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Assessment of Ahmet Ümit's Fairy Tale "Olmayan Ülke" According to the Criteria of Children's Literature *

Müjgan BEKDAŞ**, Mehmet ASLAN***

Abstract. The aim of this study is to evaluate the fairy tale of Ahmet Ümit's Olmayan Ülke according to the criteria of children's literature. Document analysis was used under qualitative research. The data of the study were obtained with a pre-established scale. The data obtained have been systematically and explicitly described, interpreted, and some results have been obtained within the cause-and-effect framework. In this study, Olmayan Ülke was examined with 22 criteria for external properties and with 36 criteria for internal properties. The arithmetic average obtained by dividing the scores given to the book by the scale related to external properties into the number of items ($100: 22 = 4,54$) is 4.54. The arithmetic mean of the content properties of the book divided by the number of items ($158: 36 = 4.64$) given to the scale is 4.64. As a result of the research, it was determined that the work studied meets both internal and external structure criteria that should be found in children's books.

Keywords: Olmayan Ülke, fairy tale, children's literature criteria, external and internal features.

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** Malatya Turgut Özal University, Foreign Languages Department, Turkey; mujgan.bekdas@ozal.edu.tr

*** İnönü University, Foreign Languages Department, Malatya, Turkey; mehmetaslan@inonu.edu.tr

Çocuk Edebiyatı Ölçütlerine Göre Ahmet Ümit'in "Olmayan Ülke" Masalının Değerlendirilmesi *

Müjgan BEKDAŞ**, Mehmet ASLAN***

Öz. Bu çalışmanın amacı Ahmet Ümit'in Olmayan Ülke masalının çocuk edebiyatı ölçütlerine göre değerlendirmektir. Bu çalışmada nitel araştırma kapsamında doküman analizi kullanılmıştır. Araştırmanın verileri önceden oluşturulmuş bir ölçekle elde edilmiştir. Bu bağlamda elde edilen veriler sistematik ve açık bir biçimde betimlenmiş, yorumlanmış ve neden-sonuç çerçevesinde bazı sonuçlar elde edilmiştir. Bu çalışmada "Olmayan Ülke", kitapların dış yapı tasarımı ile ilgili sahip olması gereken 22; içerik özellikleri ile ilgili sahip olması gereken 36 ölçütle incelenmiştir. Kitabın dış tasarımı ile ilgili ölçekte verilen puanların toplanıp madde sayısına bölünmesinden (100: 22=4,54) elde edilen aritmetik ortalama 4.54'dür. Kitabın iç özellikleri ile ilgili ölçekte verilen puanların toplanıp madde sayısına bölünmesinden (168: 36=4,66) elde edilen aritmetik ortalama 4.66'dır. Yapılan araştırma sonucunda incelenen eserin çocuk kitaplarında bulunması gereken hem iç hem de dış yapı ölçütlerine uygun olduğu tespit edilmiştir.

Anahtar kelimeler: Olmayan ülke, masal, çocuk edebiyatı ölçütleri, iç ve dış özellikler.

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**^{ID} Malatya Turgut Özal Üniversitesi, Yabancı Diller Yüksekokulu, Türkiye; mujgan.bekdas@ozal.edu.tr

***^{ID} İnönü Üniversitesi, Yabancı Diller Yüksekokulu, Malatya, Türkiye; mehmetaslan@inonu.edu.tr

1. Introduction

Children are very important individuals for the future of societies. The child will learn the age, the society he / she lives in and the place he / she will have in that society through education. Many positive emotions and behaviors that should be gained to the child can be given more permanently through literary works (Erdal, 2009). In this respect, one of the important materials affecting the transition process of a person from childhood to adulthood and also used in educational activities in school is children's books prepared according to the criteria of children's literature (Demircan, 2006).

Children's literature, in general terms, can be defined as the literature about children, written for children and read by children (Schneider, 2016). Sever (2008, s.17) explains children's literature as;

“... the general name of the products that enrich the emotion and thought worlds with artistic and linguistic and visual messages in accordance with the language development and comprehension levels of children and increase their appreciation levels in a life stage including early childhood and adolescence.”

