

CULTURAL REFLECTIONS: A COMPARATIVE ANALYSIS OF DOMESTIC AND FOREIGN VALUES DEPICTED IN CHILDREN'S STORY BOOKS

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Abstract

Early childhood is a critical period for the acquisition of foundational values, which coincide with the development of various domains, including physical, cognitive, psychomotor, social-emotional, and language skills. The values instilled during this stage play a significant role in shaping children's future character and ethical judgment. Core values such as friendship, sharing, collaboration, responsibility, respect, and honesty are essential for fostering positive social interactions and moral reasoning. It is imperative to present these values within a specific context, particularly through the medium of storybooks designed for preschoolers. This descriptive study aims to achieve several objectives: first, to identify existing research on value education for preschoolers; second, to compile and categorize common values found within the Turkish context; third, to investigate the presence of these identified values in storybooks for preschoolers; and fourth, to analyze and compare the frequency and types of values represented in a selection of 30 storybooks—15 authored by Turkish writers and 15 by foreign authors. The findings of this analysis will provide insights into how values are portrayed in children's literature and highlight any disparities between domestic and international narratives. Ultimately, this study concludes with recommendations for educators and parents regarding the significance of values and the importance of value education in early childhood. By understanding the role of literature in value formation, stakeholders can enhance the educational experiences of preschoolers and better support their moral and ethical development.

Keywords: Preschoolers, Storybooks, Values education, Turkish context, Domestic, Foreign.

INTRODUCTION

The formative years of early childhood are critical for the development of values and social norms. During this period, children are particularly receptive to the messages conveyed through literature, making children's books a vital medium for instilling moral and ethical principles. As such, the analysis of values presented in preschool literature has garnered increasing attention among educators, psychologists, and researchers. This study aims to explore the various values embedded within children's literature, specifically focusing on works intended for preschool-aged audiences. Children's literature serves not only as a source of entertainment but also as a powerful tool for education

and socialization. It provides young readers with narratives that reflect diverse cultural contexts and moral dilemmas, allowing them to navigate their understanding of right and wrong. The stories children encounter often shape their perceptions, attitudes, and behaviors, influencing their development and social interactions. Consequently, the types of values represented in these stories can have lasting impacts on children's worldview and ethical frameworks. This research is grounded in the premise that literature for pre-schoolers should encompass a wide range of values that promote positive character development. Drawing on established frameworks, such as the UNESCO values list, this study will identify and categorize the values portrayed in children's books authored by both Turkish and foreign writers. By employing a content analysis approach, the research will systematically examine how these values are integrated into narratives, character interactions, and plot developments. The significance of this study lies in its potential to contribute to the broader discourse on early childhood education and literature. By understanding the types of values present in preschool literature, educators can make informed decisions about the books they select for young learners, ensuring that these texts support the holistic development of children. Furthermore, the comparative analysis of domestic and foreign literature will illuminate cultural differences in value representation, fostering a greater appreciation for diversity in children's storytelling. In summary, this study seeks to provide a comprehensive analysis of the types of values found in books written for preschoolers, offering insights that can enhance pedagogical practices and support the moral and ethical development of young readers. Through this exploration, the research aims to underscore the importance of literature as a foundational element in shaping the values of future generations.

