METHODS OF SUPPORTİNG SELF-CONFIDENCE BASED ON ENVIRONMENT, GAME AND FAİRY-TALE USED İN CHILD EDUCATION

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ABSTRACT

This study, is examining the effect of games and fairy-tales on the development of self-confidence of children, comprehensively. Self-confidence is a fundamental, psychological need in regard to the individual's self-belief, his relationships in the social environment and his academic success. The self-confidence starting to develop from hence the early childhood, is especially being shaped by environmental interactions and emotional support. In this context, games and fairy-tales, are coming to the foreground as effective means used in developing the sense of self and ways of expressing one self, considering child development. In the study, firstly the psychological foundations of self-confidence has been explained theoretically and afterwards the pedagogical functions of games and fairy-tales have been discussed. And how these two methods have contributed to the self - confidence of children have been revealed by data, based on applied activity examples and field research. In the study, qualitative and quantitative findings have been supported by reviews of current literacy and examples of case; and the sample projects carried out in Türkiye and all over the world have been analyzed. Consequently, in the study, it has been emphasized that games and fairy-tales have a basic role in heightening the sense of self-confidence in the emotional, cognitive and social development of children. Suggestions for educators and families; and aspects that should be paid attention to during the applications, have been elaborated: concrete directions have been made in order to be used in future researches. This study, is aiming at presenting a comprehensive academic contribution concerning the empowering of the child based education notion. Besides, in this study, the comparative analysis has been accomplished regarding the approaches based on games and fairy-tales applied in different socio-economic and cultural environments. The data derived, have shown that these methods not only support individual development, but also create a positive effect on social adaptation, problem solving skills and the development of empathy, which are in fact the social learning areas. In this context, it is emphasized that games and fairy-tales should be taken into consideration not only as means of entertainment; but also as strategies, being structured consciously and having educational basis. The study, in putting forward the methods supporting the development of self-confidence by a theoretical and applied level, is making suggestions on various areas like teacher education and planning of the curriculum.

Keywords: Child education, Self-Confidence, Game-Based Education, the Pedagogy of Fairy-tales

1. INTRODUCTION

The childhood period, is a critical period where the learning procedure is experienced the most intensively and foundations of the individual development are grounded. In this period, the emotional, social and cognitive development of children should be examined by a holistic approach. Especially the early childhood years where the sense of self-confidence is founded, is a period directly affecting the sense of self, social interactions and academic success of the individual which will have a lifelong impact (Erikson, 1963). Researches are showing that, children having high self-confidence, develop profound problem solving skills, exhibit aspects of leadership, and take more active roles in social environments (Bandura,1997). In this context, games and fairy-tales, are coming to the foreground as effective means, nurturing both the cognitive and the emotional aspects in the development of the child.

1.1 The Aim and Importance of the Study

The main target of this study is to investigate the effect of games and fairy-tales on the development of self-confidence in the child, in a theoretical and applied way. While games are functioning as the natural learning environment of children; fairy-tales enable them to learn their emotions, to develop empathy and to attain internal motivation (Vygotsky, 1978). In the present, situations like social anxieties, academic recess and introversy that are observed in children in pre-school or primary school period due to the lack of self-confidence, are making it a necessity for the

educative systems to produce alternative approaches. Regarding this, educative strategies based on games and fairy-tales are gaining more and more importance day by day in pedagogical literacy.

Another target of the study is to guide teachers and parents in producing activities that are based on games and fairy-tales, which are supportive for the self-confidence in the children. Especially in the pre-school period, it is necessary that the cognitive development of the children are supported as well as their emotional and social development. This study is aiming at presenting qualified means to the teachers by transforming the theoretical knowledge in literacy to application.

1.2 Conceptual Framework: The relationship of Self-Confidence, Game and Fairy-tales

Self-confidence, is a complex psychological structure that expresses the individual's belief in his skills, self-value and success. This belief is a fundamental issue for the individual in order to know himself, accept himself and build healthy relationships with his environment. The childhood period is a critical period where the foundations of self-confidence is grounded; the positive experiences and supportive interactions attained in this period, enable the development of a life long lasting self-confidence. Games and fairy-tales, play an important role in the development of self-confidence, in being the most natural and most effective learning environments. While games give children the opportunity to take risks, solve problems, and experience skills of social interactions on one hand, fairy-tales support psycho-social skills like identification with heroes, gaining values and developing emotional awareness on the other hand. These two means, make it easier for children to express themselves, support the feeling of success and thus contribute to the empowering of the self-confidence in children. As a result, in supporting the development of self-confidence, using games and fairy-tales together, enable the children to grow both individually and socially in a healthy way.

