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H A L K İ L İ M İ

PICTURE BOOKS OF JALVACH URAL

Jovanka DENKOVA¹

ABSTRACT

In this paper we consider the work for children of famous Turkish writer Jalvach Urals. Our attention will keep on his picture books, "Aludzhura tea shop" and "Smart Minichka and Lakomko." First, the paper will look at the picture book as a literary form, its definition in which we will specify its characteristics, the different classifications ... Then, in this context, we will take into consideration the aforementioned picture of Jalvach Urals and shall indicate their positive impact on child development.

Keywords: picture books, literature for children, Jalvach Ural.

YALVAÇ URAL RESİMLİ KİTAPLAR

ÖZET

Bu çalışmada ünlü Türk yazar Yalvaç Ural'ın çocuklar için yazmış çalışmalarını konu olacaktır. Bizim dikkatimizi en çok onun "Alucura çay bahçesi" ve "Akıllı Miniçka ve Lakomko" adlı resmini tutacak. İlkönce çalışmada resmine edebi bir tür gibi bakacağız, onu belirteceğiz ve bunu yapınca onun özelliklerini, farklı sınıflandırmalara bakacağız... Sonra öncekinden devamlı olarak, Yalvaç Ural'ın yukarıda belirtilen resimlerin çocuk gelişiminde olumlu etkisine bakaacağız.

Anahtar Kelimeler: resimli kitaplar, edebiyat çocuklar için, Yalvaç Ural

Introduction

Very old after birth (for it is known in the XIII and XIV century), picture book was a kind of coloristic flyer with different content (polemical, political, religious text or sensational story with intent to arouse the curiosity of the reader). Among the first picture, artistically decorated, is a famous work of Czech educator Jan Amos Comensky, *Orbis pictus* (1657), a book of drawings that gladly read and young adults.² Along with children's poetry, short story, novel, picture book belongs to the main types of

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² Blaze Kitanov, Voja Marjanović, *Za slikovnicata i stripot*, in *Literatura za deca i mladi*, Faculty of pedagogy „Goce Delcev“, Štip, 2007, p.92-93.

children's literature. It is not pure form, but is a combination of artistic and literary expression. The picture book is a book in which the word should not be suppressed.³

Definitions of a picture books

There are different definitions for picture books and illustrated story books, and there have been many opinions on their differences and similarities. In general, all books that target preschool period children which have or lack a narrative context are called "picture books". However, if the emphasis is supposed to be on the narrative, it is called a "illustrated story book"⁴. In a Cambridge dictionary, picture books are defined as a [book, especially for young children](#), that has a lot of [pictures](#) and not many words⁵. A similar, almost identical definition given in the Oxford dictionary⁶.

Perhaps the most appropriate is the definition given by the American Association of Librarians (ALA, 2008), according to which "... picture books for children differ from other books with illustrations that provide visual experience for children. The picture book has a content uniformity throughout the story, theme or conceptual framework, developed through a series of images that make up the book". And again Nodelman, also provides an important definition "picture books are primarily intended for young children and transmit information or tell the story through images that are combined with some text or no text, whereby images and text in picture books convey information differently than when they use other terms"⁷.

Although different definitions have been made with regards to the picture story books, it is seen that these are close to each other and complementing one another. Picture story books have a great importance of the lives of particularly pre-school children. Picture story books tell stories through word and picture combinations enrich a concept and give various information. Pre-school and school-aged children start to develop concepts of literature and reading by listening to the picture story books read to them. Picture story books are the first books that children experience.⁸

³ Sunčana Škrinjarić, Život u slikovnici, Umjetnost i dijete, XII (69/1980), Zagreb, str.56-59 (kaj Lidija Bakota, Valentina Majdenić, Zbornik radova s međunarodnoga znanstvenog skupa Zlatni danci 14, Filozofski fakultet, Osijek, 2013)

⁴ Uzmen, F., S. (2001). Okul Öncesi Eğitim Kurumlarında Devam Eden Alti Yas Çocuklarının Prosocial Davralarını Resimli Çocuk Kitapları ile Desteklenmesi.(Ongoing Children Under Age Pre-School Education Institutions supported by Prosocial Behavior Illustrated Children's Books.)Yayınlanmamış Doktora Tezi Ankara, Hacettepe Üniversitesi/

⁵ Meaning of picture book in the English Dictionary, <http://dictionary.cambridge.org/dictionary/english/picture-book>, accessed on 11.11.2016

⁶ Picture book - definition of picture book in English, https://en.oxforddictionaries.com/definition/picture_book, accessed on 11.11.2016

⁷ At Ivana Batarelo Kokić, Nove razine interaktivnosti dječjih slikovnica, Školski vjesnik: časopis za pedagoška i školska pitanja, Vol. 64 No. 3, Hrvatsko pedagoško-književni zbor, ogranak Split i Filozofski fakultet Sveučilišta u Splitu, 2015, str.378.

