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Kıbrıs Türk Çocuk Edebiyatı ve Çağdaş Kadın Yazarlar

Öz

Çocuk edebiyatı çalışmaları günümüzde önemli bir yere sahip olan edebiyat çalışmaları arasındadır. Çocukların ana dilde gelişmesine, yaratıcılığın gelişmesine, kültürel değerlerin aktarılmasına ve çocukların bilişsel-duygusal anlamda gelişimine büyük katkılar sağlayan bu eserler, önemli araştırma alanlarından biri haline gelmiştir. Bu çalışmaları incelerken sadece eğlence ihtiyacını karşılayan çalışmaları değil, aynı zamanda hayatın anlamını anlamalarına yardımcı olan çalışmaları da dikkate almak önemlidir. Dünyada, Kuzey Kıbrıs Türk Cumhuriyeti'nde (KKTC) bu tür çalışmalar yapılmış ve yapılmaya devam etmektedir. Bu çalışma, KKTC'de çocuk edebiyatı alanındaki çağdaş kadın yazarları ve çalışmaları incelemektedir. Çağdaş çocuk edebiyatı yazarlarına baktığımızda, bu alandaki çoğu ismin kadın olması dikkat çekicidir. Kadın yazarların çalışmalarında genellikle kadın olmanın toplumdaki hassasiyetini ve kadının annelik rolünü görüyoruz. Çocuk edebiyatı eserlerinden masallar, ninniler, bilmeceler, kısa hikayeler ve romanlar çocuklara hem bilişsel hem de duygusal olarak büyük katkılar sağlar. Bu tür çalışmaları yaratan kadınlar, taşıdıkları anne içgüdüleri ile sıklıkla bunları farklı bir boyutta vermeye çalışmışlardır. Çocuk edebiyatı, Kıbrıs Türk edebiyatında yeterince çalışılmamış bir alandır. Bu metinlerin eğitime katkıları örneklerle incelenecek ve çocukların dünyası kadın yazarların gözünden ortaya çıkarılacaktır. Bu nedenle, bu çalışmanın amacı, çağdaş Kıbrıslı Türk kadın yazarların çocuk edebiyatı üzerine yazdıkları yazıları hikâye haritalama yöntemine göre bulmaktır. Bu amaca ulaşmak için şu sorular sorulmaktadır: Kıbrıs Türk çocuk edebiyatı unsurlarına dayalı dil, çağdaş kadın yazarların edebiyat çalışmalarına göre nasıl değerlendirilmektedir? Dolayısıyla, bu soruların yanıtlarına ulaşmak için, çağdaş Kıbrıslı Türk kadın yazarlardan veri toplamak için rastgele olmayan örnekleme tekniği kullanılmıştır. Günümüz dünyasında çocuk ve çocuk edebiyatı kavramlarına ilişkin farkındalık artmaktadır. Modern teknoloji toplumun her yönünü etkilediğinden, eğitim ve aile kavramlarındaki büyük değişiklikler de devrim yarattı. Günümüz dünyasında, görsel-ışitsel araçlar genellikle teknolojik boyutta eğitime katkıda bulunur. Kaçınılmaz bir gerçek olan böyle yapmaya devam edecek. Ancak edebi metinler, çocuk edebiyatıyla tanışmanın ve hiçbir teknolojik aracın onlara veremeyeceği zevk kadar değerli ve önemlidir.

Anahtar Kelimeler: Çağdaş Kadın Yazarlar, Bilmeceler, Masallar, Hikayeler, Çocukların Dil Gelişimi