1.2.1 The Concept of Self-Confidence

Self-confidence is the positive way for the individual to evaluate his self-value, self-sufficiency and capacity for succeeding. Goleman (1995), describes self-confidence as a fundamental component of the emotional intelligence and associates it with the skills of the individual in coping with the difficulties he encounters. Children having a highly developed self-confidence, are defined as being more courageous in expressing themselves, being open to new experiences and being more active individuals in social environments (Akbaş & Gündüz,2017).

1.2.2 The Concept of Game

For the child game, is a means of knowing the world, building relationships and expressing himself. According to Piaget game; is a means of learning for children, where they build their cognitive structure, experiment new concepts and develop social roles. Free games, directly affect the development of autonomy and self-confidence in the child, by supporting the right of the child to make a choice. Especially dramatic games and role-playing games, are extremely important for the children in order to express their feelings and understand the point of view of other people (Bodrova & Leong, 2007).

1.2.3 The Concept of Fairy-tale

Fairy- tales are traditional narrations that enable children to attain a power of imagination, language skill, transformation of values, and emotional awareness. With the help of fairy- tales children identify themselves with the heroes coping with difficulties, and thus may be able to have the courage to solve the problems they are faced with in their own lives. Bettelheim (1976), defends that, fairy-tales have a transformative role in the psychological development of children. Fairy-tales contain values like courage, decisiveness, ambition and truth that are contributing to the development of self-confidence in the child. Especially narrations telling the story of the travel of a hero arouse the sense of "I can also achieve this" in the children.

1.2.3 The Interaction of the three Concepts

Games and fairy-tales are complementary means supporting the development of self in the child. While in games, children learn by the means of experimenting, in fairy-tales they produce individual meanings they derive from listening, imagining and internalizing. Both of the means, support the development of self-confidence in the child by activating his internal sources. Especially creative games and interactive fairy- tale narrations, enable children to stop being only a listener or watcher, but be an active participant. And this enables children to take their own decisions, tolerate its consequences and experience a feeling of success (Nicolopoulou, 2005).

1.3 Method and Approach

In this study descriptive method has been used. The aim is, to put together the theoretical approaches and examples that are more practicable, and also to evaluate the approaches based on games and fairy-tales on self-confidence in a multi-dimensional way. Within the scope of the research, firstly, theoretical sources about game, fairy-tale and self-confidence have been scanned; afterwards the relationship between these concepts have been supported by empiric studies. The sources of the data of the study consist of pre-school projects carried out by the Ministry of Education, applied studies published in academic journals, and report on child development and psychology, that international institutions like WHO, UNICEF, OECD have published. Besides the statistical data gathered from quantitative researches, both realised in Türkiye and the world, is enabling this study to be placed on a powerful theoretical foundation. For example, a research made by UNICEF (2021), is revealing the fact that being in the pre-school period, 84% of the children joining the education based on games, experienced a rise in the level of their self-confidence. In another study carried out in Türkiye (Yıldız & Karakoç, 2020), a good amount of rise having statistical meaning has

been observed in children who first listened to fairy-tales and then joined activities dramatising the fairy-tale. This study defends that present theoretical literacy has to be reflected on educational policies, and aims at guiding teachers and families, by using applied methods. Besides, in the section of suggestions given at the end of the study, concrete suggestions are presented about the context of programmes developing self-confidence, based on games and fairy-tales.

2. THE PSYCHOLOGICAL FOUNDATIONS OF SELF-CONFIDENCE

The sense of self-confidence and sense of self of the child is amongst the foundation stones building his social, emotional and academic development. The development of self-confidence, is not only related with individual experiences directly, but also with environmental, family and cultural factors. Especially the early childhood period is a sensitive period where this fundamental sense is shaped and made permanent.

2.1 The Description of Self-Confidence and Its Components

Self-confidence is described as the positive belief of the individual in himself, his sense of sufficiency and the sense of trust he possesses for being successful. Bandura (1997), describes self-confidence as the belief of the individual in his sufficiency in order to achieve a certain target, and relates this concept with self-efficacy. Self-confidence, consists of components related with each other like self-respect, self- efficacy, internal motivation and a positive sense of self.

2.1.1. The Components of Self-Confidence

• Self Esteem: Is the level of the individual in knowing and accepting his own value (Rosenberg, 1965).

• Self-Efficacy: Is the belief of the individual in his being successful when confronted with a certain duty or situation (Bandura, 1997).