Therefore, children's literature covers all the qualified, aesthetic and literary works that address the life experiences, interests, needs, development and perception levels of children from the age of two until the adolescence period (Sinar, 2006). The book culture formed in child makes the child an individual who comments, thinks, investigates, creates (Gönen, Karakuş, Uysal, Kehçi, Ulutaş, Kahve, 2015). Children, the target audience of children's books, have a unique world and unique perceptions. They have many basic abilities and skills to develop. In this respect children's books that contribute to the development of children's basic skills should also have a set of goals (Bayram, 2009).

The main purpose of children's books is to introduce the book to the child, to give the child a love of books and to develop the child's language skills (Yılmaz, 2016). Crippen, (2012) states that the first value to note is that children's book enables children with the opportunity to respond to literature and develop their own opinions about the topic. This strengthens the cognitive developmental domain as it encourages deeper thought about literature.

Moreover, children's books help students develop emotional intelligence. Stories have the power to promote emotional and moral development. Children's books “contain numerous moments of crisis, when characters make moral decisions and contemplate the reasons for their decisions,” an important skill for children to see modeled (Norton, 2011, p. 34).

Children's books are of value because it fosters personality and social development. Children are very impressionable during the formative years, and children's book can help them develop into caring, intelligent, and friendly people. And also being able to understand other

people's viewpoints and to not be selfish are important skills that adults must nurture in children (Crippen, (2012).

There are certain criteria for such an important literary genre that accompanies children in their developmental stages. In this context, what criteria should be used in children's books is an important issue. Therefore, the required importance should be given to the children's books in terms of their internal and external features. Various researches have been carried out in the literature on the characteristics of a children's book Demircan, (2006); Alpöge, (2011); Karatay (2011); Mert, Albayrak ve Serin, (2013); Sever, (2006;2008); Arslan, (2005); Selek, (2010); Şimşek, (2011); Şirin, (2000); Taşdemir, (2005); Tekin, (2000); Tuğrul, (2002); Yavuz, (2000); Yılmaz, (2002); Yılmaz, 2016; Yükselen, Yumuş, Işık,2016; İpek, 2019). Among these criteria, Yılmaz (2016) explained the external structure features as picture, size, volume, cover and paper, letters and font size. Demircan (2006) emphasized that the book must be illustrated; the page layout should be comfortable and attractive. Pictures should be appropriate to the subject, understandable, realistic, interesting, in frame, of good quality and complementary with the text. Also, attention should be paid to details in the pictures. Images should be positioned in the most appropriate place on the page. The cover of the book should be interesting and compatible with the subject. The inner cover must be illustrated; cover picture should be included in the book. The edition number of the book should be on the inner cover. To increase the durability of the book, both thread and glue should be used in binding (Gönen, Uludağ, Tanrıbuyurdu, Tüfekçi, 2014). Bottom-top, right-left spaces should be left wide at the edges of the page. The number of pages should be determined according to the child's level. Spaces between the lines must be left multiple (Tuncer, 2016). Yılmaz (2016) explained that the internal structure criteria that should be found in a children's book consist of theme, plan, language and style, and character. The language of the work should be simple and clear, and its expression should be immersive. Paragraphs should not exceed 3-5 sentences; the unknown number of words used in works should be appropriate for the child's development; associated with the child's world; the book should be flawless in terms of spelling and punctuation. Words must be up-to-date; old words and audio repetitions should not be used. Overturned sentences should not be used; words should only be used in their first meaning (Demircan, 2006). The relationship between theme and subject should be strong in children's books. Issues should increase the sense of trust in children; they should be related to the child's life (Schneider, 2016).

When we look at the literature, many children's books were assessed according to these criteria. Ayrançı (2018) evaluated "The Story of a Pudding" in terms of its messages and criticised some messages given by the book. Ayrançı stated that the book shouldn't contain negative messages such as telling lie, speaking strange people, living alone etc. Because stories have the power to promote emotional and moral development of a child.

İpek, (2019) analyzed “Yürekdede and The Sultan” in terms of its internal structure and stated that the book supports the cognitive, mental and linguistic development of a child. Because the theme of the book is about Turkish customs and traditions. The characters are humble, honest and helpful.

Demircan (2006) examined the internal and external structure features of the books in the TÜBİTAK Children's Library Series. And Demircan (2016) found that the books had some deficiencies in terms of both internal and external structure criteria, although the results of the study support the assumption of the study. However, it has been determined that most of the examined books carry most of the internal and external structure features and it has been observed that TÜBİTAK is looking for the internal structure and external structure criteria that a children's book should have.

