

**Estetik Değer Oluşturmada Masalların Rolü:
Türk Masalları Örneği***

**Role of Tales in Creating Aesthetic Values:
Turkish Tales Example**

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Ali Fuat ARICI**

Extended Summary

The concern of aesthetic in the children's literature is not only limited to illustration, shape or color elements. Aesthetic in the language of books is also highly important. Having a poetic expression when expressing the events, thoughts and feelings, being able to present the descriptions with a vivid expression, and being able to appeal to the senses in an effective manner in a narration will develop the concepts of imagination, amplitude, satisfaction and appreciation in children. And all these elements will become integrated and generate an aesthetic appreciation and attitude.

Tale, one of the leading source of children's literature, has a clear, smooth and tuneful musicality as a form of language and pronunciation and these features reveal the aesthetic aspect of the genre. This aspect comes from being in the limelight of public over the years as in the other anonymous genres. Thanks to solidity and effectiveness of its wording style, a tale is a versatile education tool for both children and adults.

Document analysis technique, which is one of the qualitative research techniques, was used in this research. Criteria sampling technique from purposeful sampling techniques was used in determining the study group. In the study, some local literature works and some important works in the tale genre (Tezel, 2008; Boratav, 2006; Güney, 1997; Binyazar 2003) were analyzed. The reason for choosing these works is their coming to mind first about tale collection in Turkey and their being kinds of works which can show the nature of Turkish tales.

In the study, firstly literature review was made and tried to be identified the aesthetics and tale relationship. Later on, which tale texts would be analyzed was

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** Doç. Dr., Yıldız Teknik Üniversitesi, Eğitim Fakültesi, aricialifuat@gmail.com

decided. Analysis of the selected works were carried out by three specialists who have completed their doctorate degrees in this field. The reason why document analysis was made by these experts is that these researchers are experts in both pedagogy and literature as well as text. The experts have read the works paying attention to their feature of "having aesthetic qualities". In other words, whether each read sentence or paragraph was related to aesthetic education was considered.

After the sentences and paragraphs which pointed to aesthetics were selected, they were classified among themselves. It has also been noted if the sentences or paragraphs were suitable with the concept of the text. Starting from these selected sentences or paragraphs, the findings obtained in the study have been reached. These findings have also been classified according to their similarities. At every stage of the document analysis, three specialists discussed with each other and their joint decision was reflected in the study.

In conclusion, literature is an art whose material is language. These literary works which are the products of this art are embodied by using the language more specially among the forms called literary genre. The literary works are the views of beautiful which are created through language. Therefore, literature and tales can be utilized in order to give aesthetic value

A nation's language aesthetics, most beautiful idioms, most beautiful terms, interesting and noteworthy words or sentences can be found in the bosom of the folk tales (Demiray, 1986, p. 13). Idioms, proverbs, aphorisms, repetitions, imitations, prayers and curses in the tales are the elements of wording each one of all. Tales have been transformed into the most natural form of the language they are told. The various language elements of tales (inversions, metaphors, idioms and proverbs) are revealed in the sincerity of spoken language and this contributes to the naturalness of this genre. Since the tales mostly come out from the public and are told for the public again, their language's being simple is natural (like newspapers). Like all the world tales, Turkish tales have the same linguistic features. Descriptions in manner of telling are quite less. A fairly dynamic language dominates over the whole tale. Therefore, actions are predominantly used, instead of descriptions. Usually verbs are preferred to be used more, while adjectives are used less. This is the basic element providing dynamism (Helimoğlu Yavuz, 1999, p. 81).

The emotions aroused in people while listening the tale generate various images in their minds. These images stimulate the aesthetic senses. Bilkan (2001, p. 31) compares these senses of aesthetics with a spell and implies that with the pleasure which the person feels leaving himself to the effect of a spell and the pleasure which the person feels leaving himself to the spell of the expressions of the tale while listening feel the same pleasure. Bilkan also states that there have been similarities between hypnosis and tale and thinks that the feature of predominating inculcation in tales lays the groundwork for the spell.

However, it is difficult to think that all tales would be useful and effective in this regard. Especially recently published tales with commercial purposes is

known to be deprived of these aesthetic features. For this reason, by benefiting from the features of selected tale examples, such as; their fluent stylistic and narration, short and rhymed sentence structure, and handling the aesthetic values of "kindness, goodness and righteousness", child's imagination, creative and critical thinking skills can be developed. At this point, selected tale samples should be completely attractive and immersive. In particular, the texts draw students' interests are the ones that will appeal to their emotions, they find themselves in, and they put themselves in the place of tale heroes. Tale texts should handle the aesthetic and ethical values especially the values of "goodness, righteousness, friendship, etc.". Thus, both aesthetic pleasure and positive personality traits will have created on children.

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