⁸ Mübeccel Gönen, Mine Durmuşoğlu, Selma Severcan, Examining the views of preschool education teachers on the content, illustrations and physical characteristics of the picture story books used in education, Procedia Social and Behavioral Sciences 1 (2009), p. 753–759.

Features of the picture book as a genre

As far as the characteristics of the picture book genre, there are more opinions on the classification of picture books. Thus, Violeta Nikolić emphasizing the cognitive character of picture book, believes that this type of picture books include multimedia, Laporelo and problematic picture book⁹. The first kind is actually an electronic picture book, Laporelo is designed for children of preschool age and problem picture book refers to solving any particular problem. Thus understood, this classification is almost identical to the classification that gives us Batarelo Kokić and which has the following picture types: 1. Picture books for initial readers 2. picture books associated with a concept 3. Picture books in digital format 4. Picture books- toys and 5. picture books in verse 5.¹⁰ There are other classifications of picture books made by various theorists of this literary genre, as Campagnaro (2012), Roxburgh (1983) and others. and they can all be considered as relevant, because each classification and any kind of picture books have their own characteristics, strengths and positive impact on children.

Biography of Jalvach Ural

Jalvach Ural born in Konya, Republic of Turkey, but to complete their education they moved in many cities. And now as a writer to visit many schools go to all corners of Turkey. As a result of these migrations he met many people and many human destinies. As emphasized Mary Leontich, Jalvach Ural is an artist who loves children, literature, music, art and toys.¹¹ He also is a writer who loves people and wants to know their life up close. So Jalvach Ural represents life through the best and worst sides. His books have game, toys, nature, street, family, children, school, love, music, sadness, poverty, famine, death ... Such is the story in the tale-picture book "Tea shop Aludzhura" that warns all toddlers to give importance to precious of life and be thankful that grow up with a father and mother and develop through play, through learning, surrounded by love from a young age.¹²

Emphasis on picture books of Jalvach Ural

The picture book "Smart Minichka and Lakomko" is typical fable, in which the characters are mice and Minichka and Obur (symbolic and indicative called Lakomko, eng. Greedy). Contrary to the popular conception of mice as pests, author Urals applied narrative procedure for her children to bring closer

⁹ Violeta Nikolić, Značaj slikovnice za razvoj deteta, Book of proceedings from 10 international symposium "Vaspitač u 21 veku-14", Visoka škola za vaspitace strukovnih studija, Aleksinac, 2014, p.249-255.

¹⁰ Ivana Batarelo Kokić, Nove razine interaktivnosti dječjih slikovnica, Školski vjesnik: časopis za pedagoška i školska pitanja, Vol. 64 No. 3, 2015, str.379.

¹¹ Marija Leontič, Umnata Minička i Lakomko od Jalvach Ural, Autoprint, Skopje, 2014.

¹² Marija Leontič, Čajdzilnicata Aludzura, Jalvač Ural, Autoprint, Skopje, 2014.

the mice in a different way. Mice Minichka (nickname that means something small, sweet...) is harmful and hard-working. She collects daily grain which feeds secretly. Her neighbor Lakomko suspecting something, followed her, and learns about her secret grain in a hole near her home. Once he steals her corn, she wonders who could act so wickedly, though scarecrow indicates the culprit, Minichka is not impulsive, so decides first to ask Lakomko subtly will offer Lakomko story of the existence of another hole grain, and Lakomko, wanting to rob this hole, naively return the stolen grain in the first hole. Great subtlety will offer Lakomko story of the existence of another hole grain, and he greedy, wanting to rob this hole, naively return the stolen grain in the first hole. Once Minichka returns the stolen grain, leaves letter into the hole, which is filled with many instructive didactic lessons: „Insatiable Lakomko, the time you wasted to take the grain of your friend, if only you waste to run out of grain nor are called Lakomko, nor you could be stupid! But still I leave you a little grain, to pass the winter“. Humanistic note is strongly emphasized - despite injustice, Minichka pity Lakomko and not left him to die of starvation and leaves wheat to survive the winter.

The picture book "Tea shop Aludzhura", unlike the previous one, is a typical social story that the child should arouse a sense of responsibility, diligence, human understanding... In the picture book "Tea shop Aludzhura" has been presented the painful fate of the child Yasar that from dawn replaces ailing father to work in the tea shop in the factory. His life went in a different direction from the one he desired, and all that he ever wanted was to enroll in a vocational school, as it was the desire of his father: „As the first day I'm fighting for bread. Neither rested nor are fed ... While I'm alive, learn my son- he said“. However, the harsh reality will make Yasar terminate their education after the fourth grade and he helps his father in the tea shop. Despite that, his great desire to go in school and learn not abated him and every day, he goes outside the school and observe, asking his friends about everything that happens in school. Faith that he will continue his education never leaves him: "When my father recovers, and I will start. Maybe I will get where you are!“. However, life turns ruthless to small and harmful boy. His desire to learn remains unrealized because of his father's death: „Comrades never once saw Yasar. Neither before school, or elsewhere. They waited for a long time. But he did not come, could not come Yasar“.