• Internal Motivation. Is the individual's taking action spontaneously by himself, without being rewarded externally (Deci & Ryan, 1985).

• Self-Awareness: Is the skill of the individual to becoming aware of his emotions, thoughts and behaviors (Goleman, 1995).

These components, make the development of self-confidence, become a multi-dimensional structure. For example, a child, whose sense of self-efficacy is well developed, regards the probability of making errors, as natural and tries again and again without giving up. This is a positive behavioristic pattern which supports self-confidence.

2.2 The Development of Self-Confidence in Early Childhood

The early childhood period (age: 0-6), is the most important period where the foundations of self-confidence are grounded and the sense of self is shaped. In this period, children describe themselves, according to the people around them, especially people taking care of them. Children, especially at age 2-6, are in the tendency to describe themselves according to the physical features they possess, objects they possess and activities they achieve (Papalia et al.,2021).

2.2.1. Developmental Features:

• Age 0-2: Is the period where the sense of trust is developing. The baby develops a basic trust or distrust according to the consistency of the caregiver. (Erikson, 1963).

• Age 2-4: The achievement of autonomy is in the foreground. When the effort of the child in order to achieve something by himself is supported, his self-confidence develops (Piaget, 1951).

• Age 4-6: Entrepreneurial and discovery behaviors become more active. The supporting of these behaviors, nurtures the child's sense of succeeding (Berk, 2013).

The wrong directions made in this period, excessive critical behaviors and comparisons; may hazard the sense of self-esteem in the child. In a research (Yılmaz & Arslan,2019), made in pre-school period, it has been observed that children being constantly criticised by their parents have 32% less sense of self-confidence compared to those receiving supportive feedbacks.

2.3. The Role of the Family and Educators

The most important two social environments in the development period of self-confidence is; family and school environment. Family, being the first socialisation area of the child, directly affects the sense of self-confidence in the child, by their behavioristic approaches, manners of communication and transformation of values. Whereas, educators being the supporters in the learning period, provide for the reinforcement of the sense of self-confidence in academic and social dimensions.

2.3.1. The Role of the Family

• Being an Example: The behaviors of the parents are observed by the child. In order to raise an individual being self-confident, it is important that parents should show behaviors consisting self-confidence.

• Consistent Discipline: While determining the limits for children on one hand, developing behaviors supporting the autonomy of the child on the other hand, heightens the skill of taking decisions on his own in the child (Baumrind, 1971).

• Supportive Feedback: Instead of feedbacks like "you achieved" Feedbacks like "you tried so much", "you gave so much effort" will heighten the internal motivation of the child.

2.3.2. The Role of the Educators

• Providing for Positive Class Atmosphere: A class atmosphere, where children can speak freely, given the right of making errors will heighten the participation of the child in class activities.

• Providing Equality of Opportunity: Giving every child duties and responsibilities appropriate for his potential, heightens the sense of achievement.

• Methods Encouraging Creativity: By the means of activities like games, storytelling and role-playing, the children's skills of expressing themselves are supported.

According to a report published by OECD (2022), in countries that have provided for individualized learning environments in early childhood periods, 76% of the children reached a high level of self-confidence. However, in Türkiye this amount changes between 43% and 68% according to the type of the pre-school institutions (MEB, 2021). Educators can heighten the sense of self-confidence by using means as games and fairy-tales. Asking a question to the child during the narration of a fairy-tale, providing him to identify with the characters, enabling him to structure the fairy-tale again; develops skills like thinking, expressing himself and taking decisions. And this directly contributes to the rise in self-confidence (Köksal & Arı, 2020).

3. THE DEVELOPMENT OF SELF-CONFIDENCE BY THE MEANS OF GAMES

Games are one of the most natural and most effective means for the child in the period of making a sense of the world, expressing himself and developing his social skills. Games, in the development period of self-confidence, with experiences both lived individually and in groups, nurture the sense of achieving, entrepreneurial behaviors and sense of social belonging (Bodrova&Leong,2015). In this period, game-based development of self-confidence, will be dealt in the frame of psychological theories; and the contribution of the effect of games being free or directed, the role of group games and role-playing activities will be analyzed.

3.1 Theories of Game and Psychological Basis

Game has been described in developmental psychology by various theories. These theories put forth how games function in the development of the personality of the child, especially in the achievement of self-confidence.

3.1.1. Theoretical Approaches

• The Cognitive Development Theory of Piaget: Game, is a period when the child constructs mental structures. Especially symbolical games, are effective in problem solving and achieving self-awareness (Piaget, 1951).

