



Current Problems of Children's Literature Through the Eyes of Today's Poets and Authors and Proposed Solutions to These Problems

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ABSTRACT

The purpose of this study is to investigate today's poets' and authors' perspectives on the problems of children's literature and the solution to these problems. The research used the case study method. The research group consists of seventy poets and authors. The aim of this research is to examine the views of today's poets and authors on the problems of children's literature and the solution to these problems. The case study method was used in the study. Seventy poets and authors constitute the study group of the research. In the light of the data obtained as a result of the interviews with all today's poets and authors in the study group, the most important problems of children's literature have emerged as "Ignoring the developmental level of the child", "Commercialization of children's literature", "Style-related problems in children's literature authors" and "Supervision problem in children's literature works". The study offers solutions such as "Children's development levels should be considered", "Children's literature works should contribute to the development of the child", "Children's literature books should be inspected" and "The language used should be considered". The problems of children's literature and the suggestions produced to these problems are also discussed based on the gender and age variable. It has been determined that the problems and solutions determined by age and gender and the problems and solutions determined by all today's poets and authors are similar.

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Publication Ethics Statements

Authors' Contribution Rate

Conflict of interest

The researchers thank the authors and poets who contributed to the research.

The research was conducted in compliance with the principles of publication ethics. Prior to initiating the research, it was unanimously determined that this study adheres to ethical standards, as shown by the decision numbered GO 2021/216 adopted at a meeting of the Burdur Mehmet Akif Ersoy University's Non-Interventional Clinical Research Ethics Committee on 02.06.2021.

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Introduction

The status and significance of a child in society have evolved throughout time. Child began to gain prominence in society in the 17th century. As Postman puts it, “the idea of childhood is one of the greatest inventions of the Renaissance, perhaps the most humane” (1995, p. 8). Following the publication of Rousseau's *Emile*, the notion of family, founded on love, began to emerge, and the importance and value of the child in the family began to increase (Sever et al., 2007, p. 69; Neydim, 2000, p. 12). Rousseau thinks that human flaws can be corrected through education. In *Emile* (1762), he stated that “reading is the whip of childhood because books teach us to talk about things we know nothing about” (Postman, 1995, p. 25). However, Rousseau finds it objectionable to teach children's works of imagination. According to him, dreams are the genesis of all evil. That's why he opposes fairy tales. He calls for the inclusion of instructive works in children's education. He desires values such as honesty, virtue and self-sacrifice to be prioritized in works written for children (Sınar Çılgın, 2007, p. 42).

For centuries, the child has been considered as a diminutive human, miniature human, less talented creature, less developed than adults, and s/he has been raised with these thoughts (Jacquin, 1969, p. 17). Children cannot produce logical and objective thoughts like adults; they learn everything new. In other words, there are always situations that are experienced and learned 'for the first time' in their lives (Dilidüzgün, 2003, p. 41). Those that create books for them should also unveil their goods while keeping these parameters in mind. This process begins with the identification and development of children's literature. Children's literature is not a child's work, it is a feast of authors and illustrators who can keep the child in them alive. Its purpose is to share the common feelings, curiosity and interests of the children of the world through writing and drawing. Children's literature was not born out of belittlement of children, as is believed (Şirin, 1994, p. 12). Children's literature has started to form and develop by deserving its own space in literature, with the recognition of the child in the historical process and starting to value them. With the adoption of 1979 as the World Year of the Child, the works written for children in our country began to be published much more than before. As the number of authors of children's literature and the quantity of their works expanded, an issue with quality began to emerge. The problems that may prevent the development of children's literature from author, reader, publisher, work and other variables have been handled by researchers in many aspects. Again, what needs to be done to solve these problems was discussed on the same scientific level. Attempts have been made in this research to give a fresh viewpoint on children's literature by looking at the challenges of children's literature and solutions to these difficulties through the eyes of today's poets and authors.

Literature Review

Development of Children's Literature from the Beginning to the Present

It is known that the first book for children was written in India in the 6th century BC. The story of a prince trainer Brahma is told in this book (Şimşek, 2007, p. 30). The

idea of "childhood" and organizing some literary works for children's reading emerged in the 16th century. In the 17th century, stories from the Middle Ages, fairy tales and legends from the old period were used in children's literature (Şirin, 1994, p. 59). John Locke's thoughts on child education in his work "Some Reflections on Education" (1693) had a great impact all over the world. Locke suggested using the sense of curiosity in children as a stimulant (Şirin, 1987, p. 15). Even after centuries, this element emerges as one of the basic principles of today's children's literature.

Modern children's literature began in the West in the 18th century and in our country in the 19th. The development of the printing press, the Industrial Revolution, the increase in the rate of urbanization, the enlightenment, and the emergence of nation states have changed the social structure and the society's view of "children", and this change has made a child-specific literature necessary (Sever et al. 2007, p. 67). In the works written for children at the beginning of the 19th century, purposes such as introducing the phenomenon of religion, adopting moral rules and providing a character formation in the child were pursued (Şirin, 1987, p. 18). Due to the misunderstanding of Rousseau's understanding of education, the works written in the late 18th and 19th centuries were mostly created with instructive and moral content (Demirel et al., 2010, p. 72). Jules Verne won the love of children with his science fiction novels and brought a new breath to children's literature. With his works, he succeeded in moving children's literature away from its educational and moral purpose. *Alice in Wonderland*, written by Charles Lutwidge Dodgson and published under the pseudonym Lewis Carroll, was the first work that completely destroyed the idea that "works written for children should carry instructive and moral messages" (Sınar Çılgın, 2007, p. 47). In the middle of the 20th century, with the effect of the Second World War, children's literature works began to be published in an extremely instructive manner, with the aim of creating a uniform human being by fictionalizing rigid idealized male and female heroes. This mistake was reversed after the end of the Second World War, and the number of works prioritizing an understanding that is suitable for the reality of children and emphasizing the equality of men and women increased, and children's literature began to be restructured with this understanding (Sever et al. 2007, p. 67; Nedim, 2000, p. pp. 8-9,26). In the 20th century, children started to become more interested in fantastic works. Astrid Anna Emilia Lindgren's *Pippi Long Stockings* series had a great impact at the time of its publication. A girl named Pippi is against the usual child type. The author criticizes the strict rules of society through the character of Pippi. She draws the character of an independent and loving child who can solve problems. Antoine de Saint Exupery's *The Little Prince* has become a work that adults read fondly, with its philosophical dimension as well as its fantastic fiction. Another important author of this century is Christine Nöstlinger. *The Cucumber King*, with his opposition to and criticism of authority, her fiction that prioritizes democratic solutions and lifestyle, makes important contributions to the formation of democratic cultural awareness in children.

In the historical development of children's literature in our country, we come across *Dede Korkut Stories* first. Children play an important role in these stories. It is noteworthy that the child is not named immediately and is expected to act as a hero, those who do not

have children are hosted in the black tent and served with black sheep stew, those with a daughter are hosted in a red tent, and those with a son in a white tent. These stories are important in that they show that adults are divided into classes based on the presence and gender of their children, and that children have to gain a place in society according to their actions (Sınar Çılgın, 2007). In the 17th and 18th centuries, we see that two works on the child were written. These are the moral-educational mathnawi named "Hayriyye" (1701), which Nâbî wrote for his son Ebu'l-hayr Mehmed Çelebi in the 17th century, and Sünbülzâde Vehbî's "Lutfiyye" (1791) written as a nazire to this work in the 18th century. Due to the advice they contain, these predominate in terms of instructional and moral characteristics (Uludağ, 2009, p. 779). Münif Pasha, the Abdülhamid period's Minister of Education, authored an essay titled "Ehemmiyet-i Terbiye-i Sıbyan (The Importance of Educating Children)" (1862) in the *Mecmua-ı Fünûn*. He contrasted European child education with Ottoman schooling in the essay, which provides significant insights on child education. He was opposed to teaching children via corporal punishment and asserted categorically that youngsters should be put to school. Münif Pasha's approach to the issue and his concepts ignited a new and transformative wind in education (Sınar Çılgın, 2007). In his work "Aile (Family)" Namık Kemal underlined the significance of teaching the child inside the family (1872). The family/home is the first location where the child will get education, followed by school. He added that he desired for the boy to develop into a strong-willed adult as a result of the schooling he would get (Sınar Çılgın, 2007). These studies in education and the translation of some works that were among the world children's classics in the Tanzimat period into our language are important studies that serve children's literature. This enlightenment in the Tanzimat period was continued by turning it into a state policy in the Republican period (Nedim, 2000, pp. 22-25). Again in this period, children's and youth literature gained a very important momentum in our country. The desired change has begun to occur in children's literature with the works of authors such as Tevfik Fikret, Naki Tezel, Eflatun Cem Güney, Tahir Alangu, Oğuz Tansel, Mustafa Ruhi Şirin, Ziya Gökalp, Fazıl Hüsnü Dağlarca, Mehmet Necati Öngay, Cahit Uçuk, Nazım Hikmet, Aziz Nesin, Rıfat Ilgaz, Yalvaç Ural, Muzaffer İzgü, Mehmet Seyda, Cahit Zarifoğlu, Ayla Çınaroğlu, Ayla Kutlu, Aytül Akal, Mavisel Yener. Today, Gülten Dayıoğlu is a well-known author of children's tales and books. Fadiş, which she authored in 1971, is the first step toward whatever is intended to be developed in the world of children via a work of high-quality today's children's literature.