LITERATURE REVIEW

Values are the effective cultural tools which shape the elements around the point of view of individuals, members of a community that holds together in the society in which they are universal and ethical. Value education helps people to develop values and should be the part of formal education to help children gain more universal human mind (Doğanay, 2006; Kirschenbaum, 1995). It is crucial for the children at early years to develop universal basic values. Values education starts from families and continues at schools with the help of teachers and educators. Therefore, families, teachers and educational programs are crucial for values education. The preschool period is a critical period for the formation of children's personality. Therefore, the foundations of personality and moral attitudes are laid in this period. S/he learns mother tongue, love, respect, tolerance, responsibility and customs, good or bad values from their family, from the people around him. As a social reality, every family tries to transfer their values to their children. Both education and value education have an important place in the children's acquisition of ethical behavior. It is known that a good moral character does not form itself. It requires the child to learn, guide, direct and face appropriate role models. It is only by educating the students who gain the knowledge and skills that they will not lose their values while adapting to the rapidly changing world that can sustain the development and survival of the society. We need some vehicles to attain this process. The child literature is one of the real effective tools to attain this aim. For this reason, literary work has a target volume which conveys a message to the audience. Children's literary products can be used as a vehicle usually to teach to the children behavior patterns and the rules that must be observed in society; to gain values such as love, respect, goodness, honesty and help. In summary, the aim is to prepare the child for his or her life. Therefore, every child literature written for this purpose is devoid of

product-related messages and is trying to get a place in the child's world (Arseven, 2005: 42). There is an abundance of research focused on the values instilled during early childhood (Lin et al., 2025; Sarıcı Bulut, 2024; Uslu & Özgün, 2024; Kabadayı, 2024; Yenen & Ulucan, 2021; Kabadayı & Aladağ, 2010). This body of work highlights how foundational values are developed in young children and the critical role they play in shaping behavior and social interactions. Furthermore, several studies have explored illustrated storybooks from various perspectives, examining their impact on children's literacy and emotional development (Turan & Ulutas, 2016; Işıtan, 2014; Kepenekçi & Aslan, 2011; Akyol, 2012; Gönen, Uludağ, Tüfekçi, & Tanrıbuyurdu, 2014; Kabadayı, 2021). These investigations have provided insights into how well-designed storybooks can enhance engagement and learning outcomes in early education settings. However, there is a notable gap in research concerning the characteristics of the most frequently used picture storybooks by kindergarten teachers. Specifically, studies are lacking on the educational environments surrounding these illustrated storybooks, including their availability and accessibility for educators. Additionally, there is insufficient exploration of the training provided to teachers regarding the effective use of illustrated storybooks in the classroom. Understanding these aspects is crucial for optimizing the integration of storybooks into early childhood education, as they can serve as powerful tools for fostering literacy, critical thinking, and emotional intelligence in young learners. Addressing this research gap could significantly contribute to enhancing educational practices and resources in early childhood settings. According to Samur (2011), the value education program has contributed positively to children's sense of well-being, readability, social confidence, social and emotional development, and a remarkable increase in their scores. By the results obtained from the research of Neslitürk (2013), it can be said that the mother values education program is effective on children's social skills scores such as communication, cooperation, responsibility, empathy, self-expression, acting with group, self-control. In the study, it is deduced that preschool teachers think that priority should be given to respect, love, sharing, tolerance and assistance values in preschool education (Erkuş, 2012). As a result of the research of Cevherli (2014), religious and moral education in pre-school education institutions should be determined as a field of education and the experts in the field should prepare programs suitable for their ages. Sapsağlam (2015) has conducted a study that examines the effect of the social values education program on children attending the nursery on the social skills of children. It has been determined that a positive effect on the social skills achievement of the children attending the kindergarten of the Social Values Education program in this direction. Additionally, Ipek (2014) found that the value education program for five-year-old children who were continuing to pre-primary education institutions positively changed the social and emotional adjustment levels of children. Apart from this, Bayram (2014) taught through Montessori Method to bring important values to children such as love and peace, respect, responsibility, justice, helpfulness, trusting, tolerance, honesty, humility, hard work, perseverance and patience. Erikli (2016) conducted a survey to examine the effects of pre-school values education programs for the children who are attending to the primary purpose nursery program on values of respect for children, responsibility, honesty, cooperation, sharing and friendship. Besides this, Ada (2016) conducted a research that examined the effect of creative drama on intentional early childhood values education. Moreover, Temur and Yuvacı (2013) conducted a research on examining selected values and activities from pre-school value-added schools. It is the teachers who carry out the value education to be the model for the children and try to do them as they tell them. This situation is seen to be effective for children. According to Ogelman and Sarıkaya