Cyprus Turkish Children's Literature and Contemporary Women Writers

Abstract

The studies of children's literature are among the literary studies which have an important place today. These artifacts, which provide great contributions to the development of children in the mother tongue, the development of creativity, the

transfer of cultural values and the development of children in a cognitive-emotional sense, have become one of the important research areas. When examining these studies, it is important to consider not only the studies that satisfy the need for entertainment but also help them to understand the meaning of life at the same time. Many studies of this kind have been given in the world, in Turkish Republic of Northern Cyprus (TRNC) and they continue to be given. This study will examine contemporary women writers and studies in the field of children's literature in TRNC. When we look at the writers of contemporary children's literature, it is striking that most names in this field are female. In the studies of female authors, we usually see the sensitivity of being a woman in society and the woman's motherly role. Tales, lullabies, riddles, short stories, and novels from children's literature works provide great contributions to children both cognitively and emotionally. Women who created such studies often tried to give these in a different dimension with the maternal instinct they carry. Children's literature is a field that has not been adequately studied in the Turkish Cypriot literature. The educational contribution of these texts will be examined with examples and the children's world will be revealed through the eyes of female authors. Thus, the aim of this study is to find contemporary Turkish Cypriot women writers' writing on children literature according to story mapping method.

Keywords: Contemporary women writers, riddles, tales, stories, children's language development

Introduction

Due to its geographical position, Cyprus is located in Anatolia, Syria and Egypt in the east of Mediterranean sea. Since the early ages of history, this island attracted the attention of the great powers in the region and caused conflict between them.

The island has hosted many civilizations during various periods of history, and it draws attention to various powers. Therefore, these differences have caused the inhabitants of this region to meet various cultures. Cultural differences are very effective in taking an identity that changes, develops and enriches people. Cyprus is a two-cut island for political events. The literary studies of the Turks living in the north especially in the last fifty years are striking. These studies are examined by literary scholars by separating them from historical periods. This distinction; not from the great turning in literature or from the races; the turbulent, stormy and tragic life of the Turkish Cypriot community is due to its involvement in literature. Each period took place in the life and cultural life of the Turkish Cypriot people with their own agenda, artists and studies. The concept of children's literature, which has existed in the traditional structure of Turkish literature, but it is becoming a literary dictionary in particular and noticeable by researchers.

The concept of child is one of the most widely discussed concepts today. Nowadays, the concept of childhood is mostly explained through the definition of the "Convention on the Rights of the Child" adopted by the United Nations in 1989

and adopted by 191 countries. Everyone is defined as a child up to the age of eighteen, except in the case of an earlier age than the law applicable to the child under this convention (Avcı & Toran, 2012). The concept of child expressed in this way by the United Nations differs from culture to culture and time. In the same way, its definition differs in various fields of science.

In Turkish dictionary, "the young boy or girl; son or daughter in descent; boy or girl in the developmental period between infancy and adolescence." Oğuzkan (2006) is expressed as "a young man who is in the growing period of two years old until puberty, or a girl or a man who has not yet attained the millennium." The architect of our future is a beautiful piece of art that will save our children from the slavery of today's technology and provide reading habits. Demirel (2010) says that the basic material of the concept of children's literature, which comes from children's and literary words, is the language and from here he expresses his contribution to the ability of understanding, comprehending and interpreting by addressing their imaginary worlds.

Sever (2008) states that a person reading a novel, poem or story carries a person's attention to the world with an eye toward the artist, while expressing that the individual must perceive the universe in which he lives to be a sensitive and effective member of a contemporary society. In this sense, children's studies of literature indicate that in early childhood they helped to interpret the child, events, cases and situations from the artist's point of view (Brown, 2017).

Literature is a necessity (Manlove, 2003). It is a tool that allows the child to have a good time, increases the power of life, guides life definition, and has creativity and a beautiful language (Oğuzkan, 2006). As children's literature studies, there are various folk literature studies reaching from the past to the present day. These are the explanations that are told from the beginning. Tales, stories, creations, lullabies and fables are not only written and verbal expressions of a society, but also cultural heritage that carry many cultural and historical features day by day (Mindell & Williamson, 2017). When we look at Turkish Cypriot literature, the increase in the number of studies done about children is striking. Works written in the area of contemporary children's literature are mostly given in children's books, poetry, stories and novels (Bradley, 2017).

