



| Research Article / Araştırma Makalesi |

A Thematic Analysis of Keywords in Postgraduate Theses on Children's Literature

Çocuk Edebiyatı Alanında Yapılmış Lisansüstü Tezlerdeki Anahtar Kelimelerin Tematik Olarak İncelenmesi

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Keywords

1. Children's literature
 2. Graduate thesis
 3. Thematic analysis
- Keyword

Anahtar Kelimeler

1. Çocuk edebiyatı
2. Lisansüstü tez
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Abstract

Purpose: This study sets out to reveal the thematic distribution of the keywords used in postgraduate theses in the field of children's literature. In this qualitative study, the data were obtained by document review. 358 theses prepared at graduate level on children's literature between 2015-2020 were examined.

Design/Methodology/Approach: Descriptive analysis was used to analyze the data. The obtained keywords in these theses are divided into 14 categories.

Findings: As a result, it was determined that the majority of the keywords in theses are shaped around the concept of children, studies are carried out based on literature rather than acquiring basic language skills, studies on listening, writing and speaking areas are insufficient, and the tendency of text-oriented examination has not changed over the years.

Highlights: It is recommended that further research should focus on diversifying and enriching this in terms of method and subject for the development of basic language skills.

Öz

Çalışmanın amacı: Bu çalışmanın amacı, çocuk edebiyatı alanında yapılmış olan lisansüstü tezlerde kullanılan anahtar kelimelerin tematik olarak dağılımlarını ortaya koymaktır. Nitel bir araştırma olan bu çalışmada veriler, doküman incelemesi yöntemiyle elde edilmiştir. Bunun için 2015-2020 yılları arasında çocuk edebiyatıyla ilgili lisansüstü düzeyde hazırlanmış 358 adet tez incelenmiştir.

Materyal ve Yöntem: Elde edilen verilerin incelenmesinde betimsel analiz yöntemi kullanılmış, veriler frekans değerleriyle tablolar halinde sunulmuştur. Araştırma sonuçlarına göre, söz konusu tezlerde kullanılan anahtar kelimeler toplam 14 kategoriye ayrılmıştır.

Bulgular: Araştırma sonucunda lisansüstü tezlerdeki anahtar kelimelerin büyük çoğunluğunun çocuk kavramı etrafında şekillendiği, çalışmaların temel dil becerileri kazandırmaktan ziyade edebiyat eksenli yürütüldüğü, dinleme, yazma ve konuşma alanlarına yönelik yapılan çalışmaların yetersiz olduğu, metin odaklı inceleme eğiliminin yıllar içinde değişmediği tespit edilmiştir.

Önemli Vurgular: Buna göre çocuk edebiyatı alanında çalışma yapacak olan araştırmacıların temel dil becerilerinin geliştirilmesine yönelik çalışmalarla bu alanın metod ve konu bakımından çeşitlendirilip zenginleştirilmesine; sanatçı, eser odaklı yaklaşım ve değer incelemesiyle sınırlandırılmamasına dikkat etmesi önerilmektedir.

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INTRODUCTION

Literature, which can be defined as the art of shaping events, feelings, thoughts and dreams verbally and in writing through language (TDK, 2000: 316), includes all written works created with aesthetic concerns. It is possible to encounter many classifications of purpose and quality related to literary works, such as educating, teaching, entertaining, benefiting, etc. (Şirin, 2016: 13). One of these classifications is the concept of children's literature covering written and oral products (Oğuzkan, 2000: 2-3) that appeal to the imaginations and thoughts of childhood people. Children's literature products have been an essential tool in the child's educational activities in every aspect. Literary products that are selected with great care at all levels of education, starting from primary education in schools and presented to the benefit of the students and reflecting the intricacies of the Turkish language in the best way, are indispensable, especially in the primary language teaching courses because the use of text in Turkish classes is of great importance for all learning areas of native language education. Education and training activities for not only reading comprehension but also listening, speaking and writing learning areas are mainly carried out through the text. As a matter of fact, thanks to the texts, the child learns to think, interpret, infer besides the rules of the language (Uz Erşahin, 2009: 32). However, the selected texts should respond to the child's interests and needs, appeal to the world of emotions and thoughts, and the stories should be answered in his/her life. Because what the child can get from a text in which s/he cannot find anything of himself/herself will be limited. At this point, the concept of children's literature stands out. Children's literature, which is defined in the current Turkish Dictionary (<https://sozluk.gov.tr>) as "An educational type of literature that will help children comprehend life, develop imagination, instill a love of reading, children's writing", covers all written and oral products created for the feelings, thoughts, and dreams of childhood according to Oğuzkan (2000:3). According to Dilidüzgün (2004:18), children's literature, which covers literary products prepared for children between the ages of 4 and 12, is a top concept that can be evaluated within the scope of free or compulsory reading in school and consists of texts that address children's realities sensitively and have an artistic value that will give children the love and habit of reading and turn them into qualified readers. Sever's (2003: 10-11) opinions that children's literature products created without sacrificing aesthetics will give children the love and habit of reading. Children can make a reading culture by turning to qualified texts that can be evaluated in the same way.

Children's books contribute to developing the child's language, personality development and cognitive and social development (Sever, 2003: 27). The language used in texts created for children helps the child enrich the presence of words by learning new words and improving their comprehension and narrative skills. It is possible to understand and recognize the intricacies of the child's mother tongue thanks to carefully prepared texts. For this, writers should be aware of the children's world and the child's qualities from time to time regarding development and learning. In other words, it is vital that what is told in children's literature has an equivalent in the child's life and that the text created is suitable for the child.

