children learn the norms, values and social skills of their society. This interaction contributes to their personal development and understanding of their social responsibilities. Traditional games are not only a means of having fun, but also provide children with the opportunity to understand and internalise the cultural richness of the society they live in. For this reason, traditional games should be recognised not only as a means of entertainment, but also as an important learning tool that carries the values, norms and cultural identity of a society. Thanks to these games, children not only have

fun, but also enrich their social accumulation and create strong foundations for their future role acquisition (Budak, 2016; Abakay et al. 2015).

Games offer valuable opportunities for the transmission of culture and the enhancement of cultural richness. The richness of a culture depends on the diversity of the elements that make up that culture and how effectively these elements are preserved. Games, as one of these elements, have been kept alive by those who play them and passed on to future generations. Traditional children's games, reaching from the past to the present, mediate the learning of the characteristics of the period while being played by children and form the basis of cultural transfer to the next generations. In addition to keeping cultural heritage alive, these games enable children to understand their past and transfer these values to future generations (Özyürek, Şahin, & Gündüz, 2018). The large compilation titled "Traditional Children's Games Living in Turkey in 2004", prepared under the leadership of Öcal and Ersoy, offers a rich content by addressing children's games in various dimensions. This important compilation analyses in detail the richness of traditional games, their deep-rooted history in the cultural context and the experiences children gain through these games. In order to analyse children's games, the compilation focuses on the materials used in the games and is grouped into 27 different categories around these materials. This categorisation aims to reveal the uniqueness of the games in each category and their contribution to culture. For example, games played with minstrelsy are not only a means of entertainment, but also show how music is integrated into children's lives. Games with rag dolls can help children develop their empathy skills, while at the same time increasing their hand skills and creativity. Categories such as games with beads, buttons and marks include materials that contribute to the development of children's manual skills and visual perception. These games can help children to build their aesthetic sense and be sensitive to traditional crafts. Games played with iron rods provide children with endurance and physical strength, while at the same time allowing them to develop their mental abilities through the strategies they strategise during the game. The cultural values that the compilation brings to the fore help us understand how children learn social norms through games and how they comply with these norms. These cultural values emphasise the link between children's upbringing in traditional games and the transmission of these games to future generations. To summarise, the compilation "Traditional Children's Games Living in Turkey in 2004" is a comprehensive resource that guides us to understand the rich and multi-layered world of children's games. Understanding how these games contribute to children's growth process and the preservation of cultural heritage is an important issue that both educators and cultural researchers should focus on (Öcal & Ersoy, 2005).

3. Benefits of Traditional Games

Traditional games, which have been a part of the human community for thousands

of years, attract people of all ages by providing both entertainment and learning opportunities. These games have had a significant impact on shaping cultures and communities in the past and continue to influence society in various ways today. One of the main reasons why traditional games influence society is their strong role in social interaction and role sharing. These games, which usually involve co-operation, competition and communication, offer individuals opportunities to interact with others, develop relationships and gain social skills (Brown, 2014). Individuals participating in traditional games have the chance to learn core values such as respect for justice, teamwork and respect for others.

Traditional children's games can generally be defined as activities that incorporate the cultural and traditional elements of the society and contribute to the social, physical and mental development of the players (Tuzcuoğulları et al, 2020). Another way in which traditional games influence society is through their role in promoting physical and mental health. These games often involve physical activity and offer individuals the chance to improve their physical skills such as co-ordination, balance and endurance (Jegede, 2009). Participants in games may have the opportunity to improve their overall physical health and well-being. Furthermore, traditional games often require critical thinking, problem solving and strategy, which can help individuals improve their cognitive skills such as memory and attention (Brown, 2014). Traditional games can also play an important role in preserving cultural heritage. These games serve as a means to transmit cultural values and traditions across generations, often reflecting the unique cultural and historical context of a particular community. In this way, communities utilise games as a carrier of heritage to ensure the maintenance of their cultural identity. These games support cultural continuity by playing an important role in the process of keeping a community's values alive and passing them on to the future (Jegede, 2009).