There are several studies in the literature that identify the difficulties with children's books and the remedies to these problems (Şirin, 1994; Nedim, 2000; Sever, 2003; Dilidüzgün, 2004; Sever, 2006; Erkul, Başöncül & Sezer, 2007; Süer Sezgin, 2007; Soysal, 2007; İpşiroğlu, 2007; Bozdağ, 2007; İlkan & Akyüz, 2007; Ceylan, 2007; Sarar Kuzu, 2007; Sever, 2008; Maltepe, 2009; Dağlıoğlu & Çamlıbel Çakmak, 2009; Büyükkavas Kuran & Ersözlü, 2009; Uğurlu, 2010; Oğuzkan, 2010; Gültekin, 2011; Çiftçi, 2011; Çintaş Yıldız, 2011; Cengiz, 2012; Atman, Çat, Gökbulut & Mudu, 2012; İnce Samur, 2012; Gökçe, 2012; Kartal & Çağlar Özteke, 2012; Ulutaş & Kıymaz, 2012; Tüfekçi Can, 2013; Arısoy, 2014; Turkish Language of Children and Early Youth Literature Special Issue, 2014; Fırat & İpek Eğilmez, 2014; Özözen, 2014; Er Yeşilhan,

2015; Gedikoğlu Özilhan, 2015; Akgül Barış & Ece, 2015; Fırat & Çeker, 2016; Şen, 2016; Otmar, 2017; İpek, 2017; Aktan & Aydın, 2018; İnce Samur, 2018; Bulut, 2018; Kuru, 2018; Barutçu & Açıık, 2018; Küçükler Kuşcu, 2018; Çer, 2019; Çevik & Müldür, 2019; Yavuz, 2019; Good Book Children and Youth Books Magazine, 2020; Kavan & Akin, 2020; Aydogdu & Alkan, 2020; Dedeoğlu and Erbasan, 2021).

Aim and Significance of the Study

Although the opinions of the authors on the problems and solution suggestions of children's literature are frequently consulted in the literature, no study has been found that refers to the opinions of today's poets and authors. However, since we cannot think of children's literature in a disconnected way from literature, it is thought that today's poets and authors, with their artistic sensitivities, will contribute to the field with their views on the problems of children's literature and the solutions they produce for these problems. There is no study in the literature that deals with the problems and solution proposals of children's literature from the point of view of today's poets and authors. Again, the absence of any study examining these problems and solutions in terms of the age and gender variables of the authors makes this study important and unique.

Answers to the following questions were sought within the framework of the views of today's poets and authors on the current problems of children's literature and the solution to these problems:

1. What are the views of today's female poets and authors on the current problems of children's literature?
2. What are the views of today's male poets and authors on the current problems of children's literature?
3. What are the views of all of the today's poets and authors on the current problems of children's literature?
4. What are the suggestions of today's female poets and authors to solve these problems?
5. What are the suggestions of today's male poets and authors to solve these problems?
6. What are the suggestions of all of the today's poets and authors for the solution to these problems?
7. What are the views of today's poets and authors between the ages of 18-30 on the current problems of children's literature?
8. What are the views of today's poets and authors between the ages of 31-60 on the current problems of children's literature?
9. What are the views of today's poets and authors aged 61 and over on the current problems of children's literature?
10. What are the suggestions of today's poets and authors between the ages of 18-30 for the solution to these problems?

11. What are the suggestions of today's poets and authors between the ages of 31-60 for the solution to these problems?

12. What are the suggestions of today's poets and authors aged 61 and over to solve these problems?

Method

Research Design and Publication Ethics

Before commencing the research, it was unanimously decided that this study is in line with ethical standards, with the decision numbered GO 2021/216 taken at the meeting of the Non-Interventional Clinical Research Ethics Committee of Burdur Mehmet Akif Ersoy University, dated 02.06.2021. The poets and authors in the research group were informed and their consents were obtained.

The study, which was conducted to determine the views of today's poets and authors on children's literature problems and their solutions to these problems, was designed within the framework of case study. Case studies are seen as a distinctive approach used in seeking answers to scientific questions (Büyüköztürk et al., 2020, p. 23). A case study is a method that examines a single situation or event in depth longitudinally, requires the systematic collection of data, and examines events that occur in the real environment. The case study reveals why the event occurred the way it did and what should be focused on in future studies.” (Subaşı and Okumuş, 2017, p. 420). This study followed a systematic way in accordance with the case study, including the stages of collecting data about a situation, analyzing and interpreting these data. Thus, it was aimed to report the data obtained during the research process in a clear and understandable way.

Participants

The study group was determined according to the criterion sampling method among one of the purposeful sampling types. In the formation of the study group, it was determined that the participants were poets, authors, poets/authors. Participants consisted of 70 poets and authors who were contacted via email, Facebook and WhatsApp in July 2021. As indicated in Table 1 below, a total of seventy poets and authors, including 6 female and 22 male poets, 4 female and 9 male authors, and 8 female and 21 male poets/authors participated in the research. Although these poets and authors have poems and other works written in the field of children's literature, they can be defined as artists who write for adults.

Table 1. Distribution of Today's Poets and Authors by Gender

Gender	Poet		Author		Poet /Author		Total	
	f	%	f	%	f	%	f	%
Female	6	8,5	4	5,7	8	11,4	18	25,7
Male	22	31,4	9	12,8	21	30	52	74,2
Total	28	39,9	13	18,5	29	41,4	70	100

Data Collection

During the research procedure, the poets and authors in the study group were asked by the researchers via email, Facebook and WhatsApp, the problems of children's literature and solutions for these problems. Feedback was received from 70 poets and authors. The problems of children's literature and the suggestions produced to these problems were also discussed according to the gender and age variable. The opinions of today's poets and authors were itemized with the method of content analysis, the same itemization in the context of gender variable according to whether today's poets and authors are male or female. They were interpreted in the context of age variable according to whether they were 18-30 years old, 31-60 years old, 61 years old or more. Data were collected through document review. Document review "involves the examination of written documents conveying information regarding the case or cases under investigation" (Aypay, A. et al. 2011, p. 239).

Data Analysis

The data were subjected to content analysis and descriptive analysis. Content analysis approach is widely employed in studies where data are gathered through open-ended questions. Content analysis is a method for identifying the presence of specific words, facts or concepts in a collection. In this technique, inferences are produced by identifying the meanings and relationships of words, facts or concepts (Büyüköztürk et al., 2020). Categorical analysis, which was used in the research, is generally dividing a particular message into units and then grouping these units into categories according to predetermined criteria (Yaman, Çetinkaya Mermer, Mutlugil, 2009). On the other hand, descriptive analysis is a sort of analysis that entails summarizing and interpreting data according to predetermined themes or categories. The purpose of this sort of analysis is to summarize and explain the results for the reader. Descriptive analysis takes place in four stages. In the first stage, a framework is created based on the conceptual framework of the research, the literature review and the dimensions obtained from the research questions. Thus, it is determined under which themes or categories the data will be organized and presented (Dawson, 2009). After this stage, the researcher defines the data he has arranged. Then, the researcher explains, relates and makes sense of the findings he has defined (Yıldırım & Şimşek, 2013).

By examining the data using the descriptive analysis approach, codes were established, these codes were then classified into sub-categories, and these sub-categories were further sorted into meaningful groupings and categories. Thus, codes at the level of words and phrases were identified in the data collected from all poets and authors, these codes were categorized. Then subcategories were generated at the phrase and sentence levels, and categories were established by patterning the subcategories in a coherent fashion. The results section includes an example of the code that is believed to be the most precise for each sub-category among the codes that enable sub-category determination. Thus, the 'validity' of the research was ensured.

