

Examination of bibliotherapy elements in Mevlâna İdris Zengin's works of children's literature¹

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ABSTRACT

In this study, an examination was made on how bibliotherapy elements in children's literature works can be determined to provide primary school students with a reading culture and support their personality development. For this purpose, the bibliotherapy elements in the children's literature works of Mevlâna İdris Zengin, whose works are suitable for the level of primary school students and whose works are read both in and out of lessons, were examined, and the elements that emerged were evaluated in the context of their contribution to the reading culture and personality development of primary school students. Bibliotherapy criteria were determined by reviewing the literature to determine the elements of bibliotherapy. The developmental areas related to the identified criteria were determined by taking the opinions of a group of 89 teachers. It was found that 25 bibliotherapy criteria were related to cognitive development, 17 to social development, and 7 to emotional development. The 58 tales in the author's 48 fairy tale books were analyzed by considering bibliotherapy elements. This research was conducted using the document analysis method, one of the qualitative research methods. The findings obtained were analyzed using descriptive analysis. The works were analyzed through the Evaluation Form for Children's Literature Works According to Bibliotherapy Criteria prepared by the researcher. As a result of the analysis, 1041 bibliotherapy elements were identified. Of these, 569 were related to cognitive development, 349 to social development, and 123 to emotional development. The elements that came to the fore at the end of this research were developing high-level thinking skills, increasing awareness of the events experienced, and supporting the love of literature by gaining reading skills and habits. In this context, it was concluded that Mevlâna İdris Zengin's fairy tale books can be used in bibliotherapy studies.

KEYWORDS

Bibliotherapy, children's literature, Mevlâna İdris Zengin

Introduction

Bibliotherapy, which is defined as the process of treatment with books, is a technique that helps individuals solve the problems they face. Compared to other therapy methods, its cost is low, and the resources needed are easy to access. Bibliotherapy allows individuals to identify their needs, and realize their problems. According to Pardeck (1995, p. 83), it helps individuals to understand and discuss their problems, develop insight, transfer new attitudes and values, realize that others have similar problems, and offer realistic solutions to problems. Bibliotherapy can be used for people with normal development to get to know themselves and their environment and for mentally or socially maladaptive people to change their behaviors (Rubin, 1979, p. 241).

Bibliotherapy should not be considered an ordinary book recommendation or a simple reading activity. It is a deliberate intervention process designed within a plan (Pardeck, 1995).

¹ This article is derived from his master's thesis titled "Investigation of Bibliotherapy Elements in Mevlâna İdris Zengin's Works" conducted at ESOĞÜ Institute of Educational Sciences, Department of Classroom Education.

Bibliotherapy, which is based on an interactive text sharing with the client accompanied by a guide, consists of the stages of determining the needs of the pre-reading preparation process, selecting the book for the needs and introducing it to the reader, carrying out the reading and conducting follow-up studies after reading. This work does not require a therapist or professional training in this field. It can be carried out by teachers, psychological counselors, social workers and parents for different purposes.

The most frequently used types of bibliotherapy today are clinical and developmental bibliotherapy. According to Rubin (1979), "clinical bibliotherapy" is used to solve serious mental problems, while "developmental bibliotherapy" is used to help individuals cope with daily life problems or situations that they cannot overcome in their developmental stages. In this study, the developmental bibliotherapy method was utilized.

Bibliotherapy is a planned process that involves following specific steps. This process was defined by Shrodes as identification (reflection), catharsis (purification), and insight (Shrodes, 1955, p. 24). In addition to this, a generalization stage was also added. *Identification (reflection)* is when a book containing a problem similar to the problem experienced by the individual is brought together with the reader, and the reader is able to recognize this similarity (Yılmaz, 2002, p. 21). *Catharsis* is the stage where the emotions that occur in the individual during the reading process are revealed, and the individual should be helped recognize his/her emotions (Yılmaz, 2015, p.129). *Insight* is the stage where the individual begins to accept his/her problems and learn the causes of these problems (Öner & Yeşilyaprak, 2006, p. 562). *Generalization* is the stage where the individual begins to realize that he/she is not the only one experiencing the current problem and begins to analyze and interpret the problem from a broader perspective

Questions that can be addressed to individuals in the process of bibliotherapy are; "*How did the story you read make you feel? What were your similarities with the characters?*" in the identification stage, "*Where were the places that deeply affected you in the story you read, what emotions did you experience?*," and in the insight and generalization stage, "*How did the character in the story solve the problem, what could have been alternative solutions, what would you recommend, what were the parts of the story that you liked and were the most impressive?*" (Forgan, 2002; Karagöz, 2015; Leana-Taşçılar, 2012; McCuliss & Chamberlain, 2013; Schlichter & Burke, 1994; Sullivan & Strang, 2002; Taş, 2019)

The materials used in bibliotherapy studies are very effective in the efficiency of the process, and different types of literary products can be used (Pardeck & Pardeck, 1998, pp. 27-28). It should be ensured that the selected book meets the individual's interests and needs, that it is a guide in finding solutions to problems, and, above all, that it is a text with literary value (Aiex, 1993, p. 3). The readiness, reading preference, interest, problem, and reading level of the reader should be matched with the book to be read (Öner, 2007, p. 146; Pardeck & Pardeck, 1998, pp. 28-29).

The characters in the story should be role models for the individual to cope with difficult situations. Children generally identify more with characters who are their own age and have similar characteristics in the books they read (Pardeck & Pardeck, 1987, p. 272). When working with young age groups, the book should be written and illustrated in a simple language and offer solutions to problems (Leana Taşçılar, 2012, p. 126)

In the process of bibliotherapy, different literary products, such as audio and video tapes, filmstrips, and media tools, can be used to enhance the impact of literary literature further. Follow-up activities, which are crucial in increasing the effectiveness of bibliotherapy, include the preparation of discussion questions in advance and the reader's active participation in the process through learning activities. During this process, the reader's verbal or non-verbal expressions should be observed. The reader should be asked to share the parts that affected him/her the most - literary activities, such as keeping a diary, writing an original story, writing a new ending to the text, as well as artistic activities, such as drawing pictures, plays, skits or

dramas (Hearth et al., 2005, p. 570). Before the end of the session, the reader should be asked to express his/her experiences in a sentence or a paragraph (Gladding & Gladding, 1991, p. 10).

Mevlâna İdris Zengin

Mevlâna İdris Zengin was born in Andırın in 1966. He wrote his first articles in middle school and started to be called "Mevlâna" because of his presentation on Mevlâna Jalaluddin Rumi in high school. The author, who graduated from Istanbul University Faculty of Law, has articles in magazines, such as *Diriliş*, *Dergâh*, *Albatros*, *Düşler*, *Bürde*, *İkinci Yazıları*, *Geniş Zamanlar* and *Gerçek Hayat*.

Having written more than forty works for adults and children, some of his works in the genres of fairy tales, stories, poems, essays, and wall writings have been broadcast as cartoons on television and translated into different languages. He focused more on the fairy tale genre due to the abundance of narrative possibilities and the opportunity to act independently of time. Stating that a children's book cannot be without pictures and that a good book can be completed with a good picture, the author prioritizes "relativity to the child"; while creating his works, he acts by considering how the child will form sentences and what kind of sentences he wants to read (Yasa, 2012, pp.163-164).

The author, who is sensitive to his environment, has reached a wide readership thanks to his ability to analyze child psychology. While seeking solutions to world problems with child sensitivity, he does not neglect fiction. In the meantime, with his style, he does not drag children into negativity and increases their sensitivity, and affects adults (Günay, 2019, p.15). Mevlâna İdris, which appeals to the 9-13 age group, pays attention to the fact that it has not been studied before while dealing with subjects and genres and tries to stay away from didactic narration. While intuiting that a livable world should be built for children, he keeps children's logic and language of perception in mind. However, he also wants his child readers to think and question (Polat, 2018, pp.276-277). The subject and content of his works consist of mysterious and unusual elements. He calls his characters with characteristics that children can identify as "man" or "child" because he wants the reader to establish a close relationship with the character. The animal characters are interesting and strange, while the child characters are strong and destiny-oriented. According to the author, the broken order in the world will be restored by children (Işık & Aktaş, 2017, p.695). Mevlâna İdris Zengin, who made important contributions to Turkish literature, died in 2022.