Yılmaz and Kılıç (2015) examined the book "Sakız Sardunya" in the context of characters, which is one of the basic internal structure elements of children's books and they stated that it is obvious that “Sakız Sardunya” is fictionalized as an adult rather than a child, although it sometimes captures a child's gaze in terms of adventure in the fiction.

Ilıcak, and Başoğlu, (2018) examined Ahmet Ümit's tale books “Masal Masal İçinde” and “Olmayan Ülke” in terms of values education which is one of the basic elements of internal structure and they stated that these tales are important sources to learn moral values. But they didn't evaluate these tales according to the other children's book features that should be included in tales.

Studies on the internal structure and external structure criteria of children's books show that many of the children's books published in Turkey have various problems both in terms of internal structure and external structure criteria. Therefore, a comprehensive evaluation of the books using appropriate criteria will contribute to everyone involved in child development and education. In addition, previous studies show that children's book evaluations are often conducted according to internal structure criteria. But external structure features are also very important in generating children's interest and attention towards the book (Yılmaz, 2016). And also other studies conducted with "Olmayan Ülke" were scanned and it was seen that the book was examined only in terms of the values it contains, which is an internal structure feature. So, In this study, “Olmayan ülke” was evaluated in terms of both internal and external criteria. So, this study is different from the others with this feature.

In this context, the aim of this study is to assess Ahmet Ümit's tale “Olmayan ülke” according to the both internal and external criteria of children's literature and the answers to the following two questions will be searched:

- To what extent does the book “Olmayan Ülke” meet the external criteria for a children's book?

- To what extent does the book "Olmayan Ülke" meet the internal criteria for a children's book?

Moreover, assessment of "Olmayan Ülke" is important because in the words of the author, this book, written for children, emphasized that there are good hopes and there is no war, no hate and no violence, and it contains all universal values which are very important in children's development.

2. Method

2.1. Research Design

In this study, document analysis method was used within the scope of qualitative research. Document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge (Bowen, 2009). Yıldırım and Şimşek (2013) stated that document analysis covers the study of written materials containing information about the phenomenon or facts intended to be investigated. In this respect, Ahmet Ümit's tale "Olmayan ülke" was evaluated " according to the criteria of children's literature using document analysis.

2.2. Data Collection Tool

In this study, The Child Books Evaluation Scale created by Karatay (2016) was used to collect data. A total of 56 criteria were used in this scale. The scale is divided into 2 basic sections in terms of external and internal structures. The qualities of children's books were evaluated in two different ways in terms of external and internal features. In the scale, the books should have 22 criteria regarding the external structure and 34 criteria regarding the internal structure. Two researchers examined the scale and compared it with national and foreign source books and publications published in the field of children's literature; after the opinions of expert faculty members on data collection tools, two new feature were added in the scale. The extra features "The author enables children to explore the values instead of preaching" and "The book includes females as well as males in leadership and/or non-traditional roles" were added into internal structure criteria and these internal criteria raised 36 (Santora, 2013). Thus, the scale was raised to a total of 58 items. Moreover, the sections names were changed into external and internal structure from visual design and content features. And in the original of the scale sections were attached but in this study, sections were divided into two part. The original of the scale was in Turkish but in this study it was translated into English.

2.3. Document under review

In this study, Ahmet Ümit's tale "Olmayan Ülke" published by Everest publications in 2011 was analyzed. The book has 156 pages. It has a fairy-tale structure. "Olmayan Ülke" is the author's second children's book. The author wrote this children's book in his own style by

compiling and editing a fairy tale he heard from his mother. He stated that he wrote this book because he likes to listen, read and dream fairy tales. Other studies conducted with the "Olmayan Ülke" were scanned and it was seen that the book was examined only in terms of the values it contains, which is an internal structure feature. In this context, in this study, this fairy tale has been analyzed according to both internal and external structure features.