'Reliability' in the transformation of raw data into codes and categories was ensured by the joint contributions of both authors, a children's literature expert, and an expert in educational measurement to the process. Calculation was made with the Krippendorff Alpha coefficient (α) to determine the coefficient of agreement among the raters. This coefficient is used to determine the agreement between raters (Krippendorff, 1995). It was observed that the value of agreement between the raters, namely the Krippendorff Alpha coefficient (α), varied between .75 and .90.

Findings

The data on the current problems of children's literature and the solution proposals created by today's poets and authors were coded. Below are examples of sentences that are thought to explain that item for each item.

The findings for the first three research questions are given in Table 2.

Table 2. Current Problems of Children's Literature According to Today's Female and Male Poets and Authors and According to All Today's Poets and Authors

Problem Source	Problems	Female		Male		Total	
		f	%	f	%	f	%
AUTHOR	1. Ignoring the development level of the child	4	5.7	18	25.8	22	31.6
	2. Style-related problems in children's literature authors	4	5.7	15	21.3	19	27.1
	3. Written children's books by authors who do not know about children's world	3	4.2	3	4.2	6	8.5
	4. Assuming children's literature as a simple literature	2	2.8	2	2.8	4	5.7
	5. The fact that children's literature works are written by adults	1	1.4	1	1.4	2	2.8
PUBLISHER	1. Commercialization of children's literature	6	8.6	16	22.9	22	31.6
	2. The problem of supervision in children's literature works	5	7.1	14	19.9	19	27.1
	3. Problems of economic origin	1	1.4	5	7.0	6	8.5
	4. Ignoring author-illustrator harmony in children's books	1	1.4	5	7.0	6	8.5
	5. Inadequate delivery of children's books to children	2	2.8	1	1.4	3	4.2
	6. Censorship problem	2	2.8	1	1.4	3	4.2
	7. Problems caused by translation	-	-	2	2.8	2	2.8
READER	1. Failure of families to set an example for children	3	4.2	7	9.9	10	14.2
	2. Teachers' failure to set an example for children	2	2.8	4	5.6	6	8.5
	3. Failure to create love for books in preschool	1	1.4	2	2.8	3	4.2
ARTWORK	1. Negative examples in children's books	5	7.1	4	5.6	9	12.8
	2. Ideological thoughts in children's books	4	5.7	4	5.6	8	11.4
	3. The problem of innovation in children's literature	2	2.8	4	5.6	6	8.5
	4. The fact that children's books offer advice	2	2.8	3	4.2	5	7.1
OTHER	1. No idea	2	2.8	13	18.5	15	21.4
	2. Insufficient culture of criticism	-	-	1	1.4	1	1.4

Based on the opinions of today's poets and authors, the sub-categories related to the problems and suggestion for solution were classified as Author, Publisher, Reader, Artwork and Other. As can be seen in Table 2, the problems determined by using the views of today's poets and authors are as follows: Author-oriented problems; Ignoring the developmental level of the child, Style-related problems in children's literature authors, Written children's books by authors who do not know about children's world, Assuming children's literature as a simple literature, and The fact that children's literature works are written by adults; Publisher-oriented problems: Commercialization of children's literature, Supervision problem in children's literature, Problems of economic origin, Failure to pay attention to author-illustrator harmony in children's books, Inadequate delivery of children's books to children, The problem of censorship, and The problems resulting from translation; Reader-oriented problems: Failure of families to set an example for children, Teachers' failure to set an example for children, and Failure to create love for books in preschool. Artwork-oriented problems: Negative examples in children's books, Ideological thoughts in children's books, The problem of innovation in children's literature, and The fact that children's books offer advice. Other problems: Those who have no idea and Insufficient Culture of Criticism.

The current problems of children's literature determined by today's female and male poets and authors are as in Table 2. The findings with the highest rate among the views of today's them are "Commercialization of children's literature" with 8.6%; "Supervision problem in children's literature works" and "Negative examples in children's books" with a rate of 7.1%; the findings with the lowest rate were "Problems of economic origin" with 1.4%; "Ignoring author-illustrator harmony in children's books"; the findings of "Failure to create love for books in preschool ", and "Children's literature works are written by adults". The findings of "Problems caused by translation" and "Insufficient culture of criticism" were not stated as a problem by female poets and authors.

Based on the views of today's male poets and authors, while "Ignoring the developmental level of the child" with 25.8%, "Commercialization of children's literature" with 22.9%, and "Style-related problems in children's literature authors" with 21.3% is at the top of the table, "Censorship problem", "The inadequate delivery of children's books to children", The fact that children's literature works are written by adults" and "Insufficient culture of criticism" had the lowest ranks with a rate of 1.4%.

The prominent current problems of children's literature are "Ignoring the developmental level of the child" with 31.6%, and "Commercialization of children's literature" with 27.1%, "Style-related problems in children's literature authors" and "Supervision problem in children's literature works", and " Failure of families to set an example for children" with 14.2%.

Examples of Codes Constituting the Sub-Categories of Current Issues in Children's Literature According to Today's Poets and Authors

Ignoring the Developmental Level of the Child

(P,14): *"Children's books are authored without considering child development and psychology."*

Commercialization of Children's Literature

(P,17): *“Those who write for adults write for children because of financial concerns.”*

Style-Related Problems in Children's Literature Authors

(P,40): *“The author needs to have a grasp of Turkish language and know what kind of language should be established for a child at what age.”*

The Problem of Supervision in Children's Literature Works

(P,18): *“The main problem is that the works are presented without the editor's filter.”*

Failure of Families to Set an Example for Children

(P,22): *“Children cannot be forced to read books. Parents should set an example.”*

Negative Examples in Children's Books

(P,4): *“It is very sad that there are books that support pedophilia among the works published recently.”*

Ideological Thoughts in Children's Books

(P,31): *“Adults want to think for children, write for them and shape them. Children are not dough. Everyone approaches according to their own ideological structure, but the result does not change.”*

The Problem of Innovation in Children's Literature

(P,59): *“Children's literature works should be on the side of the current, new and original a little more.”*

Problems of Economic Origin

(P,66): *“People with a developed sense of aesthetic pleasure are not interested in the price of the book.”*

Written children's books by authors who do not know about children's world

(P,55): *“For one thing, everyone should not attempt to write in the field of children's literature.”*

Teachers' Failure to Set an Example for Children

(P,2): *“Unfortunately, most of the teachers cannot provide good guidance on what to read in children's literature.”*

Ignoring Author-Illustrator Harmony in Children's Books

(P,23): *“Visuals and illustrations in books should be beautiful. Book cover design should be good.”*

The fact that children's books offer advice

(P,60): *“There is an invasion of books that constantly give advice to children but cannot contribute to the development of their literary tastes.”*

Assuming Children's Literature as a Simple Literature

(P,62): *“Writing for children is regarded as simple and easy to, resulting in shallow, childlike texts.”*

Inadequate Delivery of Children's Books to Children

(P,66): "... because one of the primary problems of children's literature is the difficulty of bringing the author's work (no matter how well s/he writes) to the reader."

Censorship Problem

(P,53): "One of the most important problems is censor."

Failure to create love for books in preschool

(P,12): "The biggest problem of children's literature is the mentality that adopts buying a tablet instead of a book.."

Problems Caused by Translation

(P,61): "The low quality of translation in translated works..."

The Fact That Children's Literature Works Written by Adults

(P,56): "Unfortunately, children's literature writing is in the hands and responsibility of adults."

Insufficient Culture of Criticism

(P,61): "Another important problem of children's literature is the inadequacy of the culture of criticism."

The findings for the fourth, fifth and sixth research questions are given in Table 3.