Method

Research design

This study titled "Examining the bibliotherapy elements in Mevlâna İdris Zengin's children's literature works" was conducted by document analysis, one of the qualitative research methods. Qualitative research aims to determine how people make sense of their lives and how people interpret their experiences by creating a general framework for this meaning-making process. In addition to providing a wide range of information to the researcher, it saves time and money. Qualitative research focuses mainly on meaning, inductive processes, and rich descriptions (Merriam, 2018, p. 14).

Document analysis, which is one of the methods frequently used by researchers in qualitative research, involves analyzing written and visual elements that deal with information about the phenomenon or phenomena that are the subject of the research (Yıldırım & Şimşek, 2018, p. 189). Document analysis can be used alone in research, as well as to provide data diversity and increase the validity of the research. In this study, Mevlâna İdris Zengin's children's literature products were analyzed by document analysis method. Therefore, the research publication ethics were strictly followed and there was no need to obtain ethics committee permission and ethical approval in the process.

Data source

In case document analysis studies cover an extensive network of information, selecting a sample from the data set subject to analysis may be necessary. While determining the works of children's literature to be used in this study, master's and doctoral thesis studies published in the field of children's literature between 1992 and 2022 in the National Thesis Center and suitable for primary school level were examined. It was decided to examine Mevlâna İdris Zengin's works, which were not used in bibliotherapy studies and were found to have a problem-oriented perspective. The author's works on children's literature were the subject of this research. The data source of this study consisted of 58 works in the author's 48 books in the field of children's literature. The books *Televizyonları Bozulan Şehir*, *Şifirlerini Kaybeden Adam*, *Çinçinli Masal Sokağı*, and *Kirpiller Şapka Giymez* (Hedgehogs Don't Wear Hats), whose editions could not be reached, were not included in the study.

Data collection tools

A literature review was conducted to determine the data collection tool to be used in the collection of research data. It was observed that there was no measurement tool in the literature regarding the evaluation of children's literature works in terms of bibliotherapy elements. In this context, 22 studies, 18 foreign and four domestic were analyzed to determine the bibliotherapy criteria. The bibliotherapy criteria in the form used in the present research were prepared based on the studies in the table below.

Based on the literature, 168 bibliotherapy criteria were identified. When the repetitive ones were combined, 89 criteria were obtained. Among these, those with similar meanings were eliminated in line with expert opinions, and a draft form with 49 items was created. The items in the draft form were grouped under five headings: physical development, cognitive development, emotional development, social development, and self-care development, which are the subfields of developmental psychology, by taking the opinions of three experts, one of whom is a special education specialist and two of whom are guidance and psychological counseling specialists. The distribution of bibliotherapy criteria in the Form for Evaluating Children's Literature Works According to Bibliotherapy Elements according to developmental areas was determined based on teacher opinions. Opinions were obtained from a Turkish language education expert for the suitability of the items in the form in terms of language and meaning and from a measurement and evaluation expert for the suitability of the items in terms of the features that should be included in a measurement tool. In line with the expert opinions, the researcher corrected grammatical and semantic disorders in some sentence structures without disturbing the content. The draft form was finalized by once again seeking expert opinions on whether the arrangements reflected the content. The developmental areas related to the bibliotherapy criteria in this form were determined by taking the opinions of a group of 89 classrooms, Turkish, and RPD teachers. As a result of these opinions, it was decided that items 1-25 of the 49 items in the completed form were related to *cognitive development*, items 26-32 were related to *emotional development*, and items 33-49 were related to *social development*.

Form for Evaluating Children's Literature Works According to Bibliotherapy Criteria

- It develops the individual's high-level thinking skills (e.g., critical thinking, creative thinking, constructive thinking, analysis, inference, decision-making, problem solving and judgment).
- Supports the individual's love of literature by giving them reading skills and habits.
- It shows the individual that problems can be prevented before they occur.
- It develops character by enabling the individual to examine moral values.
- It helps the individual to acquire positive attitudes and behaviors by changing negative behaviors.
- It helps the individual to prepare a constructive action plan before solving their problems.
- Increases an individual's problem solving skills.
- It allows the individual to evaluate the problems more objectively.
- It helps the individual to discover themselves (e.g., anxiety, anger, shyness, jealousy, likes and dislikes).
- It shows the individual that there are alternative solutions to their problems.

It gives the individual hope that their problems can be solved.
 It shows that the individual can cope with all kinds of problems (e.g., separation, divorce, grief, sibling jealousy, and failure) that the individual has faced or may face in life.
 It helps the individual to develop different perspectives toward events and experiences.
 It increases the individual's self-esteem by encouraging them to accept themselves as they are.
 It creates awareness for the individual to take responsibility for his/her own problems.
 It enables the individual to realize the needs specific to the developmental period in which the individual is in.
 It helps the individual to develop the concept of self/personality.
 It encourages the individual to engage in honest self-evaluation
 It encourages the individual that they can realize themselves.
 It helps the individual to discuss their problems more freely.
 It helps the individual to validate their thoughts, feelings, and actions.
 Supports the individual's language development.
 It enables the individual to discover new areas of interest outside themselves.
 It enables the individual to make creative (different) interpretations of human thoughts and feelings by grasping the realities of life - thanks to the ability of literature to hold a mirror to life.
 It helps the individual to determine what to perceive or ignore.
 It helps the individual to understand their emotional problems (e.g., stress, anxiety, trauma, and anger).
 It helps the individual overcome emotional difficulties (e.g., controlling aggression, managing stress, initiating and maintaining social relationships).
 It helps the individual to maintain mental health by providing mental lightness.
 It prevents pathogenic expectations about the individual's future (e.g., helplessness, lack of safety and security or failure to protect oneself).
 It enables the individual to understand and interpret the psychological forces that drive people to behave in a certain way.
 It allows the individual to release the repressed emotions they cannot reveal.
 It helps the individual to develop emotional intelligence skills.
 It increases the individual's awareness of the events they experience.
 It develops the individual's cooperation and sharing skills.
 Exposing the individual to different ways of life, it enables them to understand people other than themselves (empathy).
 It helps the individual to develop social skills.
 It gives the individual a sense of belonging.
 It enables the individual to be sensitive to his/her environment (peers).
 Assists the classroom teacher in teaching the individual social values (e.g., social behavior, friendship, hard work, and doing good).
 It helps the individual to adapt personally and socially to the environment.
 It helps the individual to develop interpersonal relationships and establish relationships with his/her social environment.
 It helps the individual to identify socially accepted behaviors
 It reduces all forms of bullying (e.g., physical violence, and name-calling).
 Increases the individual's ability to listen to peers.
 It shows the individual that others have experienced similar problems (that he/she is not the first/only person to face such a problem)
 It creates in the individual a desire to imitate models for future behavior.
 It offers the individual a wealth of indirect experience.
 It encourages the individual to be more tolerant toward his/her environment.
 It serves as "social referencing" in the sense that the individual seeks approval from an adult to address and evaluate external dangers.

In the document analysis part of the present study, 58 works of children's literature were evaluated according to the 49-item bibliotherapy form above. The works were first read in detail by the researcher. Then, for the validity and reliability of the findings, they were read by two experts in the field of measurement and evaluation and Turkish education, and the parts that were agreed and disagreed were identified. Finally, the bibliotherapy elements identified in 58 works were noted. The bibliotherapy elements in the analyzed works were collected under the bibliotherapy criteria in the form and then organized according to developmental areas.

Data collection

The research findings were collected through a 49-item form containing bibliotherapy elements determined by literature review and expert opinions after the researcher obtained the accessible children's literature works of Mevlâna İdris Zengin. The works of the author subject to the research are given in Table 1.