(2014), in a survey to reveal the opinions of preschool teachers about their values education, the first three values that can be easily attained for children are listed; respect, responsibility, love comes from the most difficult to be earned, fairness, justice, patience comes. The domestic and foreign production lines are the most favored watched films in Turkish television teaching values to the children in the study conducted by (Sevim, 2013). Pekdoğan and Korkmaz (2017) said that teachers taught the children the most love, help, tolerance and respect values in a study examining the teachers' opinions on the education of values given to the children of 5-6 years old. Dawn, Yuvacı and Şirin (2013) pointed out that Behavior Enhancement Centered Learning Method is effective in attaining behavior in children. Additionally, Atabey (2014) found out that "Social Values Education Program" is effective in the social values of children and its effect is quite permanent. Long and Köse (2017) stated that pre-school teachers want to organize in-service training seminars and course-type studies on value education, and some measures like duplication of materials to contribute students' values, reduction of crowded classroom presentations, and emphasis on family education should be taken. "Emotive time intervals" or "magical years of life" are very important for the children in terms of the assimilation of the information for about 70% obtained in the preschool period and in the whole life of the child. At this point, in this age, the story is of utmost importance in the information and values read and communicated to them in the reading center in preschool institutions. At this point, how the socio-cultural and moral values to children are presented in both the domestic and translated storybooks abroad is quite important to examine.

The aim of this study is to compare the values depicted in the story books written by foreign and Turkish authors translated in Turkish and read in Turkish language activities in preschool preschools in the book reading centers of the preschool institutions.

METHODOLOGY

The research employs a survey model, which aims to describe existing phenomena or past events without manipulation or intervention. In this model, the subjects of the research—whether events, individuals, or objects are examined within their natural contexts, allowing for an authentic representation of their conditions. As defined by Karasar (2010, p. 77), this approach emphasizes observation and description, providing insights into the characteristics and dynamics of the subjects being studied. By focusing on qualitative data, this study seeks to explore the themes, narratives, and educational values presented in children's literature. Through careful content analysis, the research will identify patterns and insights that contribute to understanding the role of storybooks in early childhood development. Ultimately, this study aims to illuminate the significance of both local and global narratives in shaping children's experiences and values, thereby enriching the field of early childhood education.

First, ten values were defined as "**love, respect, friendship, cooperation, honesty, responsibility, tolerance, happiness, cooperation, justice**" as to what values were taught in preschool institutions from related researches and UNESCO (2005) list of values. Then, it was compared how these values are found in children's reading story books, 30 story books; 15 works written by Turkish authors and 15 translated story books from the library of a pre-school institution were included in the research by randomly. Survey model was used to examine the values that are discussed in selected stories and the elements related to these values.

3.1. Data collection

The essential data for this research were sourced from the Elementary School preschool library located in Şanlıurfa province. Within this collection, stories authored by both foreign and Turkish writers were subjected to a thorough content analysis. This analysis focused on identifying and coding ten specific values, as highlighted in previous studies and the UNESCO values list. To facilitate this process, a total of 30 storybooks were randomly selected, comprising 15 translated works and 15 original domestic texts. These selections were made using content analysis techniques to ensure a representative sample that reflects a diversity of narratives and cultural perspectives. The values embedded within these 30 storybooks were meticulously examined to identify how these values are conveyed to young readers. This involved analyzing the narrative techniques, character development, and thematic elements employed by the authors. Additionally, a comparative analysis was conducted to assess the similarities and differences in value representation between the stories written by foreign authors and those by Turkish writers. This dual focus not only allows for an exploration of the cultural context in which these stories were created but also sheds light on the broader implications of how values are presented to children in literature. By understanding the pedagogical strategies employed in both Turkish and foreign narratives, this research aims to contribute valuable insights into the role of children's literature in shaping moral and ethical understanding among young readers. Ultimately, the findings will enhance the discourse on the importance of diverse literature in early childhood education and its impact on value formation.