In this study, women writers and their studies in the field of children's literature in Northern Cyprus will be examined. When we look at the writers of contemporary children's literature, it is conspicuous that the vast majority of names in this field are female. From that moment on, it is possible to imagine that the first shelter, the mother tongue, is the role that your mother has taken as the first teacher to help you identify your life. Also, children's literature is super critical as it helps the child with the help of comprehending to literature and evolve personal opinions. Furthermore, it motivates children's thoughts and emotional intelligence and imagination. It helps children mental and social skills grow healthily. Specially,

supporting children with all types of literature is important for their future to gain success. It is not only reading skill which develops but also it enables children to gain studying and better school records (Avcı & Toran, 2012; Mert, 2012).

We see that contemporary Turkish Cypriot writers give various studies especially on children's literature (Polat, 2017). It is spectacular that the writers who give children's literature studies are women in general. These names are Aysen Daglı and Suzan Polat. In the field of poetry, Sirin Zaferyıldızı and Neriman Cahit. In the field of children's stories and novels, such names as Sonay Yakup Yakupsoy, Derya Atamer and Havva Tekin are remarkable (Yakupsoy, 2016).

One of the most important elements of understanding literature is observation. From the moment the child is born, he/she watches what is happening around him/her. These observations are very useful in the child's language development in the first stage. Written works mediate the most perfect use of the language. Children's literature facilitates children's language development (Chomsky, 1991). Children learn the language they hear: The more there is an environment to develop the language, the more languages children benefit from learning. Children's literature constitutes the cornerstone of literacy, starting from kindergarten. The insufficiency of studies that fully reveal the contribution of books written for children to reading development limits the provisions given on this subject. While some researchers draw attention to the importance of the work in developing reading skills, some researchers also draw attention to the importance of other activities that support reading rather than the work (Zarillo, 1989).

Besides language learning, children's literature is also important in learning reading. Based on the fact that reading is a habit, the importance of children's literature as an indicator of lifelong literacy should be mentioned. Considering the impact of children's literature on reading development, there were serious changes in understanding of the past. Especially, starting with the textbooks for children, in all kinds of supplementary resources and supportive publications, children's development levels, comprehension and perception capacities were taken into consideration. As a result, different reading practices began to be carried out by focusing on the variety of reading activities. The most important element that enriched and supported all these activities was children's literature (Kenyon & Christoff, 2020; Zarillo, 1989).

It is not possible to follow a uniform method to benefit from children's literature in reading development. The more diverse the material to be used as a tool, the greater the interest in reading. As it is thought, genres such as stories and novels are not enough to improve reading. It is necessary to benefit from the subjects that the child encounters in his life and all the genres included in the concept of literature.

The most important problem encountered in studies improving reading is the lack of consistency in understanding. The greatest conflict is experienced between families and teachers, especially in the selection of reading books and their reading by children. It is observed that the books recommended for reading cause children to read laziness and react to reading as a result of parents not being careful in choosing books and teachers not having a good command of children's literature. Some families also direct the children according to their personal preferences in the reading activity, as a result of this, the world of pleasure related to reading is limited for the children who do one-on-one reading activity. This situation both eliminates the functionality of reading and stands as the biggest obstacle in front of reading according to need (Kalfa, 2020).

Another point that should be taken into consideration in benefiting from children's literature in reading studies is the usage of children's literature. Our teachers should plan the whole process very well, starting from the selection of the text, to the implementation and evaluation of them in the classroom. It will be seen that well-chosen examples of literature improve understanding and comprehension levels of children. Moreover, it enables learners to be more motivated learners (Şirin, 2016).

It is possible to benefit from certain theories in using children's literature products. The most widely used of these is the social structuralism theory. Structuralism theory is defined as the students' ability to establish, understand and learn their knowledge effectively. This theory advocates a very effective learning environment, realistic teaching tools and their adequate use. Another point to be noted in this theory is that all kinds of activities are student-centered. Knowledge is created and adopted by learners. It is the students who will use it. In the theory of social structuralism, the communication and cooperation of all students and teachers who are partners in the learning and teaching process with each other is essential (Şirin, 2019).