Table 1 Works analyzed

No	Eser Adı	Yer Aldığı Seri	No	Eser Adı	Yer Aldığı Seri
1	Sessizlik Torbası	Başka Çocuklar Serisi	35	Davulcu Ayı	Hayvan lar İş Başınd a Serisi
2	Bir Çuval Gözlük		36	Öğretmen Öküz	
3	Küçük Süpermen		37	Öğrenci Eşek	
4	Halepli Zeynep		38	Servis Şoförü Tavşan	
5	Tuz		39	Asker Fil	
6	Sarı Telefon Sokağındaki Rüya		40	Can Kurtaran Yunus Balığı	
7	Behram Geri Dön		41	Baloncu Kirpi	
8	Havuç Havuç Havuç		42	Kasap Köpek	
9	Dünyayı Kurtaran Çocuk		43	Trafik Polisi Kurbağa	
10	Bulut Çocuk		44	Bakkal Kaplan	
11	Mavi Çocuk		45	Diş Hekimi Timsah	
12	Çocuk Kırmızı		46	Doktor Tilki	
13	Rüzgar Olamıyorum	Sufi ile Pufi	47	Yağmurlu Şehirdeki Adam	Tuhaf Adaml ar Serisi
14	Ne Halleri Varsa Görsünler		48	Masal Alan Adam	
15	Biraz Çoğalsınlar Ben Onlara Gösteririm		49	Profesör Haşur Huşur	
16	Yüz Gram Zaman		50	Düşünen Adam	
17	Ayaklara Özgürlük		51	Kuş Adam	
18	Sonuçları İçimde Taşıyorum		52	Tersine Adam	
19	İnanmayanlar Ayağa Kalksın		53	Saçları Dökülen Adam	
20	Bekledim Gece Oldu		54	Para Dağıtan Adam	
21	Vay Canına Dünya Bu Kadar İşte		55	Dokuz Düğmeli Adam	
22	Yaralandım Anne		56	Mardinli Saatçi İle Madridli Zapparo	
23	Kuşkucu Horoz	Acayip Hayvanlar Serisi	57	Mutluluk Doktoru	Ütüsüz Ayakka bılar
24	Filozof Köpek		58	Dünyanın En Güzel Bombası	
25	Kuyruğu Dumanlı Kedi				
26	Uçan Eşek				
27	Kardan Tavşan				
28	Gazozo Çeşmesi				
29	Hipnozcu Kedi				
30	Kirpinin Bahar Konseri				
31	Romantik Tilki				
32	Dünyanın En Uğur Böceği				
33	Vejetaryen Aslan				
34	Dünyayı Delen Köstebek				

Since some of the books in the Hayvanlar İş Başında at series were not published in Turkish, English-Turkish editions were accessed. The researcher started her reviews from the books published in series and followed a sequence toward the books with many different stories. The work reviews were conducted by considering each bibliotherapy criterion in the form. The abbreviated version of the relevant criterion was noted in the margins of the sentences in which bibliotherapy elements were mentioned. In this way, after all the works were read and analyzed twice, the identified elements were transferred to the computer environment. The findings obtained were collected under bibliotherapy criteria, which are divided according to the relevant developmental areas. Thus, the bibliotherapy elements in Mevlâna İdris Zengin's works were identified. The reliability and validity of the research were ensured by taking the opinions of one Turkish education expert and two RPD experts. For this, a total of 100 randomly selected bibliotherapy elements from each book were examined by three experts. To determine the

reliability between the examinations, the formula $\text{Percentage of Agreement} = \frac{\text{Agreement}}{\text{Agreement} + \text{disagreement}} \times 100$ was used. As a result of the calculations, the total reliability value was 89%. This value shows that the study has reliability (Tavşancıl & Aslan, p. 2001).

Data analysis

In this study titled "Examining the bibliotherapy elements in Mevlâna İdris Zengin's children's literature works," the descriptive analysis method was used to analyze the data. The descriptive analysis method is the explanation of the data described systematically and clearly to the reader by considering the cause and effect relationship of the interpretations made by the researcher (Yıldırım & Şimşek, 2018, pp. 239-240). There are several steps to be followed in the analysis phase of document review studies subject to descriptive analysis. The first of these is to select a sample from the data subject to analysis. In this study, Mevlâna İdris Zengin was selected among the children's literature writers, and those with narrative among the author's works were subject to the research. At the stage of developing categories, categories can be created in advance to reflect the purpose of the research. In this study, the 49 bibliotherapy criteria in the data collection tool and the 5 sub-objectives of the research, namely *physical, cognitive, emotional, social, and self-care* development areas were predetermined, and the findings obtained from the research were categorized under these headings. In the next stage, which is the determination of the units of analysis, the content of sentences and paragraphs were analyzed to determine the bibliotherapy elements in the works. Sample sentences containing bibliotherapy elements in the works were included without distorting the context and the bibliotherapy elements detected in the sentence were expressed in italic-bold writing style. In this process, 58 works of the author were read twice and the criteria specified in the form were determined one by one. The book titles in the findings section of the English translation of the article have been left in Turkish.

The findings obtained by the descriptive analysis method in the study were visualized and presented in tables and graphs by ranking from the most repetitive to the least repetitive according to the frequency of their inclusion in the works. The bibliotherapy elements obtained were included one by one under the title of developmental areas (physical, cognitive, emotional, social, and self-care) and explained with quotations from the works. Then, the use of the works in bibliotherapy studies was interpreted. Based on the findings obtained in the study, the frequency values of the bibliotherapy elements in Mevlâna İdris Zengin's works were determined and the most recurrent and most prominent bibliotherapy elements were emphasized. In addition, the distribution of bibliotherapy elements identified in the analyzed works according to the developmental areas is tabulated and presented.

Findings

Bibliotherapy elements in the works

The distribution of bibliotherapy elements included in the 58 works examined in this study, according to the developmental areas, and the distribution of these bibliotherapy elements from the most to the least are given in Table 2.

Table 2 Distribution of bibliotherapy elements according to developmental areas

Developmental Bibliotherapy	Books	Total(N)
Cognitive	Bulut Çocuk (35), Dünyanın En Uğurböceği (30), Mavi Çocuk (29), Vejetaryen Aslan (18), Uçan Eşek (18), Dünyayı Kurtaran Çocuk (16), Dünyayı Delen Köstebek (15), Havuç Havuç Havuç (15), Küçük Süpermen (15), Sessizlik Torbası (14), Profesör Haşur Huşur (13), Kuş Adam (13), Tersine Adam (12), Hipnozcu Kedi (12), Doktor Tilki (11), Halepli Zeynep (11), Behram Geri Dön (11), Dokuz	569

	Düğmeli Adam (11), Mutluluk Doktoru (10), İnanmayanlar Ayağa Kalksın (10), Servis Şoförü Tavşan (10), diğer 36 eser (3 ile 9 arası)	
Social	Dünyanın En Uğurböceği (25), Halepli Zeynep (17), Bulut Çocuk (16), Mavi Çocuk (15), Çocuk Kırmızı (14), Romantik Tilki (13), Para Dağıtan Adam (12), Düşünen Adam (12), Dünyanın En Güzel Bombası (11), Sessizlik Torbası (11), Mutluluk Doktoru (11), Vejetaryen Aslan (10), diğer 42 eser (1 ile 9 arası)	349
Emotional	Halepli Zeynep (12), Dünyayı Delen Köstebek (9), Davulcu Ayı (9), Dünyanın En Uğurböceği (8), Mardinli Saatçi ile Madrid'li Zapparo (6), diğer 40 eser (1 ile 4 arası)	123
Total		1041

In this study, Mevlâna İdris Zengin's works were classified according to developmental areas. There are 22 works with 10 or more bibliotherapy elements in the field of cognitive development, 16 works with 10 or more bibliotherapy elements in the field of social development, and 18 works with five or more bibliotherapy elements in the field of emotional development. The findings obtained will help researchers who will conduct bibliotherapy studies to select works according to the developmental needs of the group or individual. For example, the highest number of bibliotherapy elements for a reader's need in the cognitive domain is found in "Bulut Çocuk (35), Dünya En Uğurböceği (30) or Mavi Çocuk (29) and these books can be prioritized by the researcher. On the other hand, works with fewer bibliotherapy elements under the title of others can be preferred in bibliotherapy studies. The important point here is that the reader's needs are met and that he/she can easily identify and reveal his/her feelings.