Table 3. Suggestions for Solving Current Problems of Children's Literature According to Today's Female and Male Poets and Authors and According to All Today's Poets and Authors

Solutio n Source	Suggestions	Female		Male		Total	
		f	%	f	%	f	%
AUTHOR	1. Children's development levels should be considered	8	11.4	12	17.1	20	28.5
	2. Attention should be paid to the language used	2	2.8	7	9.9	9	12,8
	3. Children's literature authors should be provided with a pedagogical education	3	4.2	6	8.5	9	12,8
	4. Children's literature authors should be innovative	4	5.6	1	1.4	5	7.1
	5. Children's literature should not be considered as a simple literature	1	1.4	1	1.4	2	1.4
	6. Children should make children's literature	-	-	2	2.8	2	1.4
PUBLISHER	1. Children's literature books should be inspected	5	7.1	9	12.8	14	20
	2. Editorial and translation budgets of publishing houses should be increased	1	1.4	2	2.8	3	4.2
	3. Attention should be paid to author-illustrator harmony	-	-	2	2.8	2	2,8
READER	1. Teachers should educate themselves and set an example for children	5	7.1	2	2.8	7	10
	2. Children should be gained the habit of reading books	2	2.8	5	7.1	7	10
	3. Parents should educate themselves and set an example for children	3	4.2	3	4.2	6	8,5

	4. Books should be introduced as an object into children's lives in preschool	-	-	1	1.4	1	1,4
ARTWORK	1. Children's literature works should contribute to the development of the child	8	11.4	6	8.5	14	20
	2. Children's books should be away from the elements such as violence, sexuality, abuse, etc.	1	1.4	6	8.5	7	10
	3. Children should gain universal values	2	2.8	4	5.6	6	8,5
	4. It should arouse a feeling of hope and love in the child	2	2.8	2	2.8	4	5.7
	5. Books written must conform to our core values and culture	2	2.8	2	2.8	4	5.7
	6. Ideological thoughts should not be subject to children's literature	1	1.4	2	2.8	3	4,2
OTHER	1. A culture of criticism should be developed	-	-	2	2.8	2	2,8
	2. The state should allocate a budget for children's literature	1	1.4	1	1.4	2	2,8
	3. Children's literature course should become mandatory in universities	-	-	1	1.4	1	1,4

In Table 3, solutions for the problems of children's literature by today's poets and authors are given. Author-based solution suggestions have been determined as Children's development levels should be considered, Attention should be paid to the language used, Children's literature authors should be provided with a pedagogical education, Children's literature authors should be innovative, It should be understood that it is not a simple literature, and Children's literature should be made by children. Suggestions for solutions originating from publishers: Children's literature books should be inspected, Editorial and translation budgets of publishing houses should be increased, and Author-illustrator harmony should be considered. Reader-based solution suggestions: Teachers should educate themselves and set an example for children, children should be given the habit of reading books, parents should educate themselves and be an example for children, and books should be introduced into children's lives as an object before school. Artifact-based solution suggestions: Children's literature works should contribute to the development of the child, Children's literature should be free from elements such as violence, sexuality and abuse, Children's literature should give children universal values, Children's literature should evoke a sense of hope and love in children, The books written should conform to our core values and our culture, and Ideological thoughts should not be the subject of children's literature. Solution suggestions from other sources: A culture of criticism should be developed, The state should allocate a budget for children's literature and Children's literature courses should become mandatory in universities.

The solutions determined by today's male and female poets and authors to the current problems of children's literature are as in Table 3. In the light of the data obtained from today's women poets and authors, the findings of "Children's development levels

should be considered" and "Children's literature works should contribute to the development of the child" ranked at the top with 11.4%. "Children's books should be away from violence, sexuality, abuse etc.", "Ideological thoughts should not be subject to children's literature", "Editorial and translation budgets of publishing houses should be increased", "The state should allocate a budget for children's literature", and "Children's literature should not be considered as a simple literature" were the lowest with 1.4%. Findings such as "A culture of criticism should be developed", "Children should make children's literature", "Author-illustrated harmony should be considered", "Books should be introduced as an object into children's lives in preschool" and "Children's literature lessons should become mandatory in universities" has not been specified by female poets and authors as a solution to the current problems of children's literature.

Among the opinions of today's male poets and authors, "Children's development levels should be considered" with 17.1% and "Children's literature books should be inspected" with 12.8% were at the top. Findings such as "Children's literature authors should be innovative", "Children's literature should not be considered as a simple literature", "The state should allocate a budget for children's literature", "Books should be included in children's lives as an object in preschool" and "Children's literature course should become mandatory in universities" with a rate of 1.4% ranked at the bottom.

Among the prominent suggestions offered by all poets and authors who took part in the study to address the issues facing children's literature are "The developmental levels of children should be considered" with 28.5%, "Children's literature works should contribute to the development of the child" and "Children's literature books should be inspected" with %20, and "Attention should be paid to the language used", "Children should make children's literature", and "Children's literature authors should be provided with a pedagogical education" with 12.8%.

Examples of Codes Forming the Sub-categories of Today's Poets and Authors' Suggestions for the Solution to Current Problems in Children's Literature;

Children's Development Levels Should Be Taken Into Consideration

(P,1): *"Writing story and fairy tale books by considering the age ranges and development levels of children..."*

Children's Literature Works Should Contribute to the Development of the Child

(P,50): *"They should be encouraging. They should be such works that encourage children to constantly develop, renew and research themselves."*

Children's Literature Books Should Be Inspected

(P,1): *"An independent committee should be established to monitor and inspect children's books"*

Attention Should Be Paid to The Language Used

(P,62): *"The solution is for those who write for children to work harder, to rewrite a piece in a manner that achieves profundity via simplicity."*

Pedagogy Education Should Be Obligatory to Children's Literature Authors

(P,67): *“So, first of all, it is necessary to separate the thing called writing for children from writing anything else. Only the people who have been trained should write.”*

Teachers Should Educate Themselves and Set an Example for Children

(P,52): *“Teachers have a critical role and are accountable for exposing students to high-quality literature, but there are issues with both the general and specialized characteristics of teacher education.”*

Children Should Be Supported to Develop an Interest in Reading

(P,69): *“Undoubtedly, the child should be given the habit of reading books; however, it is useful to do this step by step.”*

Children's Books Should Be Free from Violence, Sexuality, Abuse Elements etc.

(P,49): *“Among My Author friends having an educational background, no one has never included a theme in children's fiction that is detrimental to children's worlds.”*

Children's Books Should Bring Universal Values to Children

(P,70): *“They should be a tool for the child to reach the universal.”*

Parents Should Educate Themselves and Set an Example for Their Children

(P,67): *“Families should not just hand the youngster the book and go. Parents should act as a 'companion' to them in reading books..”*

Children's Literature Authors Should Be Innovative

(P,56): *“While conveying some things about life children's books should make children think, ask questions, arouse curiosity and open new horizons for them.”*

It Should Arouse a Feeling of Hope and Love in the Child

(P,54): *“Love and unlovedness are the child's boundary and nerve ends. That is the proper way to see the child.”*

Books Must Conform to Our Core Values and Culture

(P,23): *“Tales can be written in accordance with our own values and culture.”*

Ideologies Should Not be The Subject of Children's Literature

(P,69): *“The ideas that we can call ideological extremes should not enter children's books...”*

Editorial and Translation Budgets of Publishers Should Be Increased

(P,61): *“Publishers should increase their editorial and translation budgets.”*

A Culture of Criticism Should Be Developed

(P,70): *“Authors and poets should act with a constructive and impartial critical attitude.”*

It should be understood that children's literature is not a simple literature.

(P,69): *““Children's literature is easier than adult literature” should not be acted upon.”*

Children Should Make Children's Literature

(P,31): *“We can help children write. Let children childishly shape life and the earth; because the world of grown-ups is not tolerated.”*

The State Should Allocate a Budget for Children's Literature

(P,69): “Relevant authorities should set aside their best investment in a corner for children to strengthen children's literature.”

Attention should be paid to the Author-Illustrator Harmony

(P,70): “The text and related images in the book must be in harmony in the necessary sense.”

The Book Should Be Introduced as an Object into Children's Lives in Preschool

(P,61): “In order to instill a love of books in children, books should be introduced into children's lives as an object before school.”

Children's Literature Course Should Become Mandatory in Universities

(P,54): “Children's literature classes should be taught by expert lecturers at universities.”

The findings for the seventh, eighth and ninth research questions are given in Table 4.

