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Tale Packet

Zbiór opowieści

Günseli Yıldırım – an associate prof. dr. at the Education Faculty of Dokuz Eylül University in İzmir (Turkey). Her research interests include burnout, early childhood education and educational psychology.



Selected publications:

- *Evaluation of the factors affecting loneliness and hopelessness among university students in Turkey*, “Journal of Social Behavior and Personality”, 2009, vol. 37, no. 6, p. 811-818
- *Öğretmen Adaylarının Sosyal Beceri Düzeylerinin İncelenmesi*, “Kuramsal Eğitimbilim Dergisi”, 2011, cilt 4, sayı 1
- *Üniversite öğrencilerinde duygusal zekanın bazı değişkenler açısından incelenmesi*, “KKTC-Milli Eğitim Dergisi-TRNC Journal of National Education”, 2009, Sayı 3, s. 1-12.

Günseli Yıldırım – profesor nadzwyczajny na Wydziale Edukacji Uniwersytetu Dokuz Eylül w Izmirze (Turcja). Jej zainteresowania badawcze obejmują wypalenie, wczesną edukację i psychologię edukacyjną.

Introduction

Considering an individual's life, some period of life is more critical in terms of psychological, physiological and cognitive development. Pre-school period that includes the first five years of life is defined as the critical period. This period is one of the important stages because of effect on formation and shaping of personality, acquisition of basic knowledge, skills, habits. Basic information, experiences, habits and skills to be obtained at an early age affects children in later life and help him/her to be able to be constructive, creative, independent and self-expressing (Oktay A. 1999; Arı M. 2003; Yavuzer H. 2006).

The people who wrote the children's book should know very well all aspects of the developmental characteristics of children and child spirit (Ataseven F., İnandı Y. 2000). But author with this viewpoint can compare fiction that provides positive identification in children's lives to heroes.

Ministry of Education determines one of the purposes of the pre-school education that helps children gain "children's physical cognitive and emotional development and have good habits". The 2012 program included development areas, gains and indicators forming them. The aim of program is children having skills enabling the individual and social harmony in social and emotional areas rise. The program aims to develop child's speech skills, self-expression and understanding of others in the field of language development. There is problem with some training materials and teaching devices that teachers need in these areas. For this purpose, gains and indicators in the project will be submitted to pre-school institutions by writing a range of illustrated story books. This project will support children's development by using these stories including indicators of social, emotional and language development.

The importance of the study

The books hold a very important place in the development of pre-school children. Children's books writers should recognize the child's developmental characteristics and spirit. But pre-school teachers and parents cannot find a lot of useful books in Turkey. In Turkey, when examining children's books on the market today with commercial concerns of a substantial portion of the area of expertise of people who are not closely related to children's books can also be seen unqualified. There is a great need to write new stories in this field. Therefore, this study is conducted. In this study, the stories were written for children in early childhood. The stories were written according to the early childhood curriculum of Ministry of Education in Turkey. Especially in the field of pre-school for the first time in Turkey will be a university support to these books, completely free from commer-

cial concerns, will be introduced for scientific purposes. This study is supported by Dokuz Eylül University.

The aim of the study

The aim of this study is to support young learner's development through writing stories of which effectiveness has been proved with an experimental method that is appropriate for the indicators defined in the curriculum of early childhood education prepared by the Ministry of Education in Turkey. Another aim of the study is to write story books which will be as a guide for the parents who are in need of being directed and for the teachers working in this field. Some examples given in the characters of the stories through some messages, emotions and actions of the character of the book and the solutions found for the problems in the story are the good examples for young learners to be emulated. Using some of the characters of our story, we aimed to give the right messages. These messages were consistent with curriculum of early childhood education of Ministry of Education in Turkey.

Procedure

The experimental group of 20 children and control group of 20 children, participated in the study. Schools in Turkey were opened on September 15th. The study started on September 28th. The experimental study took ten weeks. Although the pilot study conducted, the experimental study is ongoing. Because the study is not finalized yet, we cannot present our data and the results. We just present the stories and the connections between the curriculum gains and indicators. In pilot study, the stories were read by the teacher to the children in their class and the pictures displayed by the projection.

The stories

The main character's name is "Ezo". Ezo is 5 years old girl. Her adventures with her friends and family are subject of the stories. The titles of the written stories are:

1. Ezo's magnificent adventure
2. We're going to the library
3. Word game
4. Ezo goes to the sea balloon trip
5. Ezo in the forest
6. Time machine
7. A day in the future Children's Day

8. Ezo's sea adventure
9. Ezo and Pimpiri
10. Birthday cake
11. Children in horse farm
12. Ezo goes to the movie
13. Ezo on holiday
14. The children sing
15. Ezo was lost
16. Ezo in the pyramids
17. Ezo in toy museum
18. Ezo goes to fair
19. Ezo at the Museum of History and Art
20. Ezo in the children's library

Samples of the stories

The relationship between stories and the early childhood program's indicators are presented below on some examples:

STORY (<i>Time machine</i>)	CURRICULUM
In this story the child is told to go back into our characters with a time machine.	Gain: to recognize the value of works of art.
They're faced with famous Turkish painter "Osman Hamdi Bey".	Indicators: To say that they saw and heard works of art.
Our characters are affected by his table: "Trainer of the turtle".	To describe his/her feelings about works of art.
They understand the importance of the pictures and painters for society.	