This study is important in terms of contributing to the field of children's literature which is an important deficiency in Turkish Cypriot literature. In today's world, the child and the child literature concepts gain importance. Children's books are necessarily informative because they are helping children to have positive attitudes for the events generally happening in the world and they are the only future of humankind who will recover evil and see goodwill, purity and discreet (Uğurlu, 2010).

Khatib & Daftarifard (2013) stated that it will emphasize the importance of children's literary authors and their studies aiming to adapt to the new world and to provide reading culture and reading habits, one of the basic principles of raising technology as creative, criticable individuals who enter the world of children and develop them with literary texts (Damber, 2014). The educational contribution of

these texts will be examined with examples and the children's world will be revealed through the eyes of female authors.

Functions of Children's Literature Studies

The studies written in the field of contemporary children's literature are mostly given in children's books, poems and novels. When we look at the literature, it is seen that all topics written in this area contribute to the development and education of the child. The fairy tale, one of the most important species, is a spicy that brings other experiences to life with other characters in other worlds that enrich and entertain their fantasy worlds on the journey that children take off. As knowledge is getting out of mystery and curiosity from riddles, the result is both amusing and thought-provoking (Güteryüz, 2002). The harmonious expression in the texts of riddles also influences the language development of the child. Another important spicy for children is the rhyme. Rhyme; together with being a separate spicy, it is often confronted with the introduction and result forms of the tales. They have a quality that motivates the child to listen with a fun and harmonious way. Generally, rhymes consist of rhyming words with each other are also referred to as phrases that are made up of measures, imitations of sounds and repetitions (Güteryüz 2002). Rhymes are also contributing child's language development like riddles. On the other hand, lullabies are the loveliest items that mothers begin with the expression "lullaby my baby lullaby" to tell their children to calm down and sleep (Karatay, 2007).

Lullabies are folk songs that consist of a manic-type quatrain that the mothers of children up to the age of four sang on their laps, feet or cradles to put them to sleep or stop crying (Çelebioğlu, 1987: 79). Şimşek (2015: 21) defines lullaby as the only genre produced directly for children in history and states that lullabies provide ear training for children and change their moods especially positively. The melody in the lullaby is a calming, relaxing and it brings sleep. The woman who sings the lullaby either takes advantage of the ready poetry examples or applies improvisation. In the lullabies, it is also seen that women are disenchanted with themselves and their children in distressing situations. Nevertheless, poetry is another charming part of children literature (Carroll & Rosa, 2016).

Poetry is like a friend we have met since childhood. In every period of our life, poetry may come out with a different shapes and reasons (Mazza, 2017). Specially, in childhood, on special occasions and on national holidays, it comes in front of us with various activities that improve language development. Our emotional world, our enthusiasm and excitement are a form of expression formed with various rhythmic words and rich symbols in poetry. Poetry is separated from other literary genres by various expressions and features such as imagination, emotion, harmony and measurement. Poems have a higher form of expression than prose (Oğuzkan, 2006). Another important children's literature genres are children's stories and novels. Children who have traveled through fantasy journeys with tales, have fun

with riddles and rhymes, and express their feelings with poems but now they take a step into a more real world. These artifacts help them encounter characters equipped with features they can encounter in real life and help them sail through new adventures through them. They are among the reading texts that introduces various human characters and emotions (McGeown, Osborne, Warhurst, Norgate & Duncan, 2015).

The Importance of Research

This study is important in terms of contributing to the field of children's literature which is an important deficiency in Turkish Cypriot literature. In today's world, a child and a child literature concepts gain importance. It will emphasize the importance of children's literary authors and their studies aiming to adapt to the new world and to provide reading culture and reading habits, one of the basic principles of raising technology as creative, criticable individuals who enter into the world of children and develop them with literary texts. The educational contribution of these texts will be examined with examples and the children's world will be revealed through the eyes of female authors. Thus, the aim of this study is to find contemporary Turkish Cypriot women writers' writing on children literature according to story mapping method. The following questions are sought to achieve this goal:

1. How are the language based on Cyprus Turkish children literature elements evaluation according to contemporary women writers' literary study?
2. What are the years of Cyprus Turkish children literature elements in the stories?