Traditional games have played an important role in the long history of human society, bringing together people of all age groups by providing opportunities for entertainment and education. These games, which have existed for thousands of years, have played a key role in shaping past cultures and communities and continue to influence society in various ways today. An important way in which these games affect society is their role in socialisation. Traditional games, which often involve cooperation, competition, and communication, offer individuals opportunities to interact with others, build relationships, and develop social skills (Brown, 2014). Individuals who participate in these games have the chance to learn important values and norms such as justice, teamwork, and respect for others. Another way in which traditional games influence society is through their role in promoting physical and mental health. Many traditional games are physically active and provide opportunities for individuals to develop physical skills such as coordination, balance and endurance (Jegede, 2009). Individuals who participate in games can improve

their overall physical health and well-being. Furthermore, traditional games often require critical thinking, problem solving and strategy and can help individuals improve their cognitive skills, especially memory and attention (Brown, 2014). These games can also play an important role in preserving cultural heritage. Often reflecting the unique cultural and historical context of a particular community, traditional games serve as a vehicle for the transmission of cultural values and traditions from one generation to the next (Jegede, 2009).

By participating in traditional games, individuals learn about their cultural heritage, build strong links with their communities and feel a sense of pride and belonging. However, factors such as the increasing use of modern technology and the decline of outdoor play have left many communities facing the challenge of preserving their traditional games. It is therefore important to preserve and promote traditional games to ensure access to these rich experiences. To achieve this goal, individuals can be provided with opportunities to participate in games, support can be provided to teach the games through educational programmes and community-based initiatives can be encouraged. Thus, traditional games can help future generations to utilise the many advantages that both individuals and society offer in terms of health, well-being and cultural richness (Sümbüllü & Altınışık, 2016).

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Traditional games also play an important role in the preservation and transmission of cultural heritage. These games often reflect the unique cultural and historical elements of

a particular community, teaching children the values and traditions of the community to which they belong. Thus, children develop a deeper connection to the cultural framework in which they live and shape their own identities in this context (Jegede, 2009). However, nowadays, with factors such as the increasing use of technology and the decrease in outdoor games, traditional games are in danger of disappearing. In order to prevent this situation and to pass on these rich cultural experiences to future generations, it is of great importance to protect, promote and support traditional games. In this context, teaching traditional games to children, providing opportunities to participate in these games through educational programmes and encouraging community-based initiatives are effective steps to make cultural heritage sustainable (Sümbüllü & Altınışık, 2016). Since traditional children's games are usually played in groups or in pairs, they make an important contribution to children's learning of many emotional responses such as trust, loyalty, fear, friendship, enmity, winning and losing. For example, games such as Al Atlılı Kır Atlıya Bina, Ay Gördüm, Fırın Kızdı, Kebirlim, Köy Göçtü, Kütük, Mort, Uzun Eşek help children grasp concepts such as joining a community, creating a team spirit and trusting their friends (Gürbüz, 2016).

4. The Values Traditional Games Bring to Society and Their Effect on Intercultural Transfer

Every society realises the importance of transferring the cultural heritage and values shaped over time to its individuals. This transmission process usually starts in childhood and games play an important role in passing on this cultural heritage to generations in a lively way. Through traditional children's games, children have the opportunity to learn the norms, values and culture of their society while building an identity of their own (Senemoğlu, 1994).

Traditional children's games are not only a means of entertainment, but also provide children with important skills such as understanding the complexity of life, developing emotional reactions, and establishing friendship relationships. Games such as Al Atlılı Kır Atlıya Bina, Ay Gördüm, Fırın Kızdı, Kebirlim, Köy Göçtü, Kütük, Mort, Uzun Eşek offer children the opportunity to learn social skills such as working together, competing, winning and losing (Gürbüz, 2016). These games contribute to children to create a team spirit and trust each other by taking part in a group.

Children's games are not only educational but also contribute greatly to language development. Language is the cornerstone of intercultural communication and children enrich their vocabulary by meeting language elements such as idioms, proverbs and rhymes during traditional games. Traditional children's games allow children to develop their language skills and express their cultural background through these games (Gürbüz, 2016). Therefore, children not only have fun by playing traditional games,

but also strengthen their language skills in the process of creating their own cultural identities. Societies carry their past to the future by transferring their cultural heritage to generations through traditional children's games. Games provide a cultural context by reflecting a society's philosophy of life, values and norms. In this context, the motifs we see in the games of a society reflect the values adopted by that society. Games are one of the important elements that form the collective consciousness of a society (Sümbüllü & Altınışık, 2016).