• The Socio-Cultural Theory of Vygotsky: According to Vygotsky, game, broadens the near development area of the child. Especially games based on social interaction, are fundamental means for the child's achieving self-arrangement and self-confidence (Vygotsky, 1978).

• The Psycho-Social Development Theory of Erikson: In the period of the sense of guiltyness the child feels during entrepreneurial activities (age: 3-6), discovering the environment via games, supports the development of self-confidence in children (Erikson, 1963).

These theoretical approaches are emphasizing the fact that games are not only means of entertainment; but also a structure affecting the development of psychology in depth.

3.2 The Effect of Free and Directed Games

Games can be divided in two, according to the level of using initiation; free games and directed (structured) games.

3.2.1. Free Games

Are games children produce choosing the materials by their own and setting their own rules with friends. Those kind of games, support the emotion of autonomy, imagination and skill of taking decisions.

• The Data of Research: By a study realized by Smith. et al. (2020), it has been found that pre-school children playing free games every day for 60 minutes have 28 % higher level of self-confidence than their peers, joining only structured and directed activities.

3.2.2. Directed Games

Are games played by the guidance of a teacher or adult. Especially certain achievements are aimed at. These kinds of games are effective for specific achievements of the child to be attained.

• Example: In a story completing game or matching cards activities, the child receives positive feedbacks during the period of error making and correcting it. And this fact reinforces the sense of success.

Free and directed games are periods completing each other. For an effective development of self-confidence, it is advised that game environments providing both freedom and guidance at the same time, should be presented for children (Whitebread et al., 2017).

3.3 Social Participation and Self-Confidence by The Means of Group Games

Group games, develop the skills of children like acting together with friends, taking responsibility, solving conflicts and expressing their emotions. The level of self-confidence in children receiving social acceptance is being higher, whereas children being excluded socially and who are being constantly criticized may experience problems in self-confidence.

3.3.1. The Contribution of Group Games:

• The Sense of Belonging: Team games, strengthens the feeling of belonging to a group in the child (Baumeister & Leary, 1995).

• Communicative Skills: The roles they undertake during games, develop the verbal or nonverbal skills of communication.
• Empathy and Emotional Intelligence: Noticing the emotions and needs of other children while trying to reach mutual targets in the games, supports the development of empathy (Goleman, 1995).

3.3.2. Statistical Findings
In a research supported by TÜBİTAK (Demirtaş & Koç,2021), the experiment, where group games were applied to children at age 5, for 6 weeks, resulted in acquiring 34% of rise in the level of self-confidence between the beginning and ending tests.
Besides, in the social-introversion rates of children joining group games regularly in school environments, a decrease of 21% was observed (Korkmaz & Aydın,2022).

3.4 Role-Playing Games and the Skill of Expressing Oneself
Role-playing games, enable children to build empathy through experimenting different characters, develop verbal expressions and express their emotions and thoughts more comfortably. Those kinds of games, affect the development of self-confidence directly by heightening their sense of self-awareness.

3.4.1. Features of Role-Playing Games
• Creativity: While role-playing an imaginary case, the child gains mental flexibility.
• Emotional Expression: Emotions like fear, joy and fury are expressed by the means of games.
• Problem Solving: Producing a solution within an imaginary situation increases the skill of developing strategies in the child.

3.5. Scientific Findings
In a study realized about the effect of role-playing games on self-confidence (Uysal &Yılmaz,2020), the points students received from the self-confidence scale, while joining games having a dramatization basis, came out at a meaningful higher level than the controlled group. In a similar way, in children of age group 4- 6, who have been applied programmes having a dramatization basis, an increase up to 39% has been observed in the criterion of self-confidence like self-expression, defending himself and social entrepreneurship (Güler, 2021).
In this context, when role-playing activities are integrated into learning periods via games, not only cognitive empowering but also emotional empowering will be provided for in children.

4. The Contribution of Fairy-Tales to Self-Confidence
Fairy-tales, as being one of the foundation stones of child literature, not only present entertaining stories but also affect the individual development of the child in depth. Especially in the development period of self-confidence, children strengthen their sense of self, attain emotional endurance and develop social interaction skills (Zipes,2006), by the means of fairy-tales. In this chapter, the emotional and cognitive effects of fairy-tales, the period of personalizing with the heroes, the contribution of fairy- tale narration to communicative skills, and the relationship between the values being told and self-confidence, will be dealt with.