Table 4. Current Issues in Children's Literature According to Today's Poets and Authors Between 18-30 Years Old, 31-60 Years Old, and Over 61 Years Old

Problem Source	Problems	18-30 Years Old		31-60 Years Old		Over 61 Years Old		Total	
		f	%	f	%	f	%	f	%
AUTHOR	1. Ignoring the development level of the child	6	8.6	7	10	9	12.9	22	31.5
	2. Style-related problems in children's literature authors	4	5.6	8	11.4	7	10	19	27
	3. Written children's books by authors who do not know about children's world	-	-	5	7.1	1	1.4	6	8.4
	4. Assuming children's literature as simple literature	-	-	3	4.2	1	1.4	4	5.6
	5. Children's literature works are written by adults	-	-	2	2.8	-	-	2	2.8
PUBLISHER	1. Commercialization of children's literature	2	2.8	13	18.6	7	10	22	31.5
	2. The problem of supervision in children's literature works	6	8.6	9	12.8	4	5.7	19	27
	3. Problems of economic origin	1	1.4	4	5.6	1	1.4	6	8.4
	4. Ignoring author-illustrator harmony in children's books	1	1.4	3	4.2	2	2.8	6	8.4
	5. Inadequate delivery of children's books to children	-	-	3	4.2	-	-	3	4.2
	6. The censorship issue	-	-	2	2.8	1	1.4	3	4.2
	7. Problems caused by translation	-	-	1	1.4	1	1.4	2	2.8
READER	1. Failure of families to set an example for children	4	5.6	3	4.2	3	4.2	10	14
	2. Teachers' failure to set an example for children	1	1.4	4	5.6	1	1.4	6	8.4
	3. Inability to build enough love for books in preschool	1	1.4	1	1.4	1	1.4	3	4.2

ARTWORK	1. Negative examples in children's books	3	4.2	6	8.5	-	-	9	12.7
	2. Ideological thoughts in children's books	1	1.4	5	7.1	2	2.8	8	11.3
	3. The problem of innovation in children's literature works	1	1.4	4	5.6	1	1.4	6	8.4
	4. The fact that children's books offer advice	-	-	2	2.8	3	4.2	5	7
OTHER	1. Those who have no idea	6	8.6	7	10	2	2.8	15	21.4
	2. Insufficient culture of criticism	-	-	1	1.4	-	-	1	1.4

Current problems of children's literature stated by poets and authors aged 18-30, 31-60, and 61 and over are given in Table 4. 8.6% and 8.6% of today's poets and authors between the ages of 18-30; 10% and 12.8% of today's poets and authors between the ages of 31-60; 12.9% and 5.7% of today's poets and authors aged 61 and over, respectively, listed the findings of "Ignoring the developmental level of the child" and "Supervision problem in children's literature works" as the current problems of children's literature at the highest rate. 1.4% and 1.4% of today's poets and authors between the ages of 18-30; 1.4% and 5.6% of today's poets and authors between the ages of 31-60; 1.4% and 1.4% of today's poets and authors aged 61 and over stated the findings of "Failure to create a love for books in preschool enough" and "Teachers' failure to set an example for children", respectively, as the current problems of children's literature.

The findings for the Ten, Eleven, and Twelfth research questions are given in Table 5.

Table 5. Suggestions of Today's Poets and Authors for the Ages 18-30, Ages 31-60 and Ages 61 and Over for the Solution to Current Problems in Children's Literature

Solution Resource	Suggestions	18-30 Years Old		31-60 Years Old		Over 61 Years Old		Total	
		f	%	f	%	f	%	f	%
AUTHOR	1. Children's development levels should be considered	6	8.5	9	12.8	5	7.1	20	28.4
	2. Attention should be paid to the language used	1	1.4	4	5.6	4	5.7	9	12.7
	3. Pedagogy education requirement should be brought to children's literature authors	3	4.2	5	7.1	1	1.4	9	12.7
	4. Children's literature authors should be innovative	-	-	2	2.8	3	4.2	5	7
	5. It should be understood that it is not a simple literature.	-	-	2	2.8	-	-	2	2.8
	6. Children should make children's literature	-	-	2	2.8	-	-	2	2.8
PUBLISHER	1. Children's Literature Books Should Be Inspected	5	7.1	5	7.1	4	5.7	14	19.8
	2. Editorial and translation budgets of publishers should be increased	1	1.4	2	2.8	-	-	3	4.2

	3.	Attention should be paid to the author-illustrator harmony	1	1.4	1	1.4	-	-	2	2.8
READER	1.	Teachers should educate themselves and set an example for children	0	0.0	6	8.5	1	1.4	7	9.9
	2.	Children should be gained the habit of reading books	1	1.4	2	2.8	4	5.7	7	9.9
	3.	Parents should educate themselves and set an example for their children	3	4.2	1	1.4	2	2.8	6	8.4
	4.	The book should be included in children's lives as an object in preschool	-	-	1	1.4	-	-	1	1.4
ARTWORK	1.	Children's literature works should contribute to the development of the child	3	4.2	5	7.1	6	8.5	14	19.8
	2.	Children's literature should be free from elements such as violence, sexuality and abuse	3	4.2	4	5.6	-	-	7	9.9
	3.	Children should gain universal values	1	1.4	2	2.8	3	4.2	6	8.4
	4.	It should arouse a feeling of hope and love in the child	-	-	3	4.2	1	1.4	4	5.6
	5.	Books written must conform to our core values and culture	-	-	3	4.2	1	1.4	4	5.6
	6.	Ideological thoughts should not be subject to children's literature	-	-	3	4.2	-	-	3	4.2
OTHER	1.	A culture of criticism should be developed	1	1.4	1	1.4	-	-	2	2.8
	2.	The state should allocate a budget for children's literature	1	1.4	1	1.4	-	-	2	2.8
	3.	Children's literature course should become mandatory in universities	-	-	1	1.4	-	-	1	1.4

The solutions determined by today's poets and authors aged 18-30, aged 31-60, aged 61 and above to the current problems of children's literature are presented in Table 5. 8.5% and 7.1% of today's poets and authors between the ages of 18-30; 12.8% and 7.1% of today's poets and authors between the ages of 31-60; 7.1% and 5.7% of today's poets and authors aged 61 and over presented the findings of "Children's development levels should be considered" and "Children's literature books should be inspected", respectively, as the most important solution suggestions produced for the current problems of children's literature. 1.4% and 1.4% of today's poets and authors between the ages of 18-30; 2.8% and 2.8% of today's poets and authors between the ages of 31-60, 5.7% and 4.2% of today's poets and authors aged 61 and over, respectively, "Children should be gained the habit of reading books" and "Children should gain universal values". They presented their suggestions as relatively less effective solutions to the current problems of children's literature.

Discussion

Since the problems of children's literature and the solutions produced to these problems are interconnected, the tables are interpreted and discussed together. It is

observed that the answers given by the participants for the problems and solutions are close to each other. Today's female and male poets and authors have identified the following as the most important problems of children's literature: Ignoring the development level of the child, Commercialization of children's literature, Style-related problems in children's literature authors, Supervision problem in children's literature works. Apart from these items, female poets and authors prioritized the items that Negative examples in children's books and Ideological thoughts in children's books, while males prioritized the items that Failure of families to set an example for children, Problems of economic origin, and Ignoring author-illustrator harmony in children's books. It is also striking that 21.4% of all poets and authors (Women 2.8%, Men 18.5%) do not express any thoughts about the problems of children's literature. Looking at the percentages, it is seen that a larger proportion of men do not contribute. In the light of these results, no big difference was observed between the identified problems of children's literature in the context of gender. Both male and female poets and authors met on the plane of common problems.

The participants identified the following as their suggestions for the solution to current problems in children's literature: Children's development levels should be considered, Children's literature works should contribute to the development of the child, Children's literature books should be inspected, and Attention should be paid to the language used. While women poets and authors prioritize the items "Teachers should educate themselves" and "Children's literature authors should be innovative", male poets and authors prioritize the items "Pedagogy education should be obligatory to children's literature authors" and "Children's Literature Should Be Free from Elements such as Violence, Sexuality and Abuse". There were no poets and authors who did not express their opinions in the section of suggestions for the solution to current problems of children's literature. In the light of these results, no great difference was observed between the suggestions for the solution to the current problems of children's literature in the context of gender. Both male and female poets and authors have come together on the plane of common solutions.

Today's poets and authors aged 18-30, aged 31-60, 61 and over have identified the following as the most important problems of children's literature: Ignoring the developmental level of the child and The problem of supervision in children's literature works. Those between the ages of 18-30; those aged 31-60, and those aged 61 and over prioritized the items of Style-related problems in children's literature authors and Commercialization of children's literature. 8.6% of today's poets and authors between the ages of 18-30, 10% of today's poets and authors between the ages of 31-60, and 2.8% of today's poets and authors aged 61 and over did not express any thoughts about the problems of children's literature. Looking at the percentages, it is seen that poets and authors aged 61 and above contribute more. This can be attributed to the accumulation of experience and age, or to the fact that those at this age are more interested in children's literature. In the light of these results, no big difference was observed between the identified problems of children's literature in the context of age. Today's poets and authors of all age groups have met on the plane of common problems.

The most important suggestions offered by today's poets and authors for the solution to current problems of children's literature are as follows: Children's development levels should be considered, Children's literature works should contribute to the development of the child, Children's literature books should be supervised. While today's poets and authors between the ages of 18-30 prioritize the items such as; Today's poets and authors aged 31-60 prioritized the items: Teachers should educate themselves and set an example for children, and pedagogical education should be a condition for children's literature authors. Today's poets and authors aged 61 and over prioritized the items "Pay attention to the language used" and "Children should be made into the habit of reading books". In the light of these results, no great difference was observed between the suggestions for the solution to the current problems of children's literature in the context of age. Today's poets and authors in all age groups have come together on the plane of common solutions.