In the present study, the 10 works of Mevlâna İdris Zengin, among which the most bibliotherapy elements were identified, are given in Table 3 below.

Table 3 Works with the most bibliotherapy elements

	Cognitive	Social	Emotional	Total(N)
Dünyanın En Uğurböceği (DEU)	30	25	8	63
Bulut Çocuk (BÇ)	35	16	2	53
Mavi Çocuk (M)	29	15	0	44
Halepli Zeynep (HZ)	11	17	12	40
Vejetaryen Aslan (VA)	18	10	4	32
Uçan Eşek (UE)	18	8	2	28
Sessizlik Torbası (ST)	14	11	1	26
Dünyayı Kurtaran Çocuk (DKÇ)	16	7	3	26
Dünyayı Delen Köstebek (DDK)	15	3	9	25
Mutluluk Doktoru (MD)	10	11	4	25

When Table 3 is examined, it is seen that "Bulut Çocuk" (35)" is a work that includes cognitive processes, such as higher-order thinking, inference making, problem solving, and critical thinking, "Dünyanın En Uğurböceği"(25)" is a work that supports social development by giving more space to social and social life skills, and "Halepli Zeynep"(12)" is a work that supports emotional development, such as understanding and interpreting emotions, solving emotional problems, and providing spiritual and mental comfort.

Findings from the works of Mevlâna İdris Zengin

In this study, in which Mevlâna İdris Zengin's children's literature works were examined according to bibliotherapy criteria, the works were examined through the Evaluation Form for Children's Literature Works According to Bibliotherapy Criteria prepared by the researcher. The findings of the study were tried to be collected under the subheadings of developmental psychology as stated in the sub-objectives. At the end of the research, it was seen that the 1041 bibliotherapy elements obtained were grouped under three headings since there were no findings related to physical and self-care development (see Figure 1)

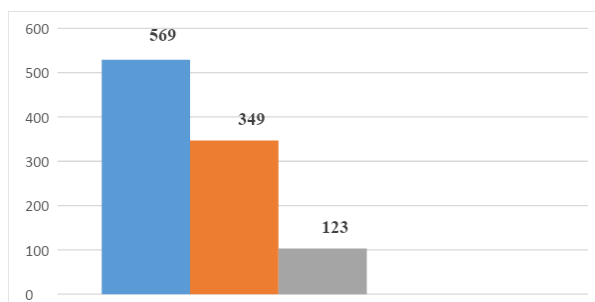


Figure 1 Distribution of bibliotherapy elements according to developmental areas

It was seen that 25 of the 49 bibliotherapy criteria in the form were in cognitive development, 17 in the field of social development and 7 in the field of emotional development. Of these, 569 were related to the cognitive development domain, 349 to the social development domain and 123 to the emotional development domain. The findings obtained are given under the headings of developmental areas.

Findings related to cognitive development

In Mevlâna İdris Zengin's works, 569 bibliotherapy elements related to 25 different bibliotherapy criteria in cognitive development were identified. The table below shows the bibliotherapy criteria in cognitive development and the frequency values of the six most frequently identified bibliotherapy elements in the works. Table 4 shows the bibliotherapy elements in the field of cognitive development:

Table 4 Bibliotherapy criteria related to cognitive development

	<i>f</i>
It develops the individual's high-level thinking skills (e.g., critical thinking, creative thinking, constructive thinking, analysis, inference, decision-making, problem solving, and judgment).	156
Supports the individual's love of literature by giving them reading skills and habits.	47
It shows the individual that problems can be prevented before they occur.	34
It develops character by enabling the individual to examine moral values.	33
It helps the individual to acquire positive attitudes and behaviors by changing negative behaviors.	32
It helps the individual to prepare a constructive action plan before solving their problems.	29
Other Identified Elements of Bibliotherapy	238

"It develops the individual's higher order thinking skills (e.g., critical thinking, creative thinking, constructive thinking, analysis, inference, decision making, problem solving, problem solving, and making judgments)." Examples of bibliotherapy elements include the following:

- Not knowing what to do with what I have learned troubles me. There is no problem between me and the things I learn on my own. But when others teach me something against my will, I ask: What am I going to do with what you taught me? (BGO,75)
- You are hungry people, and you are full people. There are also those among you who are dying of extreme hunger and those who are dying of extreme satiety. This is the entire food supply of the world. Calculations show that the food we get from nature can feed at least three times as many people as you. So how is it that some people, some hundreds of millions, even billions, are dying of hunger or thirst? (BÇ, p.17)
- I don't see what's wrong with walking. I think a life with cars all the time is a life without feet. What are people happy about when they get cars and give their feet in return? People get into cars and run away from their feet and traffic accidents are very surprising. It is said that life is speeding up, but everyone is late for somewhere every day. (AÖ, p.46)
- There were many living things in the world that were growing. This world was not alive and was not growing. It was clear that the world would soon become too small for us. (İAK, P.64)
- And what one would see if one had the opportunity to look down on the city was almost unbelievable. Because looking down, one could see strange situations, such as a man being

chased by a gum, an ox wandering the streets making a noise like a car, and turning into a man in a coat and a fedora when he came in front of the bus stops, a child flying through the air with all his classmates and his cat, and the frantic rush of the math teacher who saw the situation and tried to catch the children by making a rope out of threes and fives to prevent the children from flying... (DKÇ, p.9)

- The Reverse Man, who spoke to fewer and fewer people, sang sad songs, but when he sang these songs, he started at the end. When he went up the stairs, he started at the top, and when he went down, he started at the first step. (TA, p. 35)

- He had no wings and therefore, could never fly. But weren't there birds that couldn't fly? Of course, there were. The man did not worry about his inability to fly. A bird didn't necessarily have to fly. (KA, p. 23)

- The boy looked at this painting as if he was ecstatic. There were no hungry people in this big picture in front of him. This meant that a world where hunger, not the hungry, died was possible. (BÇ, p.18)

- His life so far had been full of nothing. It was impossible to do anything about the past, but something could be done about the next part of his life; a meaningful future could alleviate the pain in his soul caused by a past of meaningless assholery. (UE, p.6)

When the examples given were examined, it was seen that the author tried to make the reader look at ordinary and stereotyped judgments with a critical perspective through the characters in the book, to make inferences about the events encountered in daily life, and simultaneously to reveal the reader's constructive and creative thinking power in the face of many situations that the reader sees as negative.

Some of the findings related to the bibliotherapy element "Supports the love of literature by providing the individual with reading skills and habits." are as follows:

- What was it okay? It was this: Professor Hashir Hushur had concluded years of research and had succeeded in replicating a flea. (PH, p. 15).