4.1 The Emotional and Cognitive Effects of the Fairy-Tales
Fairy-tales are symbolical narrations, both supporting the emotional and cognitive development of the child. By the means of fairy- tales, the child faces complex emotions like fear, loneliness and joy and learns to know these emotions (Bettelheim, 1976).

4.1.1. Emotional Effects
• The Development of Empathy: The difficulties, the heroes encounter in the fairy-tales, develop the sense of empathy in children.
• Emotional Endurance: The heroes overcoming bad situations in fairy-tales, are forming a model for children in coping with difficulties.

4.1.2. Cognitive Effects
• Problem Solving: In the fairy-tales, heroes encounter various barriers, but overcome these barriers by creative ways.
• Cause and Effect Relationship: The specific order in the structure of the fairy-tale (as beginning-development-result) supports the child's skill of thinking logically.

4.1.3. The Finding of a Research
In a research realised by Yılmaz and Karakuş (2021) a 31% of rise was observed in the problem solving skills of pre-school children receiving an education that was fairy-tale based, lasting 6 weeks. In the same research, meaningful rise was recorded in the children's sense of self and self-confidence.

4.2 Identification with Heroes
The heroes taking place in fairy-tales, play an important role in the construction of identity of children. The identification being formed with especially courageous, just, decisive and fightful characters, contributes to their developing self–images related with their own lives (Warner, 1994).

4.2.1. Identification Period
• Hero Worship: The child identifies himself with the strong characters in the fairy-tales and thus gains self-confidence.
• Overcoming Difficulties: When heroes overcome barriers, the child thinks "I can do it, too".

• The Restructuring of the Roles of Gender: Although in traditional fairy-tale's men are in the foreground, recently fairy-tales having strong female characters are supporting the self-confidence in children without making a differentiation in gender (Tatar & Arıkan,2019).

4.2.2. Statistical Findings

Genç and Öztürk (2020), observed a rise of 26% in the rates of self-confidence of children age 5-6, who identified themselves with strong characters in the fairy-tales. Especially in girls, this rise reached 32%.

4.3 The Telling of Fairy-Tale and The Development of Verbal Expression

Fairy-tales are not only stories being listened to; but also are effective means contributing to the development of the narrative skills of children. The narration period of fairy-tales, heighten the capacity of the usage of language, organize their thoughts and enable them to express themselves verbally much better (Isbell et al.,2004).

4.3.1. Developmental Contributions

• Linguistic Competence: The vocabulary of children listening to the narration of fairy-tales expands.
• The Structure of the Narration: The child, telling a fairy-tale, develops skills of sequencing the events and founding logical bonds.
• The Courage of Speaking in Public: The narration of fairy-tales, lessens the fear of the child of going on stage and expressing himself in front of others.

4.3.2. Scientific Findings

In a study realised by Kaya & Tunç (2022), 41% of rise was recorded in children's verbal expression skills, who had been receiving fairy-tale narration processes for 8 weeks, and in their level of self-confidence a meaningful rise was detected, compared to the beginning tests.

4.4. Values, Courage and Themes of Self-Confidence

Fairy-tales are symbolical narrations transferring moral values and virtues to children. Courage, honesty, helpfulness and patience are themes that contribute to the forming of self-confidence while supporting the personal development of the children (Zipes, 2006).

4.4.1. Thematic Directions

• Courage: The heroes in the fairy-tales act bravely despite many dangers. This situation assists children to achieve the necessary courage to face their fears.
• Self-Confidence: Stories beginning with "Once Upon a time..." and ending with success, heighten the child's belief in his internal success.
• The Education of Values: Fairy-tales transfer the values children might internalize in indirect ways (Gönen & Dalkılıç, 2018).

4.4.2. Example Themes

• Fairy-tales of Keloğlan: Stories where intelligence, patience and determination are rewarded.
• Rapunzel: Achieving reunion by hope and durability.
• Little Red Riding Hood: Responsibility and attention.

4.4.3. Statistical Support

In a multi-centered research realized by the United Nations Children's Fund (UNICEF, 2021), it was observed that 37% of rise in the level of the children's leadership skills and self-confidence, of children receiving a regular education of values by the means of fairy-tales, was achieved.

5. Applied Approaches and Activity Examples

In the development of self-confidence, supporting the theoretical frame by applied approaches, is heightening the permanency of learning and increasing active participation of children. In this chapter, applied methods, like game-based activities, fairy-tale based workshops and creative drama applications, are being dealt with, in order to reinforce the self-confidence in children.