2.4. The Validity And Reliability Of The Scale

The scale was prepared by Karatay (2016). All 56 items in the scale were examined by the researchers and two experts and it was concluded that the existing criteria in terms of external and internal structure were sufficient for book analysis. And also it was compared with the other criteria which were written by Sever (2006), Schneider, J. J. (2016), Yılmaz (2016), Santora, (2013). A checklist was created by the researchers by scanning other sources, and the scale was controlled according to this checklist. And two extra item were added in the scale. Thus, the scale was raised to a total of 58 items. In addition, book analyzes evaluated with the same scale were examined and the validity of the scale was confirmed. The original scale was in Turkish and two researchers translated it into English. And one English teacher checked the English adaptation of the scale. To raise the validity of the scale, the results of the analysis performed simultaneously by the two researchers were compared and it was observed that both results were consistent with each other.

2.5. Data Analysis

The data obtained in this research were analyzed using descriptive analysis. According to this approach, the data obtained are summarized and interpreted according to the previously determined themes. In this type of analysis, the aim is to reveal the findings obtained in an organized and interpreted way (Yıldırım, & Şimşek, 2013, p.256). In this context, the data obtained were systematically and clearly described, interpreted and some results were obtained within the frame of cause and effect. In this study, the book was read by two researchers and analyzed according to the each criteria and found examples for each criteria. Researchers used 22 criteria that books should have regarding external structure and 36 criteria that they should have regarding internal structure. The adequacy of each feature was scored on the scale of 1 (No), 3 (partially appropriate) and 5 (yes) points. The scale is an equally spaced scoring scale. Accordingly, if the arithmetic average obtained by adding the points given according to the availability of the features that should be found in the children's books on the scale and dividing them by the number of items, if the score ranges between "1-2.9 points", that is less than 3 points, the book examined is not suitable for children; If it is between 3-5 points, the book is said to be suitable for children's literature and children. After checking the book according to the scale, real examples were given as a proof. The results of the analysis performed simultaneously by the two researchers were compared and it was observed that both results were consistent with each other. And also the findings of the researchers and the qualitative research experts were compared in order to increase the reliability during the analysis according to the criteria.

2.6. Compliance With Ethical Rules

The data of this study was obtained using The Children's Books Assessment Scale created by Karatay (2011). Prior to using the scale, the necessary permissions were obtained from the researcher who prepared the scale.

3. Findings

In this section, the findings obtained regarding the external and internal structure criteria of children's literature were given. The assessment of the "Olmayan Ülke" according to the external structure criteria is given in Table 1.

Tablo 1

The Assessment Of Olmayan Ülke On External Structure Criteria.

External Structure	No(1)	Partially appropriate (3)	Yes(5)
1. The outer design of the book will attract the attention of children.			X
2. On the cover of the book, the age level is specified.	X		
3. Pictures, images on the cover of the book are related to the subject, event or characters in the text.			X
4. The cover of the book is made of durable material [such as cardboard, cloth or cellophane]			X
5. The texture of the cover; clearly shows text, lines and pictures on it.			X
6. The book cover can be opened easily, stand unsupported and the pages of the book can be turned easily.			X
7. The skin of the book is firm, durable and the pages are not scattered.			X
8. The texture of the paper used is solid and the pages can be erased.			X
9. The paper used is opaque, does not fade colors and does not disperse ink.			X
10. The background of the paper and the color of the text are designed to contrast with each other.			X
11. The titles and words that need to be emphasized are in dark color, and the text is of medium darkness.			X
12. Text and images are positioned on the page well and the book is easy to read.			X
13. The margins of the pages are at least 2 cm. and the spaces in the line spacing are set to at least 1.25 lines.			X

14. Appropriate (1.5-2cm) spaces are left between paragraphs and sections.		X
15. Sentence length [3-5 words for 2-7 age level [20-30 characters] [6 words for 1-3class "[35-40 characters] [maximum 10 words for" 4-5 grade "[60- 70 characters] suitable for the age level of the child.		X
16. Line lengths in the book [7-8 cm for grades 1-5. for higher grades 9-11cm] is suitable for children's development level.		X
17. Writing characters for children [24-30 for students aged 6; 16-18 for students aged 7-9; It is suitable for the development level of 10-12 points for students 9-12 years old and above.		X
18. The pictures show the child's artistic development features [bright colors and flexible lines for ages 2-9; Lifelike pictures for 9-12 years] are designed appropriately.		X
19. The paintings are capable of stimulating children's imagination and creativity.		X
20. [Three-dimensional or multiple meaningful] pictures are used in the book that can make associations with different meanings.	X	
21. The pictures used in the book, the situation and the event described in the text overlap, the pictures support the text in terms of meaning.		X
22. Picture-to-text ratio in the book [1/4 of the text and 3/4 of the picture for the age of 2-7 years old, 2/4 of the text, 2/4 of the picture for the age of 7-9 and 9-12 years and older 3/4 writing, 1/4 picture] age levels.	X	