- The man was born at the age of sixty. What could he do? He was Adam in reverse. (TA, p. 31)

- The boy took the carrot and went outside. He rode on the carrot as one would ride a horse. After a short while, he took off and disappeared from sight. That's how it went. He was never seen again. His mother and father and his four-year-old brother searched for him so much that they finally gave up hope. (H, p.9)

- For the second time, the boy made it to the first class without delay. The elephant had disappeared at the school gate, just like the crocodile. And the boy couldn't tell anyone that he had come to school with an elephant. (STSR, p. 16)

- He cheerfully entered the classroom where the new children were learning, singing a song. The children looked at this singing donkey, wearing an apron and carrying a bag in his hand, in amazement. The donkey sat on a desk in the classroom as if nothing had happened. (ÖE, p.11)

- But could he disturb two monkeys eating bananas and gossiping in the meantime? No. And a lion reading a newspaper? No, of course not. A crow repairing a clock, a marten baking a doughnut, an elephant running to lose weight should not be disturbed either. (DEU, p.19)

- Behram asked him the name of the war. When he said it was the First World War, he said that he had just come across the Second World War and that he did not believe that this war was fought for peace. (BGD, p.15)

- The light emanating from the Prophet's face gave Behram a great sense of strength and well-being. (BGD, p.18)

- The boy's hands got tangled. (STSR, p. 11)

- The hunters were terrified. How had these animals that surrounded them organized themselves and laid siege to them? (VA, p.79)
- It is not enough that you have been killing each other for centuries; you want to kill us, are you sick?" roared Aslan for the third time. "I think we are sick," one of the hunters was going to say. He couldn't say it. as if his tongue was stuck to his palate. (VA, p.82)
- Should we learn and garlic or not learn and spinach? Do confused heads get confused from learning or not learning? (BGO,75)
- He tried to think why people were blowing themselves up. Could it be that the sound they made when they exploded was something people liked? (DEGB, p.46)

When the examples were examined, it was seen that there are interesting and strange characters (e.g., *Profesör Haşur Huşur*, *Tersine Adam*, *a donkey with apron and bag*), strange events (*coming to school with an elephant*, *monkey gossiping*, and *elephant running to lose weight*), national and spiritual values, idioms and rhymes that children liked very much. These elements will increase the interest and curiosity of the 9-13 age group, which is the reader audience, in books and support their language development.

"It shows the individual that problems can be prevented before they occur." Some of the findings related to the bibliotherapy element are as follows

- They understood why the doctor didn't use the medicine. The doctor took whatever was bothering them, locked them in this room and put a big lock on it. And so he imprisoned the uncomfortable things in this back room. (MD, p.118).
- He would write on the windows, on the walls, on the table... everywhere so that whatever came to his mind could not escape, could be imprisoned. Most of all, on the clothes he wore. Because his clothes were made of paper. Of course, to took notes whenever he wished. (PH, p. 10).
- And the next evening, the boy made sure there were new words in the bag. Because he knew that once he took the bad words out of circulation, no one would be able to use them. (ST, P. 25).

As can be seen from these examples, events that were likely to occur and that would lead to problems were prevented by taking precautions in advance.

"It develops the character of the individual by enabling him/her to examine moral values." Examples of the bibliotherapy element include the following:

- Cars
all over the world suddenly slowed down. No matter how hard you stepped on the gas, cars could not exceed a human speed limit. Also, when a pedestrian appeared on the road, cars would automatically slow down or even stop completely. It was the same for a cat, a chicken, a dog. (BÇ, p.19)
- ...
Here's the problem," the ladybug continued. "This food is not distributed fairly. Some countries or people want to have hundreds of loaves of bread when they can be satisfied with just one. Then they can't eat it all and throw it in the garbage. But the person without bread, on the other side, can starve to death in the meantime... (BÇ, p.17)
- If he
found out someone was lying, he sprinkled salt on them. (T, p. 12)
- He
pressed the white button on the cyber remote control. This time, a chain of events that shattered the sense of selfishness began everywhere. Rich countries started to help poor countries and rich people started to help poor people brotherly with the most sincere feelings. The one who had two shirts gave one shirt to the one who had none. The one who had five liras in his pocket gave two liras of this money to the one who had no money at all. (M, p.97)

- After the lion's historic announcement, there was an incredible atmosphere of peace in the forest. No animal hunted the other anymore. (VA, p.69)

When the examples given above are examined, it is seen that a few of the basic human values are included. By giving examples of the changes in people and their environments thanks to these values, the importance of having these values is tried to be conveyed to the reader.

"It helps the individual to acquire positive attitudes and behaviors by changing negative behaviors." Some of the sample sentences related to the bibliotherapy element are as follows:

- Do you think this lion was a vegetarian?" "I don't know..." replied the other. Even if he knew, what difference would it make? "I will not hunt anymore," said the tall hunter. A few other hunters nodded and silently agreed. (VA, p.84)
- Two men fighting with each other suddenly changed and became entwined. (M, p.97)
- Of course, it is hard to say that all the world's problems are over. But what can we do? I suppose it was no worse than the realization of dreams that were completely out of control. Am I wrong? (DKÇ, p.22)
- Once upon a time. There was a rabbit who loved children very much. One day, this rabbit bought a minibus and started working as a bus driver. The children loved the rabbit and the rabbit loved the children. (SŞT, p.7)

As can be understood from the examples, it is seen that the characters give up their negative behaviors and turn to more positive and constructive behaviors. The message intended to be given to the reader is to make him/her realize that he/she has the power to change his/her bad or negative behaviors if he/she wants to.

"It helps the individual to prepare a constructive action plan before solving their problems." Example sentences related to the bibliotherapy element are as follows:

- First, they made a plan. Then they put it into practice. After the ant, the deer, the cat, and the child had learned all kinds of information about replication in depth; they formed an "End Chaos Team" of ninety-nine real animals. This team included powerful animals, such as lions, elephants, tigers, and bears, as well as small animals, such as squirrels and rabbits. (PH, p. 58).
- And the race started. Ümit and Pufi took off simultaneously and completed the first lap like the wind. Then the second and, third, fourth and fourteenth laps were completed. Pufi was still running like the wind and not showing the slightest sign of fatigue. Because according to the plan they had made with Sufi, every two laps Sufi would come out of an apartment hiding place and run to Pufi's place, and Pufi would rest in the same place and then run again, and so on. (AÖ, p.49)
- He sewed himself a Superman suit and now he was walking around with a bag in his hand. The Superman suit was in this bag. In emergency and dangerous situations, he would immediately put on the suit and run to help. (KS, p. 9).

In the example sentences above, it is seen that the characters make a plan before starting a job and act in line with this plan. The reader may be asked to infer that the work can result in success in line with this planning.

Findings related to social development

In this study, in which Mevlâna İdris Zengin's children's literature products were analyzed according to bibliotherapy criteria, 349 bibliotherapy elements related to 17 different bibliotherapy criteria associated with the field of social development were identified. In Table 5, the bibliotherapy criteria in the field of social development and the frequency values of the six most frequently identified bibliotherapy elements in the works are given below.

Table 5 Bibliotherapy criteria related to the field of social development

	<i>f</i>
It increases the individual's awareness of the events they experience.	65
It develops the individual's cooperation and sharing skills.	43
By exposing the individual to different ways of life, it enables them to understand people other than themselves (empathy).	40
It helps the development of the individual's social skills.	35
It gives the individual a sense of belonging.	25
It enables the individual to be sensitive to his/her environment (peers).	23
Other Identified Elements of Bibliotherapy	118

"It increases the individual's awareness of the events he/she experiences." Sample sentences related to the bibliotherapy element are as follows:

- When the patient came to the doctor a week later, he was very cheerful. "Thank you, doctor," he said. When I saw the man I used to get angry at, I started to get angry again. I'm happy. I've been missing this for a long time. (MD, p.115)
- Then the boy pressed the yellow button. The world's disrupted climate balance was slowly changing. Global warming gave way to global normality again. Summers became like summer again, and winters like winter again. The melting of the poles stopped, and some places that were walking even broke down again. (M, p.99)
- Yes, the truth was in front of him. The word "mother" was in the bag, far away from the normal words, among the "unpronounceable" words. Because as soon as the child realized the truth, he tried to say the other words in the bag, but found that he could not say them either. (ST, p. 21)
- The boy realized a great truth: When I didn't wear my moon glasses, he couldn't see the moon. If I didn't wear my music glasses, he couldn't hear the song. If he didn't wear his Monday goggles, he wouldn't realize it was Monday. If he didn't wear fish goggles, he couldn't fish. If he wore violet glasses, he could not smell the violet. (BÇG, pp. 19-20)

When the examples given were examined, it was seen that the characters had just started to realize the situations that they did not realize before. It tries to convey that while things that seem to be ordinary are of little importance, their real value and worth will be understood when they disappear. Here, the reader is given the message that he/she should approach what is going on in his/her own life and his/her surroundings in a highly observant and conscious manner.