Source: own elaboration, 2014

An example story (*Children's Feast*)

Gain:

- to explain different nature of culture

Indicators:

- to tell about own countries of nature
- to tell about own country and the other countries in the nature of some/ different things
- to tell about another countries' special culture characteristics.

Children's Feast

In this story, Ezo and her friends are celebrating international Children's Day. They meet with Japanese child. They learn about his culture.



This child's name is Yanakim. Yanakim mentions about their celebrations, boys' and girls' days.



Yanakim tells them about their foods and wearings.



He talks about Japanese cultural aspects, like origami.



Ezo and her friends mention about their culture, such as Ebru art.



They are very happy to learn about different culture.



Conclusion

In stories that text process is completed, topics are based on human relations that enrich children's thoughts and feelings. Child relations with his/her family, relatives, friends, teachers and the ever-expanding environment are described. Both arranging of these relations accurately and the protection of universal and national values, and curiosity to know and to understand that is the biggest fact of life that is in the foreground.

Illustration efforts have started in accordance with the work plan. Some features of the story characters repeated, so the characters were provided to be more memorable. Pictures of the story Zaman Makinesi and Ezo ile Efe Tatil Yapıyor are as follows. Illustration process has completed in November-December 2014 and then experimental studies have started. After the end of the experimental process, text-creating and illustration process will be repeated, fictional structure will be organized and final form of the stories will be created.

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Abstract

The aim of this project is to support young learners development through writing stories of which effectiveness has been proved with an experimental method that is appropriate for the social-emotional attainments and indicators in curriculum of early childhood defined by Ministry of Education in 2012. Another aim of the project is to write story books which will be as a guide for the parents who are in need of being directed and for the teachers working in this field. Some examples given in the genres of fairy tales and stories through some esthetic messages emotions and actions of the character of the book and the solutions found for the problems in the story are the good examples for young learners to be emulated for daily life. Therefore writing literary books for children is a very significant matter which great importance should be attached to. The people who are going to write books for children should know the developmental aspects of

children, understand their spirit deeply, pay attention to their likes. These people should also give examples through using simple and fluent language and write the books with a natural manner of narration. Only such writers can make the children face with the characters and the fictions which emulate them for something in a positive way. But today as the child books in the market are taken into consideration it is easily seen that most of the books have been written by unqualified people with a commercial concern. Early childhood teachers working in the field and the parents have trouble in choosing quality books. There is a great need of quality books which should be written appropriately for the attainments and the indicators defined in the current curriculum of Ministry of Education. Moreover this study will meet such need. In this study, experimental and control group will be used for pre-test and post-test. The study was held in the Pre-school of Buca Avukat İlhan Ege. Twenty children were involved in control group and the other twenty children were involved in experimental group. Also the study was applied in class environment and lasted for 10 sessions. The effectiveness of the child books was measured through gained data.

Abstrakt

Celem omówionego w artykule projektu jest wspieranie rozwoju młodych uczniów poprzez pisanie opowiadań, których skuteczność została potwierdzona metodą eksperymentalną, odpowiednią dla ich osiągnięć i wskaźników społeczno-emocjonalnych określonych w programie nauczania wczesnej edukacji opracowanego przez Ministerstwo Edukacji w 2012 r. Kolejnym celem projektu jest stworzenie książek, które mają służyć jako przewodnik dla rodziców i nauczycieli. Niektóre podane w gatunkach bajek i opowieści przykłady emocji i działań oraz rozwiązań problemów skłaniają do wykorzystania ich przez młodzież w życiu codziennym. Dlatego pisanie książek literackich dla dzieci jest bardzo znaczącą kwestią, na którą należy zwrócić uwagę. Ludzie, którzy zamierzają pisać książki dla dzieci powinni mieć wiedzę na temat aspektów rozwojowych dzieci, rozumieć do głębi ich wnętrza duchowe, zwracać uwagę na ich preferencje. Osoby te powinny również świecić przykładem poprzez zastosowanie prostego i płynnego języka, a także pisać książki, stosując naturalny sposób narracji. Tylko tacy pisarze mogą sprawić, że dzieci stawiają czoła bohaterom i fikcji, które stymulują je w pozytywny sposób. Ale dzisiaj, kiedy bierze się pod uwagę książki dla dzieci dostępne na rynku, można łatwo zauważyć, że większość z nich została napisana przez niewykwalifikowanych ludzi z koncernów handlowych. Nauczyciele wczesnej edukacji i rodzice mają problemy w wyborze książek o wysokiej jakości. Istnieje potrzeba dobrych książek, które powinny być pisane odpowiednio do osiągnięć i wskaźników określonych w obecnym programie nauczania Ministerstwa Edukacji. Opisane badanie odpowiada tym potrzebom. W jego realizacji, do przeprowadzenia wstępnego i końcowego testu, wykorzystano grupę eksperymentalną i kontrolną. Odbyło się w przedszkolu w Buca Avukat İlhan Ege. W grupie kontrolnej i eksperymentalnej wzięło udział po dwadzieścioro dzieci. Badania były prowadzone w środowisku klasowym i trwały 10 sesji. Skuteczność książek dla dzieci została wyrażona za pomocą uzyskanych danych.