In Table 1, the arithmetic average obtained by summing the scores given in the scale related to the external structure of the book evaluated and dividing it by the number of items ($100: 22 = 4.54$) is 4.54 and it is above 3 points. In this context, this book has the necessary qualifications in terms of external structure. Only the criteria 2 and 20 were missing from the criteria determined in terms of internal criteria. The age level to be read on the book has not been specified and three-dimensional pictures that can make associations with different meanings have not been used in the book. The criteria 22 was partially appropriate. Picture-to-text ratio in the book should be [3/4 writing, 1/4 painting] for 9 age levels. But in the book it was found that picture-to-text ratio is 1/6 picture, 5/6 writing.

Moreover, when table 1 is examined, it is revealed that this children's book is for 9 years and older due to its external structure features such as sentence length (criteria 15), font size of letters (criteria 17), having realistic pictures (criteria 18), appropriateness of text and picture ratio (criteria 22).

The assessment of the "Olmayan Ülke" according to the internal structure criteria is given in Table2.

Tablo 2

The Assessment Of Olmayan Ülke On Internal Structure Criteria.

Internal Structure	No(1)	Partially appropriate (3)	Yes(5)
1. The book is suitable for the child's development level [fairy tale for 2-7 years; A narrative for the age of 9-12] has been covered.			X
2. Suitable for the child's level of development in the book [love for family, people, nature and animals for ages 6-9; For 9-12 years, the subject of love, history-heroism, adventure, fantastic fiction] has been covered.			X
3. The fiction of the book is different from its counterparts, original and new.			X
4. The subject covered in the book is plausible and credible.			X
5. An introduction and preliminary preparation has been made regarding the events and situations covered in the book.			X
6. The events covered in the book are developed in a logical lattice			X
7. The events and thoughts listed in the book do not contradict each other, they are consistent.			X
8. The events or thoughts listed in the book are processed in a fluent language, keeping the reader's attention alive.			X
9. Conflicts in the fiction of the book create a sense of curiosity and discovery in the reader.			X
10. The main idea is given in a way that does not leave misunderstandings or the reader in dilemma.			X
11. Prejudices about religion, language and gender discrimination are not included in the book.			X
12. In the book, universal and moral values such as love, respect, tolerance, honesty, diligence and truth are included.			X
13. The author enables children to explore the values instead of preaching.			X
14. The book includes people from different cultures.	X		
15. In the book, humor and comic elements are included.	X		
16. In the book, characters from the same age level are included	X		
17. The strengths and weaknesses of the characters can be seen.			X
18. The author also handled extraordinary characters in the narrative			X
19. The behavior of the characters; coincides with their ages and backgrounds			X
20. There are characters that develop and grow in the story.			X

21. The author has cited the causes of character behavior or development.	X
22. The author introduces the characters to the reader with different narrative techniques [in straight narration, in dialogues, in the thoughts of others, in his own thought, in events].	X
23. The book includes females as well as males in leadership and/or non-traditional roles.	X
24. The time processed in the book is progressing linearly, in accordance with the child's chronological time perception (yesterday-today-tomorrow).	X
25. The environment in which the events described in the book pass, is at a level that the children can perceive.	X
26. Descriptions used in expression reflect the physical and mental characteristics of the characters.	X
27. The descriptions used in the narration contribute to the revival of the event and the situation in the text.	X
28. In addition to narrative narration, the author has benefited from different narrative techniques such as description and comparison	X
29. The writer explained the character, events and situations in the story with different perspectives [1. and 3. mouth].	X
30. The author used clear and understandable words that are appropriate for the level of development of children and are used frequently in daily life.	X
31. Words and concepts that are not used frequently in daily life are explained in the text or their meaning can be deduced from the context.	X
32. The writer used the art of speech [analogy, personification] appropriate to the development level of the children in the narration.	X
33. The author used proverbs and idioms suitable for the level of children's development.	X
34. In-text rhyming uses and sound similarities are included.	X
35. The number of regular sentences used by the author is higher than the number of inverted sentences.	X
36. Foreign words that are not widely used in Turkish are not included	X

The same process is done regarding the internal features; The arithmetic average obtained by summing up the scores given in the scale and dividing by the number of items ($168:36 = 4.66$) is 4.66. This is above 3 points. In this context, the book has the necessary qualifications in terms of internal structure. Only in the book, the criteria 14, 15 and 16 were missing. Humor and comic elements and the book includes people from different cultures are not included in the book and characters from the same age level are not used.