Nebi Özdemir (2006) emphasises that children's games not only undertake the task of creating and carrying a tradition, but are also a means of cultural communication. Children's games are living creativity that evolve, change and develop over time. These games prepare the ground for the recognition, experimentation and adoption of cultural accumulation. As Özdemir states, oral traditions and intangible heritage transmitted through children's games ensure the continuity of cultural richness. Play is an important activity that plays a central role in the development of the child and today it has started to change its shape with technological advances. Therefore, children's understanding of play, the form of play, the tools required, the number of players and play environments are rapidly evolving. This change process causes traditional games to be forgotten. This situation reveals the necessity of protecting the games that are passed down from generation to generation (Gürbüz, 2016).

Beyond being an activity that takes place within the framework of certain rules, play is a fun time not only for children but also for adults. Boratav defines play as a moment of entertainment that takes place in the time left over from daily life (Boratav 1973: 284). Yavuzer, on the other hand, defines play as behaviour that is done for the sole purpose of having fun, without thinking about the outcome (Yavuzer 2001: 176). Although these sources have an entertainment-oriented perspective, play stands out as an activity that completes the development and education of the child, enriches it in terms of quality and quantity, and ensures the continuity of the cultural structure (Sümbüllü & Altınışık, 2016).

Games are an important element that keeps societies together throughout history, reflects cultural richness and is transferred from one generation to another. These dances embody the story of a country, its past, traditions and customs, music, dance, in short, all its cultural assets. As Özhan points out, through games, societies carry their history to future generations and this is a critical way of preserving a country's identity and unity. In a social and emotional sense, games function as a means of strengthening the spiritual values of a society. Values such as love, respect, tolerance, sharing, helping, co-operation and solidarity are instilled in individuals through games. These values strengthen the spirit of solidarity and social bonds of society. In addition, games encourage people to interact with each other, which contributes to the formation of healthier relationships

within society. Games also play a key role in the transmission of culture. The traditions of a society are kept alive through games for generations. Traditional dances, games and rituals are passed on to younger generations, ensuring the continuity of cultural heritage. In this way, society consists of individuals who are connected to their roots, respectful to their history and protect their culture (Sümbüllü & Altınışık, 2016).

Another important point emphasised by Yatmaz et al. (2021) is that games strengthen intergenerational communication. Especially generations Y and Z, while keeping up with the rapid change of the digital age, can establish ties with the past through traditional games. By playing games between family elders and young people, knowledge and experiences are shared, and at the same time, respect and love for each other are reinforced. Games reflect the spirit of the period in which societies live and reveal the norms, values and lifestyle of that period. Therefore, the game culture of a society is an important source for understanding the social, economic and cultural structure of that society. Games are not only a means of having fun, but also a mirror that reflects the spirit, character and values of a society. As a result, games are one of the cornerstones of a society. These games, which have existed throughout history, strengthen social ties and support intergenerational communication as well as preserving cultural richness. Despite the rapid change of the digital age, traditional games maintain their importance as an effective tool to keep our cultural heritage alive. These games are a treasure for future generations and play a critical role in carrying our culture and identity into the future (Yatmaz et al. 2021). Traditional games contribute positively to children's emotional and mental development and help them develop their sharing and problem-solving skills. Children gain self-confidence through these games and establish positive bonds with their immediate environment through these traditional games that are passed down from generation to generation (Yatmaz, Çok, Gökçe, Erdoğan, & Avaroğlu, 2021). Social and cultural values such as love, respect, friendship, sharing, solidarity, solidarity, helping, goodness, evil, righteousness, injustice, honesty in traditional children's games are taught to children through values education. Games also contribute to language development and strengthen children's communication skills (Sümbüllü & Altınışık, 2016).