Since there is no research in the literature that evaluates the problems and solution suggestions of children's literature according to gender and age, whether the results coincide or not has been discussed over the problems and solutions defined by all current poets and authors.

The findings of the "Supervision problem in children's literature works", "Commercialization of children's literature" and "Problems of economic origin" in Table 2 overlap with the findings of the study of Erkul, Başöncül and Sezer (2007). This study discusses the problems of children's books in three parts. One of them is the problems of publishers. Süer Sezgin (2007) talked about problems such as the low number of publishing houses that recognize the reality of children and work with a team with sufficient knowledge and equipment, giving priority to publications that worry about money, bringing children together with sloppy translations, pirate publishing, and inconsistent price policies. Soysal (2007) touched upon the importance of publishing houses grouping books according to age groups, and drew attention to the problem of accepting every book in which concepts thought to be of interest to children and children is accepted as a work of children's literature and published for this reason. İpşiroğlu (2007) stated that under the influence of the consumption world we live in, publishing houses publish books that are superficial, oriented to quick consumption and create instant effects, with the idea of "sell more and make money". Bozdağ (2007) focused on the field of children's and youth literature in Turkey and stated that the number of systematic publications should increase. The investigation in the *Türk Dili Dergisi Çocuk ve İlk Gençlik Edebiyatı Özel Sayısı* (2014) focused on publishing and editing children's and youth literature. The thought that it would be too early to talk about the type of children's publications editorial in our country was expressed by Fatih Erdoğan, and it was stated that the editors should have pedagogical and literary knowledge and follow the developments in the field. The relevant issue emphasized that popular culture also has an impact on children's publishing and editing. It is also stated that it is difficult for children's publishing and editing to develop without changing the idea that "cheap book" is the only criterion for the reader. It is seen that the findings of these studies overlap with the findings of "Supervision problem in children's literature works", "Commercialization of children's

literature" and "Problems of economic origin". In addition, the findings of "Children's literature works should be inspected", "The editorial and translation budgets of publishing houses should be increased" and "The state should allocate a budget for children's literature" in Table 3 are also found as solutions for these studies, and they seem to overlap with the findings of these studies.

The problems of "Ideological thoughts in children's books", "Negative Examples in Children's Books" and "The fact that children's books offer advice" in Table 2 and "Ideological thoughts should not be subjected to children's literature" in Table 3 overlaps with the problem that the works of children's literature the content is generally dominated by a political or religious ideology, primarily preferred by publishing houses in the study of İlkan and Akyüz (2007). Şirin (1994, p. 194) emphasized that children's literature works should be fictionalized away from ideological thoughts, saying that children who read books containing ideological discourses can easily accept the practices of these thoughts in daily life and turn them into habits. Sever (2006)'s work in determining the criteria that should be found in children's literature works is also very striking in this context. The messages in the works of children's literature should not aim to make the child adopt the author's own thought or ideology by turning them into a judgment. These works should be written with an approach that is far from controlling and oppressive understandings; It should not approve of pretentiousness and superstitions, and should not make political or religious suggestions. Again Sever (2008, p. 30) emphasized that the author of a children's book is not a speaker who pursues an idea or belief and tries to convince children that it is true. İpşiroğlu (2007) finds it quite dangerous that children's literature is under the influence of ideological motivation. Among the features that children's books in Çer's (2019) study should have in educational terms, those that overlap with the findings of the researchers are as follows: Children's emotions and thoughts should not be suppressed and advice and orders should not be given to them. In children's books, irrational entities should not be used as a frightening element to make the child believe a belief or thought. Children's literature works should not be shaped by adults' value judgments, moral approaches, or ideological discourses. It is seen that the findings of these studies coincide with the findings of "Ideological thoughts in children's books" and "Children's books contain negative examples", "The fact that children's books offer advice" and "Ideological thoughts should not be subjected to children's literature" in Table 2. In the study of Tüfekçi Can (2013), the existence of ideology in children's literature was addressed from a different perspective, and the findings of this study do not directly overlap with the findings of our study. Tüfekçi Can (2013) emphasized that the ideological views reflecting the relationship between the individual and society are in children's literature due to the nature of literature. In addition, he advocates the idea that the child reader's knowing that ideology actually exists in the world he lives in will make him more competent in making sense of what is happening in the real world.

The finding of "Children's literature should be free from elements such as violence, sexuality and abuse" in Table 3 is in line with the study of Cengiz (2012). In his study, Cengiz states that many of Ömer Seyfettin's works, which are also included in Turkish textbooks, contain elements of violence. It has been concluded that the affirmation of

violence and discriminatory thoughts in children's books will negatively affect the mental health and identity development of the growing child. According to Sever (2003), life situations fictionalized in children's books should also provide examples and clues from real life. Based on this idea, the phenomenon of violence can be included in children's books to a certain extent by controlling its suitability for age and level. However, the fact that the heroes in children's books achieve their goals by using violence, the affirmation of violence in the messages, and the depiction of violence as a way to solve problems may cause the child reader to take the hero in the book as a role model and include violence in his life. The study of Gedikoğlu Özilhan (2015) also contains results parallel to this idea. In this study, the elements of violence in the tales of İbrahim Zeki Burdurlu were evaluated. The characters in the fairy tales usually perform acts of violence and fear. Considering that there is violence and evil in life, the presence of these elements in fairy tale fiction should be considered natural. However, the way the elements of violence take place affect the quality of a fairy tale. Fictions, in which violent elements are present, not only negatively affect the child's personality development, but also disrupt the process of acquiring a reading culture. In this sense, it is very important to introduce children to the right examples of fairy tales. This important task falls first to the parents and then to the teachers at school. Çer (2019) mentioned in her study that emotional, psychological and physical violence can take place in works of children's literature. However, the child should feel how to deal with violence through these books. In children's books, when the character encounters physical violence, he should not make himself successful by using violence to solve this problem. In the study of Aktan and Aydın (2018), the language of violence contained in the works specified in the "100 Basic Works" list of the Ministry of National Education was examined. According to the results of the research, the language of violence was classified as verbal violence, physical violence, sexual violence and emotional violence, from most to least. In general, it has been seen that the expressions containing the language of violence are more common in the works with foreign authors. Dağlıoğlu and Çamlıbel Çakmak (2009) examined the violence and fear elements in the texts and pictures of 174 story books with an evaluation form created by the researchers. In the study of Fırat and Çeker (2016), children's novels belonging to Kemalettin Tuğcu, stories by Ömer Seyfettin and Pinocchio, which are included in 100 Basic Works, were examined. Verbal and symbolic violence examples were determined in the study. verbal and symbolic violence The main reasons and methods of application are given. It is noteworthy that the findings of these studies coincide with the finding of "Children's literature should be away from elements such as violence, sexuality, and abuse" in Table 3.

The finding of the "Censorship problem" in Table 2 and the findings of İpşiroğlu (2007)'s study, in which he emphasized that self-censorship continues in children's literature, overlaps. Dedeolu and Erbasan's research (2021) emphasizes that when the choice about which books children should or should not read is left to a committee or a group, children are doomed to think and believe the same way as those who imposed the prohibition. The inquiry and interviews with authors of children's literature published in the İyi Kitap Çocuk ve Gençlik Kitapları Dergisi (2020) use the following similar language: "No literary work should be prohibited; no political authority should impose

legal sanctions on books." A book's only selection committee is its reader. It is vital to have faith in the reader's thoughts". As can be seen, the conclusions of these investigations corroborate those of the "Censorship problem."

The finding of "Ignoring the author-illustrator harmony in children's books" in Table 2 and the "Author-illustrator harmony should be considered" in Table 3 overlap with the findings of Ceylan's (2007) study. Ceylan stated that the author and the illustrator have joint contributions in children's literature, but publishing houses sometimes ignore this partnership by not even putting the names of the illustrators on the cover of the book. Sever (2008, p. 176) stated in his study that the weight of the author and the illustrator in the children's book is equal. As a result of such partnerships, quality works that are suitable for children emerge. In the investigation included in *Türk Dili Çocuk ve İlk Gençlik Edebiyatı Özel Sayısı* (2014), the problems of children's book illustrator in Turkey were discussed. The idea that the illustrator should be given freedom not to illustrate a book he does not want and that drawing has not yet been considered as a profession has come to the fore. The findings of these studies coincide with the findings of "Ignoring author-illustrator harmony in children's books" in Table 2 and "Paying attention to author-illustrator harmony" in Table 3.