Moreover, when Table 2 is examined, it is revealed that this children's book is for 9 years and older due to its internal structure features in terms of including history, heroism, adventure, love and fantastic fiction (criteria 2).

4. Result

It was observed that the book "Olmayan Ülke" examined in this study carries the internal and external structure criteria that should be in a children's book. Because, as a result of the examination, it was revealed that 52 of the 58 items used to determine the internal and external structure criteria were 'sufficient', 1 was partially appropriate and 5 were absent. Accordingly, the criteria 2 and 20 were missing from the criteria determined in terms of external criteria. The age level to be read on the book has not been specified and three-dimensional pictures that can make associations with different meanings have not been used in the book. The criteria 22 was partially appropriate. Picture-to-text ratio in the book should be 3/4 writing, 1/4 painting] for 9 age levels. But in the book it was found that picture-to-text ratio is 1/6 picture, 5/6 writing. As for the deficiencies of the internal structure criteria, the criteria 14, 15 and 16 were missing. Humor and comic elements and the book includes people from different cultures are not included in the book and characters from the same age level are not used.

And also, it is revealed that this children's book is for 9 years and older due to its external structure features such as sentence length (criteria 15), font size of letters (criteria 17), having realistic pictures (criteria 18), appropriateness of text and picture ratio (criteria 22) and due to its internal structure features in terms of including history, heroism, adventure, love and fantastic fiction (criteria 2).

Based on the data obtained, it was concluded that the fairy tale "Olmayan Ülke" is a work that meets the internal and external structure characteristics that should be found in children's books and this work can be read by children 9 years and over.

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1. Giriş

Ahlakî, millî ve evrensel kültür değerlerinin kazanılması, dil edinimi, okuma, dinleme ve konuşma becerilerinin geliştirilmesi için öğretim ve öğrenme sürecinde kullanılması gereken önemli öğretim materyalleri olan masallar, çocuk kitapları arasında önemli bir yere sahiptir (Kıran, 2008). Bu bağlamda, çocuk kitaplarını seçerken kullanılması gereken ölçütlerin neler olması gerektiği önemli bir konudur. Çünkü çocukta okuma sevgisini ve kültürünü edindirmeyi amaçlayan çocuk kitaplarının niteliğine gereken önem verilmelidir. Bu bağlamda çocuk kitaplarının hem iç yapısal hem de dış yapısal olarak bazı ölçütlere uygun hazırlanması gerekmektedir. Çocuk kitaplarında bulunması gereken ölçütlerin bir eserde bulunup bulunmadığı büyük önem taşımaktadır. Çünkü çocuk; okuma sevgisi ve kültürü kazandığı ölçüde okuyacak, kendini ve ufkunu geliştirecektir. Bu bağlamda bu çalışmanın amacı Ahmet Ümit'in "Olmayan Ülke" isimli masalını çocuk edebiyatı ölçütlerine göre değerlendirmektir. Bu araştırmada aşağıdaki şu iki sorunun cevabı aranacaktır:

- ▶ "Olmayan Ülke" kitabı, bir çocuk kitabının taşınması gereken dış yapı ölçütlerini ne ölçüde taşımaktadır?
- ▶ "Olmayan Ülke" kitabı, bir çocuk kitabının taşınması gereken iç yapı ölçütlerini ne ölçüde taşımaktadır?