3.2. Reliability and validity

The research data were examined through a systematic content analysis method, which consists of four distinct stages: coding the data, identifying recurring themes, organizing the established codes and themes, and ultimately interpreting the results (Yıldırım & Şimşek, 2011). In this process, two independent researchers conducted separate analyses of the data, developing categories and themes derived from the initial coding. Following their individual analyses, they came together to compare their findings and clarify any discrepancies. To assess the reliability of their analysis, they applied the formula “Reliability = Consensus / (Consensus + Disagreement)” as proposed by Miles and Huberman (1994). This approach resulted in a high agreement percentage of 81%, indicating a strong level of consistency between the researchers' interpretations.

FINDINGS

The following table shows how many times the values of “*cooperation*” are repeated with the expressions of “help, help, help” in the examined stories. Apart from this, examples given in the tables emphasize the value given.

Table 1. Frequency of the value “*cooperativeness*” in translated and homemade story books

<i>Domestic stories</i>	<i>Translated (Foreign) stories</i>
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<p>... "I should help you," he thought. ... the pink rabbit was crying and yelling "help!" (Hedgehog Piko) ... Mothers decided to help (Fog). ... who wants to help? ... ü-ürü! You see I feed my stomach. (Who?) I cannot help, "he said. ... find yourself another helper, he barked. (Kim?) ...</p>	<p>While the little boy was helping the kitchen while cleaning his mother's fish. (The match Girl) ... the animals thanked Sinco very much and gave him the name "Sinco". (Sinco Playful Squirrel) ... The finger boy wanted to help his family with these magic boots. (Tom Thumb) ... helped them to go to the shore against a beautiful swan, who pity them (Hansel and Gretel)</p>
24	8

When the stories are analysed, as in the table, 24 % of the “**help**” values in the homemade stories are expressed, while in the translation stories this rate is 8 %. Despite the fact that the value of “**helping**” is not spoken verbally, these values are included in the emphasizing sentences indirectly. Example: "... if you are hungry, I can tell you where to find delicious insects. (Fox and Grapes) ", "... I carry a little bit of that mine. " (Friends of fox).

The following table shows how many times the values of love are repeated with the expressions of "love, love, love" in the examined stories. Apart from this, examples given in the tables emphasize the value given.

Table 2. Frequency of the value “Love” in translated and homemade story books

<i>Domestic stories</i>	<i>Translated (Foreign) stories</i>
<p>... these lovers of people were attracted to other vehicles (Abdominal Pain of Yellow Vosvos). ... on a sunny, warm mother's day, an unhappy happiness is shared with love (Mother's Day) ... the mothers love all their children... (Brotherly Love)</p>	<p>... they cannot stand to suffer for loving it (Beautiful and Ugly)... they always looked forward to seeing their favourite park (Mrs. Bug and Mr. Bee) ... he liked blue ice cream (Cute Dwarf) ... "my dear little boy," he laughed in his bosom (Ugly Duckling)</p>
30	14

When the stories are examined, the value of “**love**” in home-made stories is expressed as 30 % as in the table 2, whereas in the translated stories this rate is found as 14 %. Despite the fact that the value of “**love**” is not spoken directly, these values are included in the emphasizing sentences. Example: ... beautiful, she realized she was in **love** with her. They **kiss** each other. (Beautiful and Ugly) ", "... the mother rabbit immediately **hugged** and **sniffed** and **kissed** her. (Mother Rabbit and Little Puppy) ".

The following table shows how the “**respect**” values are repeated with the words "respect, count" in the examined stories. Apart from this, examples given in the tables emphasize the value “**respect**”.