Methodology

Research Model

In this study, qualitative research method is used. In qualitative research, one searching for answers to a question using a defined set of operations. Strong aspect of qualitative research experiences of individuals in research to provide information. Most of the time contradictory behaviors, beliefs, opinions, feelings and relations with research subject related individual were tried to be analyzed. Content analysis method was used with document analysis in the process of examining the women writers' frameworks in terms of various variables. It will be used in discourse analysis in order to evaluate in depth the findings of content analysis.

The Books Examined in the Research

Non-random sampling was used as the sampling method. So, purposive sample was picked to collect data in this research duration. The books were examined according to three phases. The first phase was the period that they published. The second phase was examined according to the age-ranges for children literature and the third phase was the type of the books (Fraenkel, Wallen & Hyun, 2012).

During the selection of the novels to be examined, the opinions of three experts were taken. Furthermore, the selection of the books to be made for each period, the field experts were asked to make sure that the local (Turkish Cypriot) and translation literary studies were equal in number, and that each of the book selected from each period should be selected from as many authors as possible (in maximum two books from each author). As a result of the expert evaluation, the books reached to the consensus were determined in this study (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz & Demirel, 2013; Fraenkel, Wallen & Hyun, 2012; Scott & Usher, 2011; Cohen, Manion & Morrison, 2007).

Data Collection

In the research, the data was collected from the books included contemporary women writers at first stage. Then, in the second stage the writer collected data from Cyprus Turkish children's literature according to their age-ranges and the third stage was considered for the type of the books.

Data Analysis

The books to be examined in the study were selected by the researchers according to certain criteria. With these criteria, Cyprus Turkish children's literature books, were scanned. Every researcher scanned the books according to their types, thus preventing the researchers to reach the same book. Then, overlaps from these books by the same year were eliminated. As another criterion, books on genre related to Cyprus Turkish children's literature are discussed. Books in accordance with the criteria determined as a result; they were analyzed with content analysis in terms of variables such as publication year, type of the book, genre and language usage. So, 14 books which belongs to Cyprus Turkish children's literature tried to be identified in natural way and included into content analysis.

Findings & Comments

The Language Development Based on Cyprus Turkish Children Literature Elements Evaluation According to Contemporary Women Writers' Literary Studies

Isbell, Sobol, Lindauer & Lowrance (2004) stated that they had done experimental study which was conducted into two groups. Group A heard the stories told and Group B heard the stories read from the book. The researchers asked participants

to retell the story they heard and constitute a story using wordless picture book. Both storytelling and story reading were found to produce positive gains in oral language. Wallin (2015) also mentioned that storytelling has positive impact on language development. Even though, the researcher stated that storytelling helps children to have powerful receptive (listening) and productive (speaking) skills (Isbell, Sobol, Lindauer & Lowrance, 2004). The researcher believes that those participants who faced and helped to read or listen stories would be more creative, productive, empathy building ability higher individuals and effective speakers in future. Beside these, not only storytelling but also lullabies help children to develop their mother tongue (L1) (Mert, 2012).

Lullabies help children's language development (Nelson, 2014). McDonald (2007) and Chen-Hafteck (1997) mentioned that lullabies are used to smooth down a baby, but later researchers found out that it helps language development phases to be carried quickly and easier. Such as early perception of sound, pre-musical and prelinguistic vocalization and the emergence of singing and speech (Chen-Hafteck, 1997). In this research, researcher says that parents do not need to use formal language. They can create their own and simple song for the baby (Alisaari & Heikkola, 2017). This will help them to have strong communication and link between them. The research shows that lullaby has a positive impact on children's vocal development, so it proves that children, who were having their parents to sing to them regularly, displays significant development on language skills and this condition will be seen in early communication skills. Furthermore, lullabies help children to have inclusive language development, literacy, child emotional and behavioral regulation, parent-child attachment, and family functioning (Mindell & Williamson, 2017).