2. Yöntem

Bu araştırmada nitel araştırma kapsamında doküman analizi yapılmıştır. Doküman analizi, araştırılması amaçlanan olgu veya olgular hakkında bilgi içeren yazılı materyallerin incelenmesini kapsar (Yıldırım ve Şimşek, 2013, s.217). Veri toplamak için Karatay (2011) tarafından oluşturulan Çocuk Kitapları Değerlendirme Ölçeği kullanılmıştır. Bu ölçeğe ek olarak 2 ölçüt daha eklenmiştir. Böylelikle ölçekte toplam 58 ölçüt kullanılmıştır. Ölçek iç ve dış yapı özellikleri bakımından 2 temel bölüme ayrılmıştır. Ölçekte kitapların dış yapı ile ilgili sahip olması gereken 22; içerik özellikleri ile ilgili sahip olması gereken 36 ölçüt bulunmaktadır. Bu araştırmada elde edilen veriler, betimsel analiz kullanılarak incelenmiştir. Bu yaklaşıma göre, elde edilen veriler daha önceden belirlenen temalara göre özetlenir ve yorumlanır. Bu tür analizde amaç elde edilen bulguları düzenlenmiş ve yorumlanmış bir şekilde ortaya koymaktır (Yıldırım ve Şimşek, 2013, s.256). Bu bağlamda elde edilen veriler sistematik ve açık bir biçimde betimlenmiş, yorumlanmış ve neden-sonuç çerçevesinde bazı sonuçlar elde edilmiştir. "Olmayan Ülke", kitapların dış yapı tasarımı ile ilgili sahip olması gereken 22; içerik özellikleri ile ilgili sahip olması gereken 36 ölçüt ile incelenmiştir.

Her özelliğin yeterliliği ölçekte 1 (hayır), 3 (kısmen uygun) ve 5 (evet) puan üzerinden puanlanmıştır. Ölçek, eşit aralıklı puanlama ölçeğidir. Buna göre ölçekte çocuk kitaplarında bulunması gereken özelliklerin bulunma durumuna göre verilen puanların toplanıp madde sayısına bölünmesinden elde edilen aritmetik ortalama eğer "1-2.9 puan" arasında çıkıyorsa yani 3 puandan düşük çıkıyorsa, incelenen kitabın çocuklara uygun olmadığı; "3-5 puan" arasında çıkıyorsa kitabın çocuk edebiyatı ve çocuklara uygun olduğu söylenmiştir.

3.3. Bulgular ve Sonuç

Değerlendirmesi yapılan kitabın görsel tasarımı ile ilgili ölçekte verilen puanların toplanıp madde sayısına bölünmesinden ($100: 22=4,54$) elde edilen aritmetik ortalama 4.54'dür ve 3 puanın üstündedir. Bu bağlamda bu kitap görsel tasarım açısından gerekli niteliklikleri taşımaktadır. Görsel tasarım açısından belirlenen ölçütlerden sadece 2 ve 20 numaralı ölçütlerin eksik olduğu saptanmıştır. Kitabın üzerinde okutulması gereken yaş seviyesi belirtilmemiş ve kitapta farklı anlamlara gelen çağrışımlar yapabilen [üç boyutlu veya çok anlamlı] resimler kullanılmamıştır. Ek olarak 22 numaralı ölçüt olan kitaptaki resim metin oranı kısmen uygun olarak belirlenmiştir. Aynı işlem içerik özellikleri ile ilgili yapıldığında; ölçekte verilen puanların toplanıp madde sayısına bölünmesinden ($168: 36=4,66$) elde edilen aritmetik ortalama 4.66'dir. Bu da 3 puanın üstündedir. Bu bağlamda kitap içerik bakımından gerekli nitelikleri taşımaktadır. Kitapta, 14, 15 ve 16 numaralı ölçütlerin eksik olduğu saptanmıştır. Kitapta farklı kültürden insanlara, mizah ve güldürü öğelerine yer verilmemiştir ve aynı yaş düzeyinden karakterler kullanılmamıştır.

İncelenen kitabın dış yapı ölçütlerinden cümle uzunluğu (ölçüt 15), harflerin yazı tipi boyutu (ölçüt 17), gerçekçi resimlere sahip olması (ölçüt 18), metin ve resim oranı (ölçüt 22) ölçütlerine uygunluğu ve iç yapı ölçütlerinden tarih, kahramanlık, macera, sevgi ve fantastik konu içermesi (ölçüt 2) ölçütüne uygun olması bakımından 9 yaş ve üstü için okunabilirliği tespit edilmiştir.

Araştırmanın bulguları doğrultusunda, Ahmet Ümit'in "Olmayan Ülke" isimli kitabının hem iç hem de dış yapı açısından çocuk kitapları değerlendirme ölçütlerine uygun olduğu tespit edilmiş ve 9 yaş ve üzeri çocuklar için okutulabilirliği belirlenmiştir.

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