Example sentences related to the bibliotherapy element "Develops the individual's cooperation and sharing skills." are as follows:

- He pressed the white button on the cyber remote control. This time, a chain of events that shattered the sense of selfishness began everywhere. Rich countries started to help poor countries and rich people started to help poor people in a brotherly way with the most sincere feelings. The one who had two shirts gave one shirt to the one who had none. The one who had five liras in his pocket gave two liras of this money to the one who had no money at all. (M, p.97)
- The number of moles was constantly increasing according to the situation. Drill, the mole, took care of the underground work and Zeynep took care of the work above ground. (HZ, p.25)
- The man in the black scarf continued to hand out money to anyone who wanted it with incredible calmness and incredible abundance. (PDA, p. 54).
- They sang very cheerful songs on the way to and from school. The rabbit taught the children different jungle songs and sometimes told them interesting stories. (SŞT, p.7)

All of these examples try to convey the importance of cooperation and sharing. It is seen that not only humans but also animal characters cooperate and share with humans. This emphasizes the importance of all living things acting together for a more livable world.

"By exposing the individual to different ways of life, it enables them to understand people other than themselves (empathy)." Example sentences related to bibliotherapy element are as follows

- When I think of food, I always think of dinner. I don't know about other places, but dinners are always cheerful in our house. If one of us at a table for five people is in a bad mood, something will happen to the food and we won't be able to eat it. (NHVG, p.20)
- When a child is suddenly alone on earth, when a city is no longer on earth, when a heart no longer works, when a painting hangs in a demolished building without anyone looking at it, when there is no longer a father to visit a house... he was prolonging these questions. He couldn't get out of them. (M, p.87)
- Passing through the park, the man was looking at the children playing and again unconsciously thinking out loud: "One day you will be old like me, play, children, play, don't listen to anyone. Play as you feel like it. Even drink sweaty water. Forget the elders; they don't understand you..." (DA p. 14)

In the sentences given, it was seen that the characters put themselves in the other person's shoes and give importance to their feelings and thoughts. In this way, it is tried to convey to the reader how valuable and important the skill of empathy is in human life.

It helps the development of the individual's social skills." Some of the findings related to the bibliotherapy element are as follows:

- The man thanked the doctor and left. (MD, p.112)
- Say hello to your father; I'll wait for you in Edirne," Fatih said. (BGD, p.20)
- Sometimes, when one animal forgot the Lion's command and jumped to catch another animal, and the other animal, without running away and without fear, put its index finger to its lips and said, "Shhh," the animal in the air realized its mistake and froze, then went and apologized to the animal it wanted to catch. (VA, p.69-70)
- At exactly half past ten, Sufi and Pufi wished each other success, retired to their rooms, and went to bed to sleep for the first time. (BÇBOG, p.30)
- Then, a man came and asked for half a kilo of chops. The dog immediately fulfilled this man's request. As the man left the shop with half a kilo of cutlets, he said, "Goodbye sir, we will wait again, enjoy your meal, hav hav hav." (KK, p.13)

Expressions, such as "Thank you, greeting, apologizing, wishing success, bon appetit, goodbye," in the sentences above are among the "social skills" that the reader frequently hears in his daily life. It is tried to emphasize the place and importance of these expressions in our social relations.

"It gives the individual a sense of belonging." Sample sentences related to the bibliotherapy element are as follows:

- Fortunately, I am not completely alone. There are other people at home besides my father Mr. Nedim and my mother Mrs. Meryem. Sufi and Pufi. Their names are Suat and Fuat. They are both sweet boys, but everyone gets them confused. Because they are twins. Their voices, lips, eyes, everything is alike. They are twenty-two years old. They are in the last grade of primary school and they love me very much. I am their only Ayçası, their sister. (RO, p. 12)
- Your hair was wet, you came and kissed me. You leaned slowly over my face. You called me your beautiful child. Your hair also touched my face and at that moment I realized that I belonged to you. I belong to your imprisonment and your smile. (YA, p.91)
- The father who ran to hug his daughter and try to calm her down before the plane that approached their neighborhood with a roar and dropped its bombs. And then the rabbit, frozen in the garden with its upright ears! Zeynep's rabbit. And then the white hen with one foot in the air, looking in both directions with both eyes, trying to figure out what happened! Zeynep's hen who laid an egg at that moment out of fear. (HZ, p.9).

- He was tireless and constantly flying. He forgot to eat and drink because of his joy. He had found the meaning of his life. He no longer thought of returning to the earth, saying, "I am no longer the donkey of the earth, but of the sky." (UE, p.18)

In the example sentences given, the need of every living being to belong is expressed through human and animal characters. Our family, the environment we live in, our pets, etc. are all elements that give a sense of belonging. We often include these elements when defining ourselves and it is seen that the author is trying to ensure that the reader forms the concept of belonging in his/her mind.

"It enables the individual to be sensitive to his/her environment (peers)." Examples related to the bibliotherapy element are as follows:

- There were unhappy people in the world. There were people suffering. Nobody was doing anything for these suffering people. (KS, p. 7).
- What were her friends doing there? What did they think when they didn't see Zeynep during the day they quietly left the city? What were her neighbor friends Fatma and Ali, Zeynep, Mahmut, İsmail, Ayşe, Hatice, Hasan in her class doing now? Most importantly, were they alive? (HZ, p.15).
- Then the boy grew these seeds on empty satellites in space, and from time to time they began to rain watermelons, apples, spinach, lemons, parsley, eggplants, bananas, cucumbers, pears, leeks, roses, oranges, lettuce, daffodils, violets, melons, mushrooms, strawberries, etc. on various parts of the world. Food was raining down mostly in the starving parts of the world. So after a while, there was no more hunger in the world. (H, p.22)
- No floods," he said. "Let the air everyone breathes be clean; let the rivers and seas not be polluted. Let us feel with every breath that we live on earth; let us be filled with a fresh, untouched, clear joy with every breath." (BÇ, p.20)

As can be understood from the example sentences, it is seen that the characters are sensitive to many different negative situations in the world and try to solve these problems by taking these problems into their own hands. For example, it is tried to give the message that many people in the world suffer, experience war, struggle with hunger and environmental pollution and that people should act more sensitively in this regard.

Findings related to emotional development

In this study, in which Mevlâna İdris Zengin's children's literature products were analyzed according to bibliotherapy criteria, 123 bibliotherapy elements related to seven different bibliotherapy criteria in the field of emotional development were identified. Table 6 shows the bibliotherapy criteria in the field of emotional development and the frequency values of the four most frequently identified bibliotherapy elements in his works.

Table 6 Bibliotherapy criteria related to emotional development

	f
It helps the individual to understand their emotional problems.	37
It helps the individual overcome emotional difficulties (e.g., controlling aggression, managing stress, initiating and maintaining social relationships).	20
It helps the individual to maintain mental health by providing mental lightness.	20
It prevents pathogenic expectations about the individual's future (e.g., helplessness, lack of safety and security or failure to protect oneself).	17
Other Identified Elements of Bibliotherapy	94

Sample sentences related to the bibliotherapy element "Helps individuals understand their emotional problems" are given below:

- There was a man whose hair was falling out, and if he shook his head a little, a few strands of hair would fall out. He was very sad because his hair was falling out like leaves. (SDA, p. 7)

- The silence of the forest was no longer the same. Because the bear was beating his drum whenever he thought of it, and the sounds filled the forest. At first, the sound of the drums was pleasant to everyone. But as time passed, this feeling started to turn into anger. (DA p.10)
- The strange thing was that the old man was unfortunately faster than Behram. The street was so narrow that only someone could pass through. Behram was annoyed by this situation, which had happened to him for the first time. (BGD, p.12)
- He began to fidget where he stood, turning left and right. And for the first time, he realized that there was a terrible feeling gnawing at him. (DEGB, p.47)

In the examples given, it was seen that the events that happen to the characters cause an emotional problem. This situation involves the feelings of the individual toward himself/herself, and it is very important that the problem is recognized by the individual.