Computer games do not offer the same richness in learning these values. Children who play computer games may tend to be selfish and withdrawn. Traditional children's games, on the other hand, allow children to become extroverted and self-confident individuals while developing their social skills. The rhymes used in traditional games help children strengthen their language skills and gain the habit of speaking properly (Sümbüllü & Altınışık, 2016). In addition, traditional children's games not only strengthen the friendship between children, but also strengthen the bonds within the family. These games, which are a bridge between generations, create a nostalgic childhood memory for the older generations, while the new generations happily enjoy the game with their

families. This is an important element that strengthens family ties and ensures the continuation of traditional game culture. In conclusion, traditional children's games constitute an important cultural heritage that allows children not only to have fun, but also to contribute to their social, emotional and language development. These games strengthen intergenerational communication, teach children valuable life lessons and strengthen family ties. In this way, traditional games play a critical role for the overall well-being of children and society (Yatmaz, Çok, Gökçe, Erdoğan, & Avaroğlu, 2021).

Traditional games are an important element reflecting the spirit and identity of a society. These games play a role not only as a means of entertainment, but also as a carrier of cultural heritage. By reflecting the history, traditions, values and social norms of societies, they undertake the task of transferring these elements to future generations. Traditional games form the collective memory of a society and this memory is kept alive for generations through the individuals who play the games. These games make important contributions to children's character development. Social skills such as sharing, co-operation and problem solving are developed during the game. At the same time, increasing self-confidence and gaining the ability to express oneself in a group is one of the benefits of traditional games. Children learn the values and norms of their own culture through these games. They become stronger in bilateral relationships and internalise spiritual values such as love, respect and friendship (Yatmaz, Çok, Gökçe, Erdoğan, & Avaroğlu, 2021).

Traditional children's games are in danger of being forgotten due to the spread of digital games and the decrease in outdoor games. This situation brings an important responsibility for the protection of cultural heritage. In order to prevent the extinction of traditional games, these games should be transmitted, taught and kept alive from generation to generation. In this context, it is of great importance that educational programmes and community-based initiatives undertake the mission of preserving and promoting these games. Playing traditional games allows children not only to have fun but also to develop their social skills by interacting with each other. These games allow children to come together and interact in accordance with the rules. It helps them learn values such as waiting their turn and respecting the rights of others. In addition, traditional games encourage physical activity and contribute to the development of children's motor skills. Traditional children's games play a role in strengthening family ties. By creating a common language between generations, they enable family members to spend time together. Older generations enjoy passing on their cultural heritage to younger generations by recounting their childhood through these games. This creates a sense of solidarity and sharing within the family. In conclusion, traditional children's games reflect the cultural richness of a society not only as a means of entertainment, but also as a storehouse of heritage and values. In addition to contributing to the social,

emotional and physical development of children, these games have an important role in strengthening cultural ties and enabling intergenerational communication. Therefore, the protection and survival of traditional games are of great importance for societies (Sümbüllü & Altınışık, 2016).

It has been observed that participation in traditional games has a more positive and healthy effect on human relations among children growing up in Generation X and Y. This generation develops a more tolerant attitude and has a happy childhood experience thanks to traditional games. On the other hand, children from Generation Z have come to the forefront in research that engaging in technological and digital games leads to negative social skills. This generation lacks the social skills required for human relations and cannot fully develop their self-confidence. Studies reveal that Generation Z individuals cannot clearly reveal their emotional expressions, have difficulties in issues such as anger control and lack of compassion, and have difficulty in showing love to others. In this context, it is possible to say that the effect of traditional games on cultural transmission is important (Yatmaz, Çok, Gökçe, Erdoğan, & Avaroğlu, 2021).

Traditional children's games should be actively used both in the preschool and school period for the child's language development and effective learning of the mother tongue. This approach contributes to children's learning of their own culture, language features and forms of expression and strengthens intergenerational transmission. Traditional games teach children not only language skills but also responsibility for protecting and sharing their cultural heritage. In this way, children discover not only the rules of a language but also the cultural richness of that language (Gürbüz, 2016). According to a 2008 article, traditional games have a positive effect on children's social development as well as their motor skills. It has been observed that games played in a natural environment contribute to children's development in concepts such as rule awareness, obeying rules, acquiring group dynamics, belonging to a group, making group decisions, and learning reward concepts. Therefore, it is important for parents and educators to encourage children to play games because games contribute positively to children's social-emotional development. At the same time, a study conducted in 2007 emphasised the importance of traditional games played by children in Turkey in the past years. The study stated that today, due to technological developments, games have started to change in terms of shape, form, the environment played, the number of people to play, and the necessary equipment. However, while new toys are developed in developed countries in parallel with the advancement of technology, old toys and games are tried to be protected. This situation ensures the preservation of oral traditions or intangible cultural heritage by transferring culture-specific games and toys from generation to generation. The research emphasised that this cultural heritage will contribute to future child educators (Esen, 2008).