Table 3. Frequency of the value “Respect” in translated and homemade story books

<i>Domestic stories</i>	<i>Translated (Foreign) stories</i>
<p>... I said, I like this because of my respect for you. (Friends of fox) ... the swallow wants to warn once again those small birds who have no experience, never experienced respect (Traveling Swallow and Little Birds). ... the young swallows pay the price of not respecting the wisdom and experience with their freedom (the traveller swallow and the small birds).</p>	<p>... "the respected lion," said the giraffe, who began to speak (Leo and Mosquito) ... master dwarf, my deputy, please ask the experts? Is it better to buy yellow ice cream or red ice cream? "(Charming Dwarf)</p>
3	2

When the table is examined, it is seen that 3% of the home-made stories have a value of **respect** and 2 % of the translated stories have it. It shows that the value of respect is almost the same both in the domestic and the translated stories as such "... we apologize, sir. But we need to talk to you. "

The following table shows how many times the friendship value is repeated with the expression "**friend**" in the stories examined. Apart from this, examples given in the table emphasize the value "**friendship**".

Table 4. Frequency of the value "**Friendship**" in translated and homemade story books

Domestic stories	Translated (Foreign) stories
<p>... do not share a lot with your friends? ... one day a classmate from school joyfully entered class (Sibling love)</p> <p>... the ears of the ears are many friends. ... all of them were friends with wheat. (The Advent of Wheat)</p> <p>... puppy Minnosh is thought to be friends with the greyhound by this close (Mother Rabbit and Little Puppy)</p>	<p>... along with my friend, we had a terrible way to lion down as we were on the road in time (Lion and Rabbit)</p> <p>... your friends are so understanding that they are happy with the talented gazelle (Sinco Playful Squirrel).</p> <p>... they have become very good friends. (Beautiful and Ugly)</p> <p>... and then went back and bragged to his friends about those who passed by. (Leo and Mosquito)</p>
17	22

When the stories are examined, as in the table 4, the friendship value in the home made stories is expressed as 17 %. as in the table 4, whereas this rate is 22% in the translated stories. Although the value of friendship is not determined directly, it is emphasized indirectly on this value as in the examples "... they invited all their friends in the forest to their weddings and they were always happy." (Snow White and the Seven Dwarfs), "... can I play with you?" said Marley (Mrs. Bug and Mr. Bee).

The following table shows how many times the **cooperation** value is repeated with the expression "**cooperation**" in the stories examined. Apart from this, examples given in the table emphasize the value "**cooperation**".

Table 5. Frequency of the value "**cooperation**" in translated and homemade story books

Domestic stories	Translated (Foreign) stories
<p>They had a nice job section between them (Mik and Rob) ... they gathered all the garbage together (together with the lecture given at the picnic) ... together they started looking for the octopus</p>	<p>... each animal had a mission in this forest. (Sinco Playful Squirrel) ... we made a business section on the farm ... (Sinco Playful Squirrel) ... looked at the nuts pockets and nutrition pouch together (Naughty Hazelnut)</p>
2	1

When the stories are examined, as in the table 5, the **cooperation** value in the home made stories is expressed as 2 %. as in the table 4, 1 % in the translated stories almost the same as emphasized "... forest workers and children work hard".

The following table shows how many times the **happiness** value is repeated with the expression "**happiness**" in the stories examined. Apart from this, examples given in the table emphasize the value "**happiness**".

Table 6. Frequency of the value "**happiness**" in translated and homemade story books

Domestic stories	Translated (Foreign) stories
<p>... I am so happy. ... but my friend was very happy (Sibling Love) ... they said that it makes us happy to see you happy (Baby seal)</p> <p>... the mother and the baby rabbit were so happy that their happiness would make the other animals in the paddle worse. (Mother Rabbit and Little baby)</p>	<p>... and the lead soldier was very happy to have the ballerina girl again. (Lead Soldier)</p> <p>... Cotton princess was very happy when she accepted this proposal (Snow White and Seven Dwarfs)</p> <p>... they all lived together very happily. (Hansel and Gretel)</p>
8	8

When the stories are examined, as in the table 6, the **happiness** value in the home made stories is expressed as 8 %. as in the table 6, and is 8 % in the translated stories almost

the same. Although the value of **happiness** is not determined directly, it is emphasized indirectly on this value as in the examples "... when the frog saw him, he gladly got rid of him and tasted the sun. (Mosquito with Leo) ", " ... August beetle is always cheerful. " ... the fingers laughed at them while the others were afraid. ", " ... they joyfully embraced their fathers and told them what the finger kid had done. " " ... rushed into the house with joy. "(Finger Kid).