Sample sentences related to the bibliotherapy element "It helps the individual overcome emotional difficulties." are given below:

- The birds had managed to make the donkey fly away. There was no longer any reason for the donkey to suffer. As for the donkey... As soon as the donkey rose from the ground, he felt all his sorrow dissipate in an instant and a wave of happiness washed over him. (UE, p.18)
- The ladybug wanted to ask about the colors of these flowers... Because since the conversation started, she felt that the child's loneliness had lessened and she felt that three flowers had bloomed inside her. So, at least two of them must have bloomed for sure. She could feel it. (DEU, p.27)

When the examples were analyzed, it gave the message that many emotional difficulties could be overcome with the support of the environment.

"It helps the individual to maintain mental health by providing mental alleviation." Sample sentences related to the bibliotherapy element are as follows:

- Outside it was raining, inside, Professor Hashashur was sleeping. He had been sleeping for nine hours straight. Because he had been working for months, for years. He had worked so hard. He had no time to sleep. Even if he had time, he couldn't sleep well. His mind had always worked. But now he was asleep. Because he had found what he was looking for, he had copied a flea and created another flea. (PH, p. 19)
- The child's mind softened with happiness, believing he was now in a world without war. (BÇ, p.14)
- He was always walking around in a thoughtful state because he was always in doubt. Some nights, he even woke up in his dreams suspecting something; he was pacing back and forth in the henhouse until morning. (KH, p.7).
- Individual schizophrenia was becoming commonplace, even the total insanity of societies in the face of what was happening was becoming normalized. (PH, p. 53).
- But the mental equilibrium of the people in the city had already been upset, and even the few incidents they had seen had sent some of them into complete shock. (DKÇ, p.11)

As can be understood from the examples given, mental comfort directly affects mental health. The environment in which we live has a significant impact on the mental health of both the individual and the society.

Example sentences related to the bibliotherapy element "It prevents pathogenic expectations about the future of the individual." are given below:

- As they approached the house, the father's mixed feelings increased, and he wondered how the mother would receive her son. What if the mother doesn't understand what happened and kicks them both out of the house! (TA, p. 38)

- She went to several doctors and took several bags of medicine. But her hair kept falling out. He ate grapes, strawberries, plums, tomatoes... It was useless. At this rate, he would have no hair left. (SDA, p. 8)

- You want me to give you the formula for growing carrots on a satellite. But I'm sorry I can't fulfill your request. That's because I'm afraid of you. I am afraid of you, really afraid, because if I give you this formula, maybe you will grow bombs on satellites and drop them on the earth. I don't want people who don't know anything to die. (H, p.20)

- The lion roared for the last time: "There, one can live without eating meat. He can live without eating each other. We know this, you can do it too, but you humans are strange beings... Not doing what you should do and doing what you shouldn't do gives you a strange pleasure for some reason. It has always been like this; I'm afraid it will always be like this. (VA, p.83)

When the examples are examined, it is observed that there is a concern about facing negative situations in the future. Although the reader may experience negative emotional states from time to time in his/her daily life, supportive work can be done to help him/her overcome them.

In the analyzed children's literature works of Mevlâna İdris Zengin, it is seen that readers can closely relate to the characters and events described in the book. This shows that these works are very suitable for the most important step of bibliotherapy studies, the identification stage. As a result of reading these works with a guide and then carefully following the bibliotherapy steps, solutions to daily life problems can be found.

Conclusion

This research aims to examine the bibliotherapy elements in Mevlâna İdris Zengin's children's literature products. In the study, 58 works in 48 children's literature books of Mevlâna İdris Zengin were analyzed through the "Form for Evaluating Children's Literature Works According to Bibliotherapy Criteria" prepared by the researcher. The bibliotherapy criteria included in the form prepared in this context are as follows: Shrodes (1955), Rubin (1979), Cornett and Cornett (1980), Watson (1980), Wolverton (1988), Pardeck and Pardeck (1987, 1990, 1993 and 2013), Gladding and Gladding (1991), Afolayan (1992), Aïex (1993), Sullivan (2002), Forgan (2002), Heath et al. (2005), Cook et al. (2006), Öner and Yeşilyaprak (2006), Bulut (2010) Allen et al. (2012), McCullis (2012), Leana-Taşçılar (2017) and Elley (2014).

The 1041 bibliotherapy elements obtained from the research were analyzed as specified in the sub-objectives. It was observed that there were no findings in the areas of physical and self-care development among the sub-objectives of the study. This is not due to the inadequacy of the documents analyzed but no criterion covers the physical development and self-care development areas within the bibliotherapy criteria. There were 569 bibliotherapy elements related to 25 different bibliotherapy criteria in cognitive development, 349 bibliotherapy elements related to 17 different bibliotherapy criteria in social development, and 123 bibliotherapy elements related to 7 different bibliotherapy criteria in emotional development.

- The most common bibliotherapy elements in the field of cognitive development were expressed as "developing high-level thinking skills," "supporting the love of literature by providing reading skills and habits," "showing that problems can be prevented before they occur," "supporting character development with moral values," "helping acquire positive attitudes and behaviors," "helping the individual to prepare a constructive action plan before solving problems" and "increasing the individual's problem solving skills."
- The most common bibliotherapy elements in the field of social development are "awareness of the events," "cooperation and sharing," "empathy," "development of social skills," "gaining a sense of belonging" and "being sensitive to the environment."
- The most common bibliotherapy elements in the field of emotional development were related to "understanding emotional problems," "overcoming emotional difficulties,

""protecting mental health by providing mental lightness, ""preventing pathogenic expectations" and "releasing repressed emotions."

Discussion

Language and thought are inseparable. Our thoughts become visible through words and concepts. Although cognitive development and verbal expression progress in the same direction in children in the developmental period of Çapan (1996), cognitive development progresses one step ahead. Most (569) of the 1041 bibliotherapy elements identified in this study are related to cognitive development.

The bibliotherapy technique, which brings children together with books, also supports the child's reading skills, reading habits and love of literature. At the same time, it enables the individual to recognize his/her environment and himself/herself, comprehend the realities of life and make creative comments about human thoughts and emotions. Reading is also effective in the development of high-level thinking skills. Individuals develop critical thinking skills through reading. While analyzing the character in the book, the individual indirectly directs himself/herself to critical thinking (Bulut, 2010, p. 26). In this study, it is seen that Mevlâna İdris Zengin's fairy tales mostly contain bibliotherapy elements related to higher level thinking skills (e.g., critical thinking, creative thinking, and constructive thinking). Contrary to popular belief, bibliotherapy is a process that is effective not only in problem solving skills but also in the development of positive thinking skills (Jeon, 1992; as cited in Leana Taşçılar, 2017, p. 74).

The most common problems encountered in educational institutions are arguments, bullying, making friends and maintaining friendships. These problems negatively affect the school climate and cause students to feel insecure and under psychological pressure. Research shows that bibliotherapy is a useful approach in changing attitudes and values (Pardeck & Pardeck, 1998, p. 6). It can contribute to changing the negative behaviors of bullying individuals and helping them to acquire positive attitudes and behaviors and to help the individuals who are exposed to it to cope with the situation they are experiencing. Consequently, effective results can be obtained in reducing all kinds of bullying (e.g., physical violence and name-calling) with the bibliotherapy method. In the tales examined, bibliotherapy elements related to reducing bullying, such as physical violence and name-calling, acquiring positive attitudes and behaviors, and developing social values, were included.

Alternative resources for bibliotherapy include textbooks, which are easily and inexpensively accessible to everyone. Generally, most of the reading texts in textbooks are intended not only to improve language development and reading, but also to help students shape their personalities, acquire constructive values and adapt to the society they live in (Öner, 2007, p. 136). Through reading, it helps the individual to determine socially accepted behaviors, develop interpersonal relationships, establish a relationship with the social environment and to adapt to the environment in personal and social terms.