5.1 Game Based Activities of Self-Confidence

Games are the natural learning environments of the children. Especially structured games of self-confidence, strengthen the internal motivation and sense of self in the child by experiencing the sense of success (Fishes, 2011).

5.1.1. Example Activity 1: "Will You Introduce Yourself?"

• Target: The child introducing himself verbally.
• Application: In sitting in a circle position, children say their names, say what they like doing, and say a positive feature about themselves one by one.
• Achievement: Verbal expression and positive sense of self.

5.1.2. Example Activity 2: "I Am the Hero".

• Target: The child's realising his own potential by the means of role-playing.
• Application. Every child, tells a success story by staging. The story can be either real or imaginative.
• Achievement: Skills of expressing, overcoming the fear of stage, leadership.

5.1.3. Statistical Support

In a research realised by Akgül and Ercan (2020), 38% of rise in the level of children's self-confidence was recorded, who had been joining game-based self-confidence activities for 10 weeks.

5.2. airy-Tale Based Workshop Applications

Fairy-tales are not only narrations being listened to, but also powerful means of education, where one to one applications can be realized with children. Fairy-tale workshops both reinforce the creative thinking and the sense of self-confidence in children (Gönen & Dalkılıç, 2018).

5.2.1. Workshop 1: "If I Were the Hero of the Fairy-tale".

• Period: 2 lessons.
• Material: Fairy-tale books, costumes and puppets.
• Method: The children are being told a fairy-tale. After that, children are asked to write the ending themselves and then narrate it.
• Achievement: Imaginative power, original thought, freedom of expression.

5.2.2. Workshop 2: "Value Based Fairy-tales".

• Period: 2 lessons, lasting 4 weeks.
• Method: Every week, a fairy-tale is told, having a value (courage, helpfulness, honesty, etc). At the end of the fairy-tale, a group conversation is carried on together with the children.
• Achievement: Moral development, the courage to speak in a group.

5.2.3. The Findings of the Research

A research realised by Küçük & Şahin (2021), recorded 33 % rise both in social skills and level of self-confidence in the children who attained the fairy-tale workshops.

5.3 Drama, Dramatising Story and Creative Narration

Drama, enables children to express their own lives, forming empathy and develop different point of views by role-playing other people's characters. Especially dramatising story activities, are effective for reinforcing the self-confidence (Önder & Gülay Ogelman,2013).

5.3.1. Example of Creative Drama: "Look in the Magic Mirror."

• Target: Knowing oneself and discovering one's positive features.
• Application: Every child goes on stage one by one, stands there as if there is an imaginary mirror in front of him, and praises himself looking in the mirror.
• Achievement: Expressing oneself, internal motivation, emotional awareness.

5.3.2. Example of Dramatising a Story: "Being a Hero of a Fairy-tale for a Day".

• Application: Children choose a favorite fairy-tale character and role-play him. They are asked to behave like that character in their daily lives.
• Achievement: Identification with the character, having a self- confident stance, awareness of social roles.

5.3.3. Statistical Findings

In a quantitative study realized by Güneş and Demirtaş (2022), 42% rise in the self-confidence level was observed in children joining creative drama activities compared to the data of the beginning of the experiments.

5.3.4. The Integration of Applied Approaches to Education

Integrating the activities to pre-school and primary school class environment, provides for the supporting of the children's individual development. For the teachers, the below mentioned suggestions, should be paid attention to:
• Regular Programming: Game and fairy-tale activities should be included in the weekly lesson plan.
• Observation Forms: After every activity, the teacher should document the participation and development of the student.
• The Participation of the Family: Carrying those activities into home environment, will increase the self-confidence of the child by also strengthening his bond with family members.

6. The Writings Concerning the Subject Area and Research Findings

The place of self-confidence in child education and the effects of games and fairy-tales in this area, are both in Türkiye and all over the world, amongst the most comprehensively researched subjects. In this chapter, the current studies in the due literacy, example applications, and research data will be dealt with in detail.

6.1 Studies Realized in Türkiye and in The World

Self-confidence is accepted as a critical development area in psychology and educative sciences. The studies realized all over the world, show that the supporting of the self-confidence in children in early ages affect various areas positively having a coverage from academic success to social skills (Robinson, 2018).

6.1.1. International Researches

A meta-analysis realized in the UK reported that a 35% rise was detected in the self-confidence level of children joining game-based learning programmes in pre-school period, (Smith & Lee,2020). Besides, a longitunal study realized in the USA revealed that in children receiving drama-based education, social skills and self-respect are of high level. (Williams, 2019).