The following table shows how many times the **responsibility** value is repeated with the expression "responsibility" in the stories examined. Apart from this, examples given in the table emphasize the value "**responsibility**".

Table 7. Frequency of the value "**responsibility**" in translated and homemade story books

Domestic stories	Translated (Foreign) stories
<i>This is what our task is, Mrs. Fuk ... (Baby seal) ... is it your job to prepare breakfast? (Mother Day). if a person does something important, she forgets all her troubles. Do you want your son to get rid of his annoyance? So give him a job. (Şehzade ile Bilgin) - - -</i>	-----
9	--

In the table 7, the value of **responsibility** is not verbally expressed in home-made and translation works. Although, "**Responsibility**" is mentioned indirectly as in the examples in the table 7 in home-made story books it is not determined either directly or indirectly in the translated stories. It is found that the left of the values included in the value list mentioned above like **tolerance**, **honesty**, and **justice** are not emphasized either in home-made or translation story books

CONCLUSION AND DISCUSSION

Children are extremely important individuals in terms of the future of society. Therefore, the books written for children should be carefully prepared. Educational values in the books should be focused on positive contributions to the child. It can be said that books in the level of pre-school and first level of primary education aim to educate children in general, when the values are in the context of children's literature. In the light of this information, the 10 values examined in the home made stories were emphasized 84 times as verbal expressions in total, while they were repeated 51 times in the translated stories.

While the highest value of **love** (30) is handled in the home made stories, it follows the values of **helping** (24), **friendship** (17), **happiness** (8), and **respect** (2). Although the value of **responsibility** is not expressed directly, it is emphasized 9 times on this value. The expression of **tolerance** is not expressed verbally; nonetheless, it was mentioned 2 times indirectly in the story books. Erdal (2009) explained that the most frequently discussed topics in children's books are **industriousness, doing good, helping others, cooperation, knowing the worth of their hand, obedience, being clean and loving animals**. When all of these are handled one by one, they are confronted as essential values that a human being must possess. The researchers (Tillman & Hsu, 2000; Uyanik Balat et al., 2012) also stated that children should be taught universal values such as **respect, love, peace, honesty, love of nature, responsibility, cooperation, peace, tolerance**. In line with this, in their researches (Pekdoğan, & Korkmaz, 2017), values of **love, respect and tolerance** are among the most taught values. Furthermore, Günindi (2015) analysed the **love** perceptions of preschool children via their drawings and observed that they portrayed elements like family members, friends, flowers, balloons, clouds and hearts concerning the value of **love**. Due to the fact that these basic values are taught to chil-

Children in early childhood years is important for the child's future years to be productive by supporting the instinct of self-regulation, self-regulation, self-expression, development of creativity, curiosity and learning instinct. The teachers first think of teaching values in education as **respect, love, tolerance, responsibility, helping, honesty, cooperation and courtesy**. They are in the favor of the first three values that can be easily attained to children; **respect, responsibility, love, tolerance, sharing, honesty, cooperation**, as the children have in their inner capacities and their families (Ogelman & Erten Sarıkaya, 2015). Furthermore, Şahin (2017) put forward that children respectively acquire **friendship, sharing, collaboration, responsibility, respect and honesty** values in addition to this, test scores of the girls are significantly higher than those of the boys. In line with this, Erdal (2009) also suggested that every individual should see **love, tolerance, respect, righteousness** as part of the personality of benevolence, which constitutes a kind of goodness. It is very important for people to be aware of their talents and beauties in terms of self-confidence.