The finding of "The love of books cannot be created enough in preschoolers" in Table 2 and the finding of "Books should be inserted into children's life as an object in preschool" in Table 3 overlap with the findings of the study of Atman, Çat, Gökbulut, and Mudu (2012). The study aimed to create a reading culture. To this end, 25 children aged 5-6 years attending school and their parents were included in the study group. Activities related to the project "I'm Reading, I'm getting satisfaction" were held. As a result of the study, it was seen that parents and staff gained awareness about reading habits. In her study, İnce Samur (2012) claims that a child who is introduced to books in early childhood, becomes friends with them and develops a love of books will display conscious efforts towards reading habits when he enters the primary school period and learns to read and write. Then, he emphasized that the process of acquiring a reading culture will begin for the child who gains critical literacy skills. Sever (2008:24-25) emphasized that the child's acquisition of reading culture is a sequential process. This process starts with the acquisition of a "listening habit" and continues with "reading-writing skill" and "reading habit skill". In order to talk about the acquisition of reading as a culture, the reader must have acquired "critical reading skills" and "universal literacy skills". Narratives such as fairy tales and stories read to children by parents and family elders, especially in the pre-school period, are the first important steps taken in the name of child-book interaction. In this period, quality picture books for children constitute the first step of acquiring a reading culture by arousing interest and love for the book in children. It has been determined that the findings of these studies overlap with the finding of "The love of books cannot be created enough in preschoolers" in Table 2 and the finding of "Books should be introduced into children's lives as an object in preschool" in Table 3.

The finding "Children should be made to acquire the habit of reading books" in Table 3 overlaps with the findings of İnce Samur (2018)'s study. In her study, İnce Samur revealed the importance of meeting children's readers effectively with qualified products

of children's literature in the process of acquiring a reading culture. In his study, Bulut (2018) summarized the obstacles to acquiring a reading culture. According to Bulut, the biggest obstacle for preschool children to meet quality books in the context of reading culture is the lack of financial resources. Apart from this, the lack of any control process regarding the selection of books and the purchase of books to schools were identified as other important obstacles. Sarar Kuzu (2007) listed the factors and obstacles in being literate as follows: The general situation and education level in Turkey, the political system and social mentality, the effect of role models - the family and environment factor, globalization, popular culture and media, the attractiveness of technology and education system. Gültekin (2011) identified the obstacles and problems related to reading culture as follows: television, which is one of the mass media, mother and father figures who are not good role models, forgetting the fact that children and young people have different reading and reception styles, not researching the author and publishing house well when choosing a book, the books being produced haphazardly, the books being free of literary and aesthetic concerns, the public libraries and children's and youth libraries are not in a structure that invites child readers with their interior and exterior equipment, not giving up on the imposition of 100 basic works, and giving lectures to today's authors. not included in books and school libraries. Çiftçi (2011) also mentioned similar problems with Gültekin (2011) in his study and emphasized the necessity of preparing a reading culture program by making use of children's and youth literature in order to gain reading habits in Turkey. In the study of Gökçe (2012), it was stated that in order to develop reading habits according to students, reading should be done during reading hours at schools, reading books at home with the family at certain times, there should be qualified and rich books suitable for age and level in the school/class library, and the use of the library should be widespread. . The research results of Kartal and Çağlar Özteke (2012) show that children want to read the books they are interested in, and their thoughts are taken in the selection of books instead of reading the forcedly chosen books. It is noteworthy that the findings of these studies coincide with the finding of "Children should be given the habit of reading books" in Table 3.

The finding of "Problems caused by translation" in Table 2 overlaps with the findings of the investigation in the *Türk Dili Dergisi Çocuk ve İlk Gençlik Edebiyatı Özel Sayısı* (2014). The inquiry focuses on the difficulties inherent in translating children's literature. The translation issues, which the investigation's participants attempted to categorize under three headings, can be summarized as the translator's lack of competence, the publishers' failure to pay attention to this point and prioritizing commercial concerns, and the lack of necessary editorial control. The findings of these studies coincide with the findings of "Problems caused by translation".

The findings of "Teachers' failure to set an example for children" in Table 2 and "Teachers should educate themselves and Teachers should set an example for children" in Table 3 overlap with the findings of Maltepe (2009). Maltepe concluded that Turkish teacher candidates do not attach enough importance to providing children with a culture of reading, expanding their emotional and thought universe, and creating native language sensitivity and aesthetic awareness in them. According to the results of the study of

Büyükkavas Kuran and Ersözlü (2009), it has been observed that although the classroom teachers know what needs to be done regarding children's literature practices, they do not follow new authors and works and do not introduce children to different and new works. In the study of Çevik and Müldür (2019), it was determined that teacher candidates prioritize stories and fairy tales more than children's literature products, and they do not have awareness of other literary genres. In addition, it has been revealed that they mostly know the translation works called children's literature classics and they do not have awareness of new authors and products. It is seen that the findings of these studies overlap with the findings of "Teachers' failure to set an example for children" in Table 2 and "Teachers should educate themselves and Teachers should set an example for children" in Table 3.

The findings of "Insufficient culture of criticism" in Table 2 and "Culture of criticism should be developed" in Table 3 overlap with the general results of the investigation carried out in the *Türk Dili Dergisi Çocuk ve İlk Gençlik Edebiyatı Özel Sayısı* (2014). Researchers and children's literature authors stated in the study that the importance of criticism is known in our country, but there is no culture of criticism. Academics and authors, who think that people should think freely, question and oppose in order to criticize, emphasized that the person who will criticize should be competent in that field. In addition, they brought forward the necessity of the disappearance of the culture of praise and allegiance in order for criticism to exist and develop as a genre in our country. Uğurlu (2010) stated that the field of children's literature is not taken seriously enough and the condescending attitude towards this literature continues. He stated that in the critical evaluation of children's literature works, ideological perspectives should be replaced by theoretical approaches. However, he added that a theoretical point of view has not yet been established in our country and revealed the problems in this field. It has been determined that the findings of these studies overlap with the findings of "Inadequate culture of criticism" in Table 2 and "The culture of criticism should be developed" in Table 3.

The findings of "Children's literature assuming a simple literature", "Failure of families to set an example for children", "Ignoring the developmental level of children" and "Style-related problems in children's literature authors" in Table 2 and the findings of "Children's literature should be understood not to be a simple literature", "Parents should educate themselves and set an example for children", "Children's development levels should be considered", "Language used should be considered" and "Children's literature works should contribute to the development of the child" in Table 3 overlaps with the views expressed by Sever (2008), Nedim (2000), Oğuzkan (2010), Dilidüzgün (2004) and Şirin (1994). Regarding the finding of "Children's Literature is Assumed to be a Simple Literature", researchers state that children's literature should be written with an approach that is far from a childish understanding. They emphasize that children should be kept away from books in which language is used inexperienced, a primitive narrative is chosen, and an artificial and childish style is used. Regarding "Family's failure to set an example for children", a physical and emotional intimacy is formed between parents and children through books, especially in the pre-school period. The child is happy to be with his parents. This creates respect and love for the book that mediates happiness. After the preschool period, where the parents are directly influential in the choice of books, this role

turns into guidance as the child gets older. However, parents should continue to listen to their children with interest and love, help them choose quality books, and continue reading activities. The realization of all these processes is possible with parents who study and can be role models for their children. Regarding the findings of "Ignoring the developmental level of the child", "Paying attention to the language used" and "Style-related problems in children's literature authors", in order for a work to be accepted as a children's literature product, it must have the principles of relevance to the child. Children's book authors should make children think about what they should or should not do. He should write works that allow the child to produce feelings and thoughts, presenting life situations that they can make sense of with a cause-effect relationship, without setting rules or rules, making sanctioning judgments and calling out with imperative sentences. Children's literature is a tool that introduces the vocabulary of the language. The responsibility of sensing the expressive power of the language and the richness of Turkish also falls on the artists who write works for children. In this context, it should not be forgotten that children's literature products are the most important source of mother tongue teaching and reading culture. It is seen that the findings in these studies overlap with the findings mentioned in Table 2 and Table 3.