In researches realized in order to investigate the contribution of fairy-tales to child development, it was pointed out that forming identification with heroic characters strengthens the sense of self-confidence in children.

In an experimental study realized in Germany, it was observed that in 42% of 100 children, joining the fairy-tale workshops in pre-school period a meaningful rise in their self-confidence was observed (Miller & Brown2021).

6.1.2. The Studies Realised in Türkiye

Also in Türkiye, the researches realized in the area of child development and education, are supporting the fact that games and fairy-tale methods are effective in the development of self-confidence. Aydın and his friends (2019), in a research, they realized on 150 primary school students pointed out that dramatizing and role-playing activities had achieved an increase of 30% in the self-confidence level of children.

Besides, an area research realized by Özdemir and Kara (2022), pointed out the fact that there had been meaningful developments in the emotional expressions and social skills of children who were applied fairy-tale based activities in various pre-school institutions in Anatolia.

6.2 Example Applications and Results of Observation

Applicative studies, are important in showing how theoretical knowledge can be put into practise. Various exemplary applications from Türkiye and from all over the world, are presenting the concrete results of the interventions applied on the development of self-confidence.

6.2.1. Applications Being Game-Based

In the frame of a project realized in Istanbul in a kindergarten, game activities of 30 minutes were applied every day in a 12 weeks period. At the end of the project, in the observations of the teachers 40% of development in the children's expressing themselves and skills of forming social relations were reported (Kaya. 2020).

6.2.2. Fairy-Tale Workshops

In the social responsibility project "We are Growing with Fairy- Tales", realized in Ankara, fairy -tale workshops were realized covering children age: 8-10. In the pre-test and final test evaluations applied on the workshop participants, a 37% rise was reported in the self-confidence level of children (Yıldırım & Çelik,2021).

6.2.3. Drama and Dramatisation Studies

In a study realized in the Ege University, after the evaluation of self-confidence tests applied to 60 children having received dramatization education, the differentiation analysis before and after the education had meaningful outcomes (Demir & Öztürk,2022). 85 % of the participants declared the fact that they had expressed themselves more comfortably and had taken active roles within the group.

6.3 Qualitative and Quantitative Research Findings

In this sub-heading, quantitative research is supported by statistical data on one hand, and findings of qualitative studies enriched by the observations and thoughts of the participants, are being dealt with on the other hand.

6.3.1. Quantitative Researches

• Applications of Self-Confidence Scale: In a research realized in Türkiye, "Rosenberg Self-Respect Scale" was applied on 200 children. The average points of the group receiving a game and fairy-tale based education had reached an increase of 33% after 3 months of period of experimentation (Aksoy, 2021).

• Studies of Experiment and Control Groups: In an experimental study realized in Bursa, while 50 children participated in drama and game activities, other 50 children were left in the control group. A meaningful rise in the experimentation group concerning self-confidence scores was observed (Toprak, 2020).

6.3.2. Qualitative Researches

• Interviews and Observations: In an ethnographic study realized in a kindergarten in Ankara, the interviews made with teachers and families comprehensively, had put forth that game and fairy- tale activities had affected skills like courage, expressing himself and social participation positively in children (Kurt & Öner,2021).

• Case Analysis: In the frame of a project carried out in Istanbul, in the case analysis made on 10 children making use of the application of game therapy, evident improvements regarding the self-confidence of their children were reported by their parents and teachers (Sarı & Demir, 2022).

6.3.3. Argument

Writings of area and research findings, show the important contributions of the development of self-confidence on social dimensions gained by the means of games and fairy-tales. While quantitative findings, were putting forth meaningful increase between 30-40% in the level of self-confidence, qualitative studies were verifying the fact that the due development of children had positive reflections and impact on their daily lives and social relations. The parallelism between the studies realized in Türkiye and worldwide, are emphasizing the fact that these methods are of universal validity.

However, it should not be forgotten that factors like the continuity of the applications, pedagogic sufficiencies and the effect of the participation of the family, have a critical role in the period leading to success. Therefore, programmes should be applied both in school and family environment.

7. CONCLUSION AND SUGGESTIONS

How the development of self-confidence in children can be supported by the means of games and fairy-tales, have been dealt with multi dimensionally, in this study. The studies of literacy that have been made, theoretical explanations and applied examples, have put forth the important roles of games and fairy-tales on children's emotional, cognitive and social development by having started with the psychological foundations of self-confidence. The findings gained, show consistent evidence to the fact that game and fairy-tale based approaches, heighten children's skills of expressing themselves, strengthen their social relations and support their internal motivation.