Bibliotherapy enables children to see how others solve their problems and gives them the opportunity to develop new solutions to their own problems (Bulut, 2010, p. 19). In this study, there are elements of bibliotherapy that can help the individual to develop different perspectives on events and experiences, to see that he/she is not the first and only person to face such a problem, and to evaluate the problems more objectively. Thus, by preventing the individual from feeling excluded and lonely, it helps the individual to lighten mentally and protect his/her mental health.

Regarding the application of bibliotherapy in educational settings, Yeşil (2021) prepared an educational design for the use of bibliotherapy technique in Turkish lesson. At the end of the study, it was stated that bibliotherapy had a positive effect on students' attitudes toward reading. It was stated that students who do not see reading only as a task that needs to be

fulfilled to achieve academic success will also positively affect their language development if they meet literary pleasure, develop their aesthetic perception, and benefit from it for their development and self-perception. At the same time, students should be made aware that they can increase their self-awareness and use their potential by reading. In the findings obtained in the research, there are bibliotherapy elements related to individuals' honest self-evaluation and acceptance of themselves as they are and increasing their self-esteem levels.

Developmental bibliotherapy has been shown to be effective on children with normal development and gifted/talented children, children with special learning disabilities, or children with attention deficit hyperactivity disorder. Bibliotherapy is an effective technique for improving the interpersonal problem-solving skills of children with ADHD and SLD (Benan Özcan, 2017). In a study in which an 8-session preventive guidance-based bibliotherapy program was implemented with gifted students, it was concluded that it improved individuals' social emotional learning skills, positively affected their communication skills, problem solving skills and coping skills with stress, and simultaneously the preventive guidance program was effective (Yiğit Tekel, 2021). In the works of Mevlâna İdris Zengin, crucial findings were obtained that problems can be prevented in advance.

In the study on the effect of the bibliotherapy method on reading attitudes and problem solving skills of gifted children, it was found that it increased their problem solving skills and they had a more positive approach toward reading. At the end of the 10-week bibliotherapy process, students learned that they were not alone in their problems, that other people had the same problems, that there were alternative solutions to the problems encountered in life, and that they could provide relief by looking at what happened from this perspective (Taş, 2019). In another study supporting this view, it was stated that bibliotherapy enabled students to see that others can also experience the problems they experience and that they gained awareness in developing alternative solutions to this problem (İlter, 2015). It is seen that bibliotherapy elements that support the results obtained from these studies are also included in the works of Mevlâna İdris Zengin. Findings have been reached that will enable the individual to see that there are alternative solutions to the problems of the individual and will make the individual hopeful that the problems they experience can be solved.

Semerçi (2018) found that some of the patients gained insight in his bibliotherapy study in which he used the stories in Mesnevi. Thus, she concluded that the stories in mesnevi can be used as an auxiliary technique alongside cognitive behavioral therapy. In this study, the bibliotherapy elements related to the individual's ability to look at the problems experienced from a different and wider perspective, to make objective evaluations, to realize that there may be alternative solutions to problems, and to increase his/her awareness of his/her feelings, thoughts and behaviors were associated with the acquisition of insight.

Bibliotherapy can help individuals form their own character/personality structure by acquiring moral values (Cornett & Cornett, 1980). Erdemir (2016) stated that bibliotherapy elements that include our values will contribute to the personality development of students. In another study conducted with 4th grade students, Şahin (2019) found that bibliotherapy was effective on self-perception. In the analyzed works, bibliotherapy elements that support the character development of the individual through moral values were found.

Bibliotherapy can be applied at every developmental level and in every age group. It is a useful and effective approach that can be used to help children and young people recognize and identify the needs specific to their developmental periods (Öner, 2007, p. 136). In this regard, Uyar (2020) examined the effect of bibliotherapy technique on self-confidence and interpersonal problem-solving skills in children aged 5-6 years. At the end of the 13-session bibliotherapy program, it was concluded that it affected children's interpersonal problem-solving skills. Thus, it was observed that the bibliotherapy technique had a positive effect on preschool children. Forgan (2002) stated that bibliotherapy technique has recently been used to increase children's

self-confidence, improve their communication skills, self-concept and support their different developmental needs. This study, in which bibliotherapy criteria are classified according to different developmental areas, will facilitate teachers in determining the bibliotherapy criteria for the developmental area that needs to be developed in children.

One of the sub-objectives of the study is to determine the bibliotherapy elements in the field of emotional development. The most frequently identified bibliotherapy elements in the field of emotional development are related to understanding emotional problems, overcoming emotional difficulties, protecting mental health by providing mental lightness, preventing pathogenic expectations and releasing repressed emotions. According to Yiğit Tekel (2021), bibliotherapy is an effective method for individuals in every developmental period to cope with their problems, especially to solve problems in their social life and to strengthen their emotional intelligence skills. It helps individuals understand their emotional problems and overcome emotional difficulties (e.g., controlling aggression, managing stress, initiating and maintaining social relationships). Generally, bibliotherapy practices help the individual to find solutions to the difficulties encountered in life, regardless of cognitive, emotional or social problems. Many mental health professionals have used bibliotherapy in counseling processes to help students cope with stress, anxiety, grief, separation from parents, divorce, adoption, moving, death, and illness (Cook, et al. 2006). Therefore, it prevents the individual from having pathogenic expectations for the future (Allen, et al. 2012) and enables him/her to see that he/she can cope with the difficulties he/she faces. It is seen that similar bibliotherapy elements are included in the works of Mevlâna İdris Zengin.

Another sub-objective of the study was to determine the bibliotherapy elements in the field of social development. In this field, it is seen that bibliotherapy elements related to awareness of the events experienced, cooperation and sharing, empathy, and the development of social skills are mostly included. The opinions of other researchers regarding the bibliotherapy elements obtained from the research are as follows: Having developed social skills (Gladding & Gladding, 1991), supporting cooperation and sharing skills are positive effects of bibliotherapy (Allen, et al., 2012). Similarly, Sullivan and Strang (2002) state that bibliotherapy can be used to improve social and emotional skills.

In the school environment, students should develop skills, such as being hardworking, polite, courteous and humble for positive friendships, and socially accepted attitudes and behaviors, to maintain social relations without experiencing conflict with their environment. All these can be supported by bibliotherapy studies (Çınar, 2019, p. 53). Elley (2014) conducted a 6-week bibliotherapy program with 3rd-grade students. At the end of the program, it was observed that the students gained social-emotional skills, developed a more accepting attitude toward their classmates, and decreased the behaviors of interrupting someone while talking and speaking without thinking. In the works examined, there are bibliotherapy elements for using expressions, such as thanking, apologizing, greeting, congratulating an achievement, saying bon appetit to those who eat, and goodbye to those who leave the place where they are located as examples of social skills. According to Pardeck (1998), bibliotherapy can help people approach their environment with a more accepting attitude, develop tolerance and understanding toward them, and look at things from a more objective point of view. In the process of bibliotherapy, the situations in the book expose the individual to different ways of life and help them understand people other than themselves. It shows how to look at the world through the eyes of other people and that very different emotions can be experienced in very different ways (Öner, 2007).

Kurt (2018) used bibliotherapy method in the development of cognitive, affective and behavioral dimensions of empathy in his study on the development of empathy skills in gifted/talented primary school 2nd grade students. At the end of the 8-week application, it was concluded that the empathy levels of the students increased. It was noted that the affective and cognitive dimensions of empathy developed more than the behavioral dimension. It was thought that the main reason for this was the limited sampling and the fact that the developments were not

simultaneous. Similarly, findings related to social values and skills, such as empathy, tolerance, sensitivity, and accepting attitude were obtained in the analyzed works.

Mevlâna İdris Zengin's works are a resource that can be used in supporting different developmental areas of bibliotherapy, developing problem solving skills and preventing problems before they occur. For bibliotherapy studies to become as widespread in our country as it is abroad, it is of great importance that experts in the field raise awareness on this issue, especially teachers and parents who interact with children. Bibliotherapy practices, whether carried out individually or in groups, help to fully or partially meet an unmet need of the reader. It brings about cognitive and affective changes in the reader and thus helps many children cope with problems through reading (Cornett & Cornett, 1980).

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