The findings of "Children should gain universal values" and "Books written should conform to our core values and our culture" in Table 3 overlap with the findings of Ergil (2015)'s master's thesis. The thesis examines the works of Fazıl Hüsni Dağlarca in the context of values of love, respect, hard work, friendship, benevolence, education and responsibility. In addition to these values, it was also determined that the values of equality, unity and solidarity, freedom, civilization and peace were discussed. In the master's thesis prepared by Arısoy (2014) on Ayla Çınaroğlu, examples of the universal values mentioned in the programs of the Ministry of National Education and in other studies in the field are shared. These values are justice, family, friendship, hard work, courage, solidarity, sensitivity, honesty, education, labor, struggle with life, good-naturedness, frugality, reasoning, compassion, hospitality, freedom, longing, health and cleanliness, respect, love, hope, loneliness, benevolence. In Otmar's (2017) master's thesis about Yalvaç Ural, it was determined that universal values are indirectly conveyed in Yalvaç Ural's works so that children can become sensitive adults. It has been determined that there is a wide range of universal values in his works. Kuru (2018) identified universal values such as friendship, cooperation, sharing, self-confidence, importance of family, work, joy of life, love and tolerance in Hamdullah Köseoğlu's children's book "Little Fish". The data source of İpek (2017)'s master's thesis is the best-selling children's literary books in Turkey in 2014. In the study, the main category is "universal values", and the subcategories are "peace, freedom/independence, justice/equality, love/compassion (love of people, love of family, love of animals, love of nature), respect (self-respect, respect for others, respect for differences)", confidence / self-confidence, courage, perseverance, responsibility (responsibility to oneself, responsibility to others), benevolence / benevolence, enjoying life / happiness / commitment to life, honesty, friendship / friendship, tolerant / compassionate / understanding, humility, kindness / kindness, success / diligence / willingness to learn, cooperation". In the study of Kavan and Akin (2020), the

cultural elements in Bilgin Adalı's novels named Bicycle of Time 1, Bicycle of Time 2 - Guests from the Past and Bicycle of Time 3- Accident in Time were analyzed and it was concluded that the author used cultural elements frequently. In the sample sentences given, it has been seen that the work includes the characteristic features of the society such as gift giving, warmth, hospitality, cooperation, keeping kinship ties alive, and love of animals. Barutçu and Açıık (2018) examined a total of nineteen works, consisting of stories and novels of four children's literature authors, in terms of the idioms they contain. The idioms found were evaluated according to their inclusion of national and cultural elements and the MEB publications were compared with the idioms in the 5th, 6th, 7th and 8th grade Turkish textbooks. Thus, it has been stated that besides the Turkish textbook, novels, stories and poetry books can contribute to the linguistic and cultural development of children. In the study of Akgül Barış and Ece (2015), children were asked whether they knew 36 rhymes in the TRT repertoire and they were asked to complete these rhymes. It was determined that only 3 of 36 nursery rhymes were mostly known by children. In this study, it was concluded that nursery rhymes play an important role in the linguistic development of children and in the transfer of cultural values. In Yavuz (2019)'s work, literary products that are a part of Turkish folk literature and also included in children's literature are explained with examples, and it is expressed how Turkish folk literature supports the development of children through children's literature. It is seen that the findings of these studies overlap with the findings of "Children should gain universal values" and "Books written should conform to our core values and our culture" in Table 3.

The finding of "Children's literature should arouse a feeling of hope and love in children" in Table 3 overlaps with the findings of Çintaş Yıldız (2011). In this research, the value of love, which İbrahim Zeki Burdurlu attaches great importance, is emphasized. According to him, it is possible for children to be happy in life if they gain the value of love. In his works, he included the value of love as the love of parents, love of homeland, love of siblings, love of animals, love of nature, love of land, love of children and love of life. In the study of Aydoğdu and Alkan (2020), the value of love was investigated under the sub-titles of love of nature, love of animals, love of family, teacher-student love and love of friends in Behiç Ak's "Tavşan Dişli Bir Gözlemcinin Notları". In this work, Behiç Ak puts love at the center and makes the child reader feel many values such as humanity, compassion, friendship, sensitivity, patience, beauty and respect. Şen (2016) examined four children's literature works from different languages and cultures in terms of the relationship between "hope" and "happy ending". According to the researcher, literary works addressing children should create a field of experience in order to keep their hope for life, humanity and the future alive. In his study, Küçükler Kuşcu (2018) investigated the phenomenon of war and how hope was handled in relation to this phenomenon, based on the children's novel Balık. According to the researcher, books that deal effectively and effectively with difficult social phenomena, among which the Balık can be cited as an example, without going beyond the reality of children, assume an important function in introducing children to some truths that require sensitivity in a literary way. It is seen that the findings in these studies overlap with the finding of "Hope and love should be instilled in the child" in Table 3.

The problems identified as "Children's literature works are written by adults" in Table 2 and the solution suggestion determined as "Children's literature should be done by children" in Table 3 coincide with the view quoted by Dilidüzgün (2004) that some theorists regard youth literature as literature "produced by young people for young people". However, the generally accepted view is that "literary texts that deal with the subjects that attract the attention and attention of young people, express their problems and are prepared specifically for them" (Dilidüzgün, 2004).

The findings of "Those who have no idea", "Innovation problem in children's literature works", "Written children's books by authors who do not know about children's world", "Inadequate delivery of children's books to children" in Table 2 and The findings of " Pedagogy education should be obligatory to children's literature authors", "Children's literature authors should be innovative" and "Children's literature courses should become mandatory in universities" in Table 3 were not reflected in other studies.

Conclusion

The results of the research revealed that ignoring the development level of the child, the commercialization of children's literature, the problems of style in children's literature Authors and the problem of control in children's literature works are the problems that today's poets and authors focus on the most. 21.4% of the poets and authors to whom we asked this question said that they did not have any idea about the problems of children's literature. This is also an important finding. Although families' inability to set an example for children, teachers' inability to set an example for children, and being low-income are all cited as problems, it can be said that they are the source of other problems. In addition, the negative examples of children's books, the ideological deviations in children's books, the advice of children's books, and the censorship problem have emerged as other important problems of children's literature. When it is considered in the context of its negative impact on reading culture, the fact that the love of books is not sufficiently instilled in preschool and the problems arising from translation are also noteworthy as other important problems of children's literature.

The solution suggestions that today's poets and authors mostly focus on are that children's development levels should be taken into account, children's literature works should contribute to the development of children, children's literature books should be controlled, the language used should be paid attention to, and children's literature authors should be given pedagogy training. In addition to these, teachers should educate themselves and set an example for children, children should be given the habit of reading books, books should be away from elements such as violence, sexuality and abuse, universal values should be taught to children, books should conform to our core values and culture. There have been other solution proposals that should be included in the lives of children as an object before school and that children's literature course should be made compulsory in universities.

It is seen that the findings about the problems and solutions of children's literature, which emerged in this study with today's poets and authors, generally overlap with the results of other studies in the literature. The most important result of this study is that

today's poets and authors agree on the idea that the books to be written for children should be appropriate for their age and level of development. This brings us to the concept of child relativity. The concept of child relativity also includes most of the findings determined by the study group. Works that allow the child to dream, are suitable for the age and level of the child in terms of language and expression, make the child feel the possibilities and richness of Turkish language, and contain the subjects that the child may be interested in and the fictions that will stimulate the curiosity instinct are works in accordance with the principle of being suitable for the child. In addition, a work that is knitted with conflicts suitable for the level of interpretation of the child, has features that allow the child reader to form thoughts with implicit messages and identify with the heroes, contributes to the child reader's creation of universal values in terms of basic educational principles, and introduces his own culture, carries the principles of relevance to the child. The measure of relativity to the child is determined by the child's gaze.

Suggestions

In light of the study findings, the following items might be suggested to address current issues in children's literature:

Authors and illustrators who create works for children should always keep the child in mind while crafting their works.

While developing a reading culture, it is critical to remember the duties and obligations of certified children's literature and to enable child-book interaction beginning in the preschool years.

Numerous scientific activities should be conducted to better understand the value of children's books, but the evaluation process of these studies should be done not only at the academic level, but also with parents and teachers.

Publishing houses that produce children's books should be controlled in the context of negative aspects like as violence, sexuality, abuse, political ideology, and predestination, but these controls should be done in the child's best interests, not for censorship. As a consequence of these inspections, different legal punishments against the author should be imposed, taking into consideration the content of the unsuitable works.

The publishers that conduct this audit should be experts in children's literature who understand children's psychology and development.

Publishers of children's books should prioritize publications that are concerned with money, bring children together with sloppy translations, pirate publishing, inconsistent price policies, etc. should be supervised by the state in the context of attitudes.

To ensure the continued development of children's literature's sensitivity, children's literature courses should be made mandatory in all university departments. Additionally, the course hours for children's literature courses in education faculties should be increased.

To ascertain the challenges and solutions associated with children's literature and to create different perspectives, similar studies research should be conducted with various study groups regarded to contribute to the development of children's literature.

Numerous research should be undertaken to ascertain if the issues and solutions addressed in children's literature vary by age and gender.

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