

PARENTAL FEEDBACK OF ABOUT THE CHILDREN'S COGNITIVE DEVELOPMENT IMPACT OF THE INTELLIGENCE GAMES

ABSTRACT

This study was conducted to reveal parental views on the effects of intelligence games taught in primary schools on children and to examine their awareness of these practices. The study group is composed of the parents (N=183) of the children who attend the 5th and 6th classes of elementary schools and who take the IQ Games elective course.

In this qualitative study using case study design, an interview form consisting of open ended questions developed by researchers was used. In the interviews, it was questioned whether the intelligence games contributed to the child's cognitive, social and emotional development, the effect on problem solving skills, the individual or the ability to work together.

According to the findings, 100% of the parents are satisfied that intelligence games are taught to their children; 86.4% of them believed that the child had positive contributions to mathematical skills and affective characteristics related to mathematics. 26.8% of the parents stated that they try to play reasoning and transaction games and 33.5% tried to play verbal games at home with their children and they learned these games from their children.

It is anticipated that the results of this study will benefit from the results of this study in the arrangement of in-service training programs for the newly-developed intelligence games lesson that will benefit the results of the research for the child development students who are studying the cognitive, social and emotional development of the children at school, the teachers who teach the intelligence games.

Key words: Intelligence games, parental views, awareness in children.