From this point of view, it is important to preserve the value of the effect of traditional games in the transfer of culture, to protect these games that undergo change under the influence of technology and to transfer them to future generations. Along with the changing game dynamics with technological developments, efforts should be made to ensure that the cultural heritage that traditional games teach and carry is not forgotten. In this context, traditional games should be given more importance in order to support the social-emotional development of children and to transfer their culture to future generations. (Başal, 2007).

It has been observed that children enjoy playing traditional street games, find the opportunity to discharge their energy, gain the ability to express their feelings and thoughts, and develop self-confidence and communication skills. The fact that these games are mostly played outdoors is important for children to interact with their peers and for social learning to take place. In this context, traditional children's games positively support children's social-emotional development. While these games make children happy, they also contribute to the protection of spiritual values by providing cultural transmission. Therefore, it is important to encourage children to participate more in traditional games and limit the time they spend with digital games (Yatmaz, Çok, Gökçe, Erdoğan, & Avaroğlu, 2021). Traditional children's games have been an important factor contributing to children's social and cognitive development over the years. These games not only develop children's motor skills, but also strengthen their cognitive abilities, problem-solving abilities, attention and analysis skills, and provide them with important social skills such as rule awareness and compliance with rules, acquiring group dynamics, taking part in groups and making group decisions (Akay, 2017).

Nowadays, children's play habits are gradually changing and technological games are becoming more common. However, this change should not mean ignoring the deep and comprehensive learning experience offered by traditional games. While children release their energy in traditional street games, they find the opportunity to express their feelings and thoughts, gain self-confidence, and develop social emotional skills such as communication and co-operation. The fact that these games are usually played outdoors allows children to interact with their peers and supports social learning (Yatmaz, Çok, Gökçe, Erdoğan, & Avaroğlu, 2021; Yıldırım et al. 2013).

A large part of learning comes from our environment and culture. Especially in childhood, traditional games come to life with symbols and turn into behaviour over time. Traditional children's games are an important tool that conveys concrete or abstract messages to children about what is good or bad based on the value judgements of the society in which they live. These games play a critical role in the creation of an ideal social order based on moral values (Sümbüllü & Altınışık, 2016). In order to understand

and evaluate the effects of traditional children's games on child development in affective and cognitive areas, it is important to examine the general rules, style of play and content of these games. Researchers have emphasised that the main concern about the loss of interest in traditional activities is not the loss of the activities themselves, but the loss of the intergenerational friendship that the activities support. In addition to preserving the cultural heritage and values of a society, traditional play culture contributes greatly to the social, emotional and cognitive development of children. In this context, minimising the time children spend with digital games, encouraging traditional children's games and ensuring that these games are passed down from generation to generation can make a significant contribution to maintaining cultural continuity and healthy social relations (Wright, 1967).

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CHAPTER 6

The Place and Importance of Physical Education and Sports in Turkish Culture

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1. Introduction

The lifestyles and cultural structures of societies are reflected in sports activities and have become one of the most prominent factors in the history of sports. Because humanity has wanted to develop its body and muscles to protect itself, primarily to adapt to natural conditions and to establish sovereignty (Özen, 2013). In the thousands of years of history of Turkish communities, Turkish folk culture, which is identified with the traditional lifestyle that has a deep-rooted history in Anatolian geography, represents a common heritage shaped by unique language, traditions and preferences and passed down from generation to generation (Karahüseyinoğlu, 2008).