Karatay (2007) describes the use of language in the transmission of national and universal values, the development of the world of imagination, the ability to perceive abstract concepts, emphasizing that it is an important place in the development of skills. Mert (2012) says that fairy tales are one of the basic educational tools in mother tongue teaching, emphasizing that they are very effective in improving the listening skills.

Cyprus Turkish Children Literature Elements in The Stories According to Years

There are beautiful examples of such literary creations in Turkish Cypriot literature. In particular, the tendency of Cypriot women writers to produce studies in children's literature is striking (Genish & Dyson, 2009). As an example of Turkish Cypriot writers and researchers we can give the following names: Ayşen Dağlı since 1993, 14 books have been published which are actively involved in literature (poetry and fairy tales), 5 for adults and 9 for children (Dağlı, 2009). Ayşen Dağlı, who believes that the world is in need of masks and that the facts are

created for the big ones, is the way that the wise ends with the happy ending. In addition to these studies, the Acemi Dilci Series, which Dağlı has prepared for children, was published in 2010. Here the author states that children have a fun way to help them gain literacy skills in reading and writing (Kırgoz, 2014; Dagli, 2010). The researcher, a poet Neriman Cahit, has included the themes such as peace, brotherhood, love, tolerance and Mediterranean in poems written for children. In her poems, she emphasized the need to leave a more beautiful world for the children and says that the world and her country are concreted in the poem "Concretisation". In her poems, she emphasizes that people, hearts and the future of today's children are lost spiritually because of concretisation. The Treasures of Cyprus Inscriptions, which Derya Atamer mentioned, consist of three series. The first one is the Lost Treasure in Kyrenia, the second is the Lost Treasure of Richard the Lionheart and the third one is named as Mystery of Lion Castle (Atamer, 2017). In these three-story books, the author invites children to an adventurous adventure starting from the historical sites of Cyprus. Derya Atamer, a Turkish Cypriot writer who writes in the field of children's novels, describes the events in two societies in Cyprus before 1974 period in her novel called "The Children of Green Island" in the eyes of two close friends, Cengiz and Yorgo (Tekin, 2013). In general, "peace" which we often encounter in literary texts in North Cyprus shows itself here. Tekin's another children's novel, Beyond the Seas, is a children's novel written in the form of an adventure (Tekin, 2017). With a fascinating narrative, she takes the child on an extraordinary journey. The texts created by contemporary Cypriot women for children are of great value to children for their life, collectivity, cultural values, and sensitivity to the concept of family.

Conclusions & Discussions

Children's literature is a field that has not been adequately studied in the Turkish Cypriot literature. In today's world, awareness about the concepts of child and child literature is increasing. As modern technology affects every aspect of the society, major changes in education and family concepts have also revolutionized. In today's world, audiovisual tools often contribute to education on the technological dimension. It will continue to do so, which is an inevitable reality. However, the literary texts are as valuable and important as the pleasure that the meeting with the children's literature and that no technological device can give them. Mother tongue education begins as soon as the child arrives in the world and continues to thrive with what he has heard from his/her mother. Tales, lullabies, riddles, short stories, and novels from children's literature works provide great contributions to children both cognitively and emotionally. Women who created such works often tried to give these works a different dimension with the maternal instinct they carry. It is noteworthy that in the Turkish Cypriot literature, the names that give the most work for children are women. The sensitivity of women in various roles in the society is also reflected in their literary works. Among the topics that Cypriot women writers often work on are the love of

mother and child, the value given to the child, the promotion of Cypriot culture, the desire to live in peace, environmental awareness, technology dependency, working parent and child relations. Along with the changing world, many perceptions in our lives also change. The concept of children and children's writing comes first (Kırgoz, 2014; Cahit, 2011). It is of great importance to examine the works that contribute to the education of children who are the future of society.

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