The Effects of the Course of Intelligence Games Towards Students' Attitudes

Ali Özkaya
Faculty of Education
Akdeniz University
Antalya,Turkey
aliozkaya@akdeniz.edu.tr

***Abstract*— Various games and activities of students can be used as an effective tool in the development of mental capacities, skills and intelligence games. Intelligence games are games that have all kinds of problems, including real problems. So it is a good tool to teach problem solving. The course of intelligence games will enable students to develop capacity for problem perception and assessment, to create different perspectives, to be able to make quick and correct decisions when they encounter problems, to develop a problem-solving and problem-solving habit, and to use reasoning and logic effectively. Therefore, it is appropriate to use a stepwise teaching approach to teaching mental games. In the middle school the course of intelligence games teaching program, learning areas are divided into 6 categories according to game categories: Reason Execution and Transaction Games, Verbal Games, Geometric - Mechanics Games, Strategy Games, Memory Games and Intelligence Questions [1]. The purpose of this research is to examine the effects of the course of intelligence games on the mathematics attitudes of Grade 5 students. Research was conducted in the 5th Grade of a private school in Antalya province. The experimental part of the research is comprised of the effects of the course of intelligence on students' mathematics attitudes. This part of the research is conducted by**
the pretest-post-test control group design. Of two equal classes, one group is randomly assigned to be the experimental group and the other the control group; pre-test and post-test measurements were carried out in both groups. Experimental design with control group was used in the research. Mathematics attitude scale was used as pre-test and post-test in the research. In the analysis of the data, t test was used to compare the pretest and posttest scores. Between the pretest and the posttest, the lectures in the experimental group were carried out during the education period, including 2 hours per week. The lessons are supported each week by different activities of mental games. In the control group, teaching was done according to the current curriculum. To determine whether there is a meaningful difference between pre-test and post-test scores of experiment and control groups, analyzes were tried to determine the effect of mental games on math attitude. According to the results of the analysis, it was found that the students in the experimental and control groups had a significant difference between their pre-test scores and post-test scores within the mathematics attitude scale.

***Index Terms*— Attitudes, intelligence, intelligence games, course of mathematics, mathematics education.**

IJSMS

This is an open access article under the CC BY-SA 4.0 license (https://creativecommons.org/licenses/by-sa/4.0/)