Turks, who have a deep-rooted history in history, have also had a rich culture. These cultural characteristics are widely spread and Turks are sometimes associated with these cultural characteristics (Dever & Islam, 2015). However, the scarcity of studies by social scientists and the lack of source works covering the history of Turkish sports is a prominent feature that shows the low interest in this field (Karahüseyinoğlu, 2007). Turkish culture, with its deep-rooted history of thousands of years, has a richness where physical education and sports are integrated and have an inseparable place in the life of the society. With this study, it is thought that it is important to address the deep-rooted history of physical education and sports in Turkish culture from various perspectives.

This study, which aims to illuminate the place and importance of physical education

and sports in Turkish culture, examines, as İmamoğlu and Taşmektepligil (1997) state, the concentration of the ancient Turks on wrestling, archery and equestrian sports with the influence of the period and, as Özen (2013) expresses, the Turkish societies came to the fore with their warrior qualities and gained a place in the society with their success. The rich history of Turkish culture and the intertwined nature of physical education and sports require a detailed examination of this subject.

This study aims to examine the place and importance of physical education and sports in Turkish culture, as well as its historical development, social effects and its place in education. In the article, an analysis will be presented within the scope of these issues and the progress of physical education and sports in Turkish culture will be discussed.

2. Sports and Games in Turks

Turks, who have been intertwined with sports throughout history, attached great importance to activities such as horse riding, sword equipping, javelin throwing and wrestling in their active nomadic lives. Even when they settled down, it was observed that they did not break away from sports, and even devoted more time to it. In this process, some sports branches showed a great development and turned into ancestral sports (Turgay & Aydın, 2017). When we look at the sporting activities of Turkish communities in the pre-Islamic period, these activities come to the fore as basic areas such as archery, hunting, wrestling, and activities on horseback. These activities were carried out for combat experience and training purposes, as well as leisure activities in many places (Aksu, 2020). It is stated that the vast majority of the states that emerged in Anatolia in different periods, their military authority structures, their organization for war and their defense, attack and protection capabilities are based on sports activities (Karahüseyinoğlu, 2007).

For civilizations leading a nomadic lifestyle, horses have certainly been the closest friends. Horses have become both a means of transportation for nomadic communities and the most important weapons in times of war. While people used horses for war and transportation purposes, they also used horses for trade activities and exploring new places (Palabıyık, 2019). In this context, a few examples of games that show that many games and sports activities carried out in Turkish culture are activities involving horses or power-based competition are given in the rest of the article.

2.1. Horse Races

Horse races are part of the activities that Turkish peoples have carried out by integrating with horses. In the past, the skills of fast running horses and graceful walking horses were tested in such competitions. The horses that stood out in the competitions were recognized by the public and brought fame to the families to which the horse owners

belonged. For this reason, horses with good running and graceful gaits were always valued by the public. In the past, horse races were usually organized in the autumn months. These races were usually held during festivals or memorial ceremonies organized on the anniversaries of the death of respected people (Belek, 2015).

2.2. Beyge

Beyge is recognized as one of the oldest and most popular horse races among Turkish communities. There are three different types of Beyge, Alaman Beyge, Kunan Beyge and Uşkır Beyge. The difference between these types is that the distance run varies. Alaman Beyge is undoubtedly the most important type because the longest distance is run in this race. Beyge and Alaman Beyge are run on rough terrain and horses are made to run fast. Beyge and Alaman Beyge races are recognized as the most important racing and sporting events that teach perseverance, endurance, courage, heroism, bravery and intelligence (Yücel, 2010).

2.3. Mounted Javelin

The Mounted Javelin competition starts with a rider from one of the opposing teams stepping forward and throwing his javelin at one of the other team players in the procession stall. After this action, the athlete, who returns to his own team, is quickly followed by the player of the opposing team and his javelin is thrown. Players who hit the opponent with the javelin knock the opponent out of the game and score points for their team. If the javelin is caught in the air, it can be thrown back to the opponent. The athlete who does not hit his opponent even though he has the opportunity to hit him also scores points for his team. Equestrian Javelin game shows itself as a branch that is a part of our culture by bringing together human characteristics such as skill, courage, agility, nobility and compassion along with sportsmanship (Aydın, 2021).