Otherwise, this work, according to the testimony of the author, arose as a result of true life story. The hero of the story, the little Yasar today is a grown man and his friendship with Jalvach Urals still ongoing. That small boy Yasar, now is a great father of two children. Although very much he liked, he could not be educated.¹³ And without any pretensions, reading this book, there is a notion of cultural idea that brings. Namely, through the example of the small Yasar who makes tea in the tea shop, through his tremendous respect for parents and especially in the final scene, when after the death of his father, he became head of the family for which he has to take care and to abandon his dreams, in itself Yasar contains the fate of millions of children in Turkey and in the world, on their weak shoulders take that

¹³Marija Leontič, Čajdzilnicata Aludzura, Jalvač Ural, Autoprint, Skopje, 2014.

heavy load. Cultural heritage is thus considered a component of a system of values, an ideology that is conveyed to children in the process of reading pictures in Picturebooks.¹⁴ As John Stephens puts it: Ideologies [...] are not necessarily undesirable, and in the sense of a system of beliefs by which we make sense of the world, social life would be impossible without them. If a child is to take part in society and act purposively within its structures, he or she will have to master the various signifying codes used by society to order itself.¹⁵

Here undoubtedly arises opinion of Lana Mayer, that best picture book fascinates children and adults. According to her, these types of picture books which worked out problem situations in the life of the child, whether it is related to the child's feelings, his health, personal characteristics and behavior, as well as family and social relationships are called problem picture, and they mandatory should be read in the presence of a parent. Furthermore, according to Mayer, picture book that parent is about to read aloud to children or read with him, may be a prelude to a joint conversation, creating a pleasant atmosphere in which the child will be offered to answer his many questions¹⁶

The importance of picture books

The habit of reading books, which helps mental and social development, should be gained at an early age. The family's selection of the right kind of books help children internalize the reading habit and adapt it as a lifestyle. During the preschool period where children show significant improvement in many areas such as social, language, cognitive and psycho-motor, the correct choice of books is significant. The role of a good book is quite important especially in the language development and cognitive development field. At this stage, acquiring experience in any kind of literature will contribute to the development of preschool children's language skill. Both listening to the book being read and discussing while looking at the illustrations will not only contribute to the child's language and cognitive development, but it will also enrich his imagination. A book which is appropriate for the development of the child, fascinates him and meets his needs, helps him understand himself and his values as well as develop respect and commitment to his cultural heritage. Children find themselves in a properly selected book, discover their own talents and develop self-confidence.¹⁷

As Lazzarich is point out, methodical approach to the stories presented in picture books, "must be adapted to the cognitive capabilities of students of junior school age. When choosing a picture book

¹⁴ Merja Leppälähti, Cultural Heritage in Picturebooks: Mauri Kunnas's Doghill and The Canine Kalevala, *Libri&Liberi*, 4 (1), 2015, 103-120.

¹⁵ John Stephens, *Language and Ideology in Children's Fiction*. London and New York: Longman, 1992.

¹⁶ Lana Mayer, Alternativni obiteljski oblici u njemačkim dječjim slikovnicama, *Zbornik radova s međunarodnoga znanstvenoga skupa Zlatni danci 13 – Suvremena dječja književnost*, Filozofski fakultet, Osijek, 2013, p.283-284.

¹⁷ Miray Burcu Ozturk, Mine Canan Sendogdu, Esra Seker, Hatice Kubra Tekinsen, Parents with children in preschool children's picture book review elections, *Procedia Social and Behavioral Sciences* 15 (2011) 1906–1910.

especially important are the principles of relevance, country longing, integration, interestingness, exemplariness and acceleration“.¹⁸ The picture book is a faithful partner of the child who is always available and offers a fragment of the real world, which children can themselves slowly to realize, because the interpretation is a process that allows the child to enter their thoughts, experiences and feelings that are tailored to his situation and needs. Particularly important is the psychological importance because it confirms to the children that it's okay to feel as they feel, that they be as they are, which strengthens their self-confidence, and also indicate an ability to solve problems and enable children to fight the threat. In general, throughout the story, children learn how to recognize and name their feelings, so by way of a creative relationship to the story and to express them.¹⁹

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¹⁸ Marinko Lazzarich, Integracijske mogućnosti slikovnice u nastavi materinskog jezika, *Život I škola, Časopis za teoriju i praksu odgoja I obrazovanja*, broj 26, Filozofski fakultet, Učiteljski fakultet, Osijek, 2011.

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