In this direction, in the areas of child development and child education, it should be evaluated that the conscious usage of games and fairy-tales have positive contribution to the healthy construction of self-confidence.

7.1 General Evaluation

The development of self-confidence in children, has a critical importance and impact on their academic success, social relations and psychological health. In this manuscript, the contribution of games and fairy-tales to the development of self-confidence has been examined comprehensively, and the current researches in the literacy both in Türkiye and all over the world, have been evaluated. A broad perspective has been presented, starting with the psychological foundations of self-confidence and covering game and fairy-tale based applications.

Researches are showing that, games are means not only effective on children's physical development, but also on their cognitive, emotional and social development (Ginsburg,2007). It has been determined that especially free games and directed games have different but complementary roles in the development of self-confidence in the child (Pollegrini & Smith,1998). Role-playing games, enable children to develop empathy and increase their skills in expressing themselves (Russ, 2004).

Whereas fairy-tales are important means touching the emotional world of children, giving them courage, values and hope. By the means of identification with the heroes, children made themselves models in order to cope with their own problems and develop the sense of self-confidence in themselves (Zipes,2006). Besides, the telling of fairy-tales, on one hand, support the development of language and skills of verbal expression, and on the other hand, transfer social norms and values (Nikolajeva), 2014).

The applied studies and area research realized, have put forth that game and fairy-tale-based activities have increased, the level of self-confidence in children meaningfully. Examples from Türkiye and from all over the world, show that these methods have universal validity, although containing cultural differences.

Consequently, games and fairy-tales, are coming forth as multi-dimensional and effective pedagogical means, supporting the development of self-confidence in children. However, the planning of the activities, their continuity and their pedagogical sufficiencies are critical factors in the way leading to success.

7.2 Suggestions for Educators and Families

7.2.1. Suggestions for Educators

1. Developing Programmes that are Game-Based: The integration of the game-based learning approaches to the curriculum in the schools, support the development of self-confidence of children. Drama, role-playing, structured and free game activities should be organized (Fisher, 2011).

2. Encouraging the Narration of Fairy-Tales: Teachers should support the emotional and cognitive development of children by the means of projects based on fairy-tales and narration of the fairy-tales. Rich contents should especially be chosen where children can identify themselves with the heroes (Oster, 1995).

3. Observing Individual Differences: Every child has a different development period of self-confidence. Educators, should follow the individual development level of children, and should create supportive and encouraging environments for them (Wentzel & Coldwell, 1997).

4. Cooperation with Families: Educators, should encourage the contribution to the self-confidence of the child, also in the family environment, by forming close relationships with families. They should provide for healthy guidance for the game and fairy-tale based activities to be realized at home environment.

7.2.2. Suggestions for Families

1. Game and Fairy-Tale Activities at Home: Families, can contribute to the development of self-confidence in their child by playing games and telling fairy-tales regularly. Games and fairy- tales, are means strengthening family bonds (Elliott&O'Donoghue,2018).

2. Positive Feedback: Positive feedbacks focusing on the efforts and success of children are effective in the development of self-confidence. Encouragement and support should be in the foreground rather than criticism (Harter, 1999).

3. Providing for Emotional Support: Providing for a loving, respectful and supportive family environment, will assist children in feeling themselves valuable and assist them in developing self-confidence (Bowlby, 1988).

4. Encouraging Social Interactions: It should be supported that children play games with their peers and participate in social activities. These kinds of experiences affect social skills and self-confidence in a positive way.

7. 3. Conclusion and Directions for Researches to be Realized in the Future

Despite the fact that, the number of the studies realized in this area are increasing, there is still a gap of research area. The suggestions below are important for the future researches:

1. Longitudinal Researches: The researches, examining the long-term effects of the games and fairy-tale based applications, should be increased. Thus the permanency of development of self-confidence can be evaluated.

2. Intracultural Comparisons: In different cultures, the effects of games and fairy-tales on self-confidence should be compared, and the cultural factors should be investigated.

3. The Usage of New Technologies: Investigations should be realized on the effects of digital games and online applications of narrating fairy-tales, on the development of self-confidence.

4. Dynamics in the Family and Socio- Economic Factors: The role of the family in the development period of self-confidence should be investigated in depth, the effect of socio-economic factors should especially be investigated.

5. The Effect of Educational Programmers: The applicability and effects of game and fairy-tale based education programmes, regarding different age groups and different educational environments, should be tested.

6. The Integration of Psychological Support: The integration of the game and fairy-tale-based applications with the psychological counselling and guidance services can be investigated.

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