2.4. Gökbörü

Gökbörü game is a type of game played by riding a horse. In this game, a goat whose head is cut off is filled with straw and its belly is sewn up. In this game, which is played over a large area, the players aim to quickly move the goat to the marked area and score points by doing so. In this game, an intense struggle with the opponents is required and it is important that both the player and the horse are strong (Güven, 1992; cited in Bayır and Küçükbasmacı, 2022).

2.5. Girlbug

The type of Gökbörü game played during marriage ceremonies was called kolböü or kızböü. In this game, the bride would kidnap the slaughtered goat while the groom and other young people would chase her and the bride would try to protect the goat. This game was usually organized to prove the bride's riding skills, defense skills and strong structure (Sarı, 2017; cited in Palabıyık, 2019).

2.6. Çevgan

"Gûy u Çevgân", which gained great fame in the Middle Ages, is a game in which players on horses try to pass a ball called gûy between two posts of the opposing team with their agility sticks. This game is a sporting event that requires both skilled equestrian skills and teamwork and strategy. Players compete against each other to get the gûy into the opponent's goal with fast and agile movements, while the opposing team tries to prevent the ball's passage by playing defense. The team that is successful in the game of Gûy u Çevgân is victorious as the side that demonstrates both shooting skills and team cohesion in the best way. This game has an important place in the society of the period as an activity that glorifies values such as courage, athleticism and strategic thinking (Karabey, 2012).

2.7. Horse Archery

Turks are known for their skillful horseback riding and arrow shooting. Over time, arrow shooting activities turned into a race. "It is known that ceremonial arrow shootings were held in ancient Turks and this tradition is understood from Chinese sources during the Han period (Aydın, 2021). One of the important factors in the settlement of Turks in Anatolia was their ability to use the bow and arrow professionally. In ancient Turks, arrow meant "tribe, tribe, tribe". Turks used horse archery in many ways for political, military, sports and ceremonial purposes. In marriage ceremonies, young individuals usually performed activities such as shooting the arrow to the farthest possible distance and shooting arrows towards the target (Polatcan, 2022).

2.8. Wrestling

It is one of the oldest sports of the Turks. The origin of the word wrestling is based on the word "kures" of Uzbek and Bashkir Turks (Polatcan, 2022). The types of wrestling, which has a special place in Turkish culture, are as follows: Karakucak, oily, aba, shalwar and some types of wrestling practiced by Crimean Turks. People who wrestle in our country and other Turkish regions are generally called "pehlivan" (Özen, 2012).

2.9. Tepük

Tepük is a sports activity played by the Turks in the XI century. The game tool has a flat and round shape and does not resemble a soccer ball of today. The game is based on bouncing the game tool while standing and can be played between two opposing players. There is not much information about the rules of the Tepük game. However, in the Divan-ı Lügat written by Kashgarlı Mahmud in the XIth century, it is stated that the game is based on kicking with the foot (Yıldıran, 1997).

3. Social Impacts

Although sport is one of the cultural factors that unite human communities and form nations, it has an important effect that is closely linked to human life and contributes to leading a healthy, successful and happy life and keeping moral strength high (Ramazanoğlu et al., 2005). Sport establishes a strong relationship by intertwining with the past of the society. As a part of social dynamics, sport contributes to the development of society with a deep interest. This close connection is an indication that sport is shaped together with the social processes of society. As a part of social change, sport has also transformed depending on its content. It is observed that sports in the past were based on defense and attack depending on the period. Sports such as archery, fencing and wrestling are among the sports practiced in the Bronze Age. In the Iron Age, on the other hand, sports such as horseback riding, sailing, rowing, skiing and sledding, which are more focused on transportation and transportation, come to the fore. In slavery societies, as slave owners began to take a share of the product without producing, the existence of class leisure time emerged, which enabled the emergence of team sports as well as individual sports (Bayraktar, 2003). Social environments play an important role in the spread of sport because sport has characteristics that cover all aspects of individuals. In this context, social environments such as school, family, workplace and environmental conditions provide information on which sports branches are concentrated and show how sporting activities are evaluated. Culture, which embraces every field with a social dimension, has a feature that also includes sporting activities. Because sport, as a phenomenon that exhibits intensive human relations as well as large-scale group activities, has both a social quality and is accepted as a social need (Taşmektepligil & İmamoğlu, 1996).