The value **cooperation** is expressed only once directly, while it was mentioned 8 times indirectly in the story books. In the study Viadero (2003), stated that children's problem behaviors were reduced and academic achievement increased in the class of values education program involving **cooperation, responsibility, empathy**, etc.,

Although the values of **justice** and **honesty** are important part of the values in the value list, there are no expressions that emphasize these values. Ogelman & Erten Sarıkaya (2015) explained that children can be most difficult to gain are loyalty, justice, patience, empathy, sacrifice and national values as they are associated with their abstract nature, the developmental characteristics of children, and the lack of material that can be reinforced.

While the value **friendship** is mentioned (21) times, it is followed by **love** (13), **happiness** (8), **assistance / help** (8), **respect** (2) and **cooperation** (1) times in translated story books. The values of **responsibility, honesty, justice**, and **tolerance** were mentioned by neither direct nor indirect expressions. Some researchers are of the opinion that “responsibility” value is among the values to be acquired by preschool children (Atabey & Ömeroğlu, 2016; Neslitürk, 2013; Sapsağlam, 2015). In addition to this, the values of **honesty, benevolence and sharing** were told to the nursery school children and then the children could draw the main theme and the characters after a discussion process (Bacigalupa, 2005). Helpfulness is an important form of behavior in children's books in which children often find goodness to do well, "giving the children a favor". Erdal (2009) stated that helping what is in trouble is a virtue that good people have while arrogant heroes in children's books often fail in what they claim to be superior. So the humble person is exalted. Books that emphasize the evil of self-consciousness end with the fall of the self-sacrificing hero. Oruç (2010) also emphasized the fact that children take responsibility to better understand and internalize values contributes to their moral value development. Responsibilities are effective in internalizing values. He continued that the values that exist at the level of knowledge without the responsibility are not long term. Moreover, it was found in the study that the lowest average score is values of honesty, respect and responsibility. Therefore, the study largely have parallel outcome with the studies carried out on values that can be gained children and that are hard to gain them in the research literature (Şahin, 2017). Contrarily, examining both visual and verbal findings in the study, Sapsağlam (2017) observed that children in the age groups of three, four and five visually and accurately expressed “**responsibility**” value via both their drawings and concepts by concerning “**responsibility**” value had a positive content

As a result, the values selected in home-made stories are not mentioned directly they are emphasized indirectly except **justice and honesty**. It is found out that the value

mentioned directly is not emphasized indirectly and there is no expression to associate with it in any part of the in translated story books. As a concluding remark the values in the list are mentioned and emphasized more frequently in home-made story books than translated story books. Furthermore, value levels can be increased by preparing education programs towards value education just by revising and focusing on the books written by local and foreign authors in schools.

RECOMMENDATIONS

By implementing these recommendations, teachers and parents can play a vital role in nurturing a well-rounded understanding of values in children, helping them develop into empathetic and culturally aware individuals. Teachers should incorporate a mix of domestic and foreign children's books in the classroom. This diversity will expose preschoolers to a broader range of values and cultural perspectives, enriching their understanding of the world. They are required to facilitate classroom discussions centered on the values depicted in the stories. Encourage children to express their thoughts on the characters' actions and the moral lessons presented, fostering critical thinking and ethical reasoning. Furthermore, teachers need to develop lesson plans that intentionally integrate the values found in both domestic and foreign literature and use these stories as a foundation to teach broader social concepts such as empathy, collaboration, and respect. Moreover, Families are the first source of information so they should be careful about their behavior and attitudes as children see them as a model. Cooperation within families and teachers is very important for the thing that affects the children most is what the teacher does in classroom. Therefore, Educational programs for parents can be prepared to contribute to the increase children's value level. Therefore, teachers should involve the children's parents and encourage them to participate in reading sessions, discussing the values highlighted in the books, and how they can be reinforced at home by guiding them.

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