4. Place in Education

Steppe culture, which is considered the most important element of the ancient Turkish education and training system, refers to a specific geographical region where a mobile lifestyle is evident. In this culture, the horse represents speed, freedom and sovereignty, while iron symbolizes technology, making education, self-renewal and staying energetic a necessity in the nature of life. This necessity is a process that lasts from birth until

death (Ahmetbeyoğlu, 2015). The progress of modern societies in the field of sports is directly related to factors such as gender, education and sports environment. Societies with a strong education and training infrastructure bring along the development of sports (Ramazanoğlu et al., 2005).

The acceptance and spread of modern sports in countries other than the UK took place in different time periods. The process in which modern sports started to emerge in England coincides with the 1830s. In Turkey, on the other hand, the beginning dates of many sports that can be considered as modern sports and are actually of Western origin coincide with the end of the 19th century and the beginning of the 20th century. During these periods, changes were experienced in Turkish cultural history and differentiations were observed in social life. At the same time, in parallel with the advances in the West, developments were recorded in every field of Turkey (Karahüseyinoğlu, 2007). In recent history, in the last period of the Ottoman Empire, the solution to get rid of the disorder observed throughout the State was to be close to the West or to be similar to the West. However, in this period, "sports" was seen as an activity that was mostly practiced and organized for the purpose of war training. For this reason, sports education in the Ottoman Empire was practiced in educational institutions not as a course, but as training. The institutions that provided sports education were limited to military education and training institutions, palace education and training institutions and tekkes that provided education to the public (Çelik & Bulgu, 2010).

Today, sport has become an indispensable element of education. In addition, the media's interest in sports, people's efforts to relieve stress and maintain a healthy life, and even more importantly, sports victories with international successes play an important role in the daily life and morale of the society. All this gives sport a contemporary and important dimension (Sunay, 1998). Today, we see that sport has a great importance in terms of social unification, individual agreement and international relations. Industrialization and the parallel increase in leisure time increase the importance of physical education and sports activities, which are considered indispensable for people to lead a healthier life in physical, mental, spiritual and social terms (Altuntaş, 2019).

As a result, addressing these issues from different perspectives helped us to better understand the place and importance of physical education and sports in Turkish culture. In addition, with the increasing interest of the Turkish society in sports activities, it was pointed out that physical education and sports have become more important in Turkish society. The aim of this study is to raise awareness about physical education and sports in Turkish culture and to contribute to further research in this field. More research should be conducted on physical education and sports in Turkish culture and more awareness should be created in this field.

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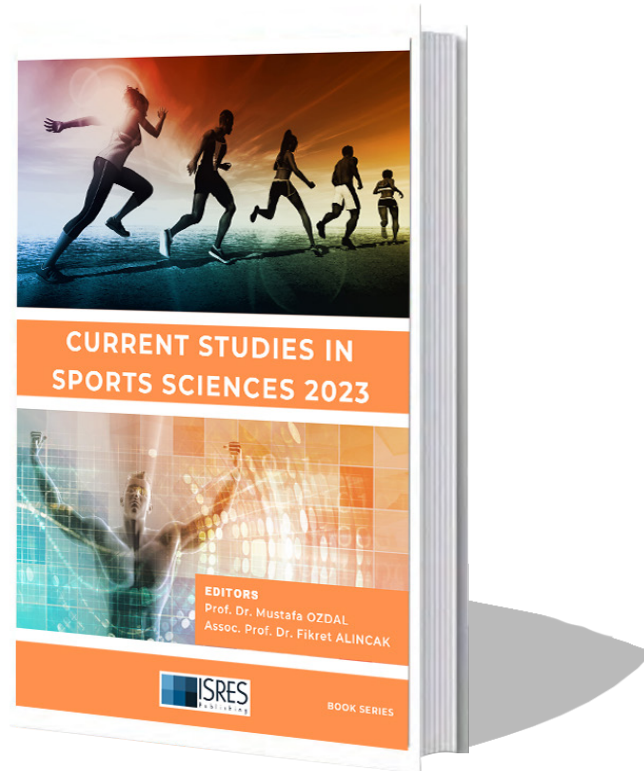
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