Children's literature texts also undertake a separate mission regarding the child's personality development and social development. The protagonists of the work, which the child has taken as a role model by putting himself/herself in his/her place, help present social norms to the child by embodying them. In this way, the child learns to socialize and distinguishes the material and spiritual values of the society in which s/he lives. Children's literature text writers should pay attention to their language to reach the child on such an important issue. Otherwise, it should not be forgotten that a children's literature writer is at risk of causing boredom and alienating children from the text, even from reading, with an unnatural and didactic expression.

Using children's literature texts in education is a factor that will increase success for both teachers and students because it is possible to capture the child's world with the texts of children's literature. The children's literature writer removes the obstacles to the child's understanding of the text with the word choices and sentence structures that can be understood by the children in the targeted age group. Otherwise, the child who does not understand the text will move away, and the target gains will not be realized because the targeted interpretation and real-life comparison cannot be made at the end of the text (Uz Erşahin, 2009: 32).

It is necessary to use children's literature texts as a tool in mother tongue education. At the end of a beautiful text read with love and pleasure, education and training can be done in Turkish's essential learning areas, such as speaking, writing, listening, grammar, and vocabulary. In this regard, there are many studies on children's literature of literary and aesthetic nature reflecting the intricacies of the mother tongue in the literature and many articles and graduate thesis on the learning areas of Turkish. Our starting point in this research is to reveal the relationship between postgraduate studies on children's literature and the essential learning areas of Turkish through keywords.

Keywords that provide convenience for researchers when writing titles, abstracts, problem situations and conceptual frameworks (Karagöl, 2018:38) provide conveniences to researchers in terms of examining previous studies and giving ideas for future studies, establishing the theoretical infrastructure of studies, determining materials, and interpreting research results to be compared. With the help of keywords, the researcher gains the advantage of extracting information appropriate for his research subject as soon as possible in a large pile of data in search engines (Tatar and Tatar, 2008: 94). Keywords must be selected correctly so that researchers can access the information they are looking for. Since identifying incorrect keywords in a scientific publication can mislead researchers and cause a waste of time, sensitivity should be shown in opening the publication to purposeful sharing (Sevim and İşcan, 2012: 1864). In terms of the accessibility of research in indexes, keywords should reflect the subject of the study in general and private. However, the English equivalents should be determined correctly to be easily accessible in the literature (Karagöl, 2018: 37).

The use of keywords in scientific publications is excellent convenience for researchers. First of all, it allows us to know the subject headings used in the literature, the most and least studied subjects, the direction of the general trend, and practical guidance on innovations (Sevim and İřcan, 2012: 1864). Based on these advantages of using keywords, this study aims to examine thematically the keywords used in the postgraduate theses made in the last five years in the field of children's literature. In this direction, An attempt was made to find an answer to the question, "How is the thematic distribution of the keywords used in the graduate theses in the field of children's literature between 2015-2020?"

METHOD

Research Model

This research is aimed to examine the keywords used in masters and doctoral thesis in the field of children's literature between 2015 and 2020. The data of this study, which is qualitative research, were obtained by document analysis method. Qualitative research is research in which a qualitative process is followed to determine perceptions and events in a realistic and holistic natural environment. Data collection methods such as interviews, observation, and document reviews are used (Yıldırım, 1999: 10).

Data Collection Tool and Collecting the Data

Postgraduate thesis made between 2015 and 2020 in children's literature was scanned at the National Thesis Center of the Higher Education Council to obtain research data. After the screening using the expressions "Children's literature, children's books, child relativity, youth literature, children's poetry", 358 postgraduate theses were reached. Theses are not limited to just one institute or department. All theses that can be included in the research in different significant disciplines in the Institute of Educational Sciences, Institute of Social Sciences, Graduate Education Institute, Institute of Living Languages, Institute of Health Sciences, Institute of Fine Arts, Institute of Turkic Studies, Atatürk Principles and Revolution History Institutes have been evaluated. However, most of the graduate thesis made in graphic design, art and design, architecture, visual arts, and visual communication design were excluded because they were more interested in the technical dimensions of children's books. In addition, a small number of theses that do not have access permission were not included in the study.

Data Analysis

The data obtained as a result of the research were evaluated by the descriptive analysis method, often preferred in qualitative studies. It aims to reach concepts and relations that can explain the data obtained in descriptive analyses. In this context, processes such as creating a framework, processing the data according to the thematic framework, defining and interpreting the findings are operated (Yıldırım ve Şimşek, 2008).

In this research, the keywords in the related thesis were determined by scanning the graduate thesis made between 2015 and 2020 in the field of children's literature. Then, keywords were classified as thematic, the data was processed into the thematic framework, and the findings were defined and interpreted after the validity and reliability of the data reached were ensured. The conclusions were visualized and analyzed with frequency tables.

Validity and Reliability

To ensure validity and reliability in the research, the keywords mentioned in the postgraduate thesis prepared between the relevant years and analyzed by the researcher were presented to a field specialist in Turkish education. The research findings started to be interpreted by consensus when different opinions were made.

FINDINGS

This section evaluated the keywords used in doctoral or graduate level thesis in children's literature between 2015 and 2020 at YÖK National Thesis Center as thematic. Accordingly, the keywords were divided into 14 categories as *keywords related to literary terms (f= 108)*, *keywords related to literature (f= 256)*, *keywords related to children's literature (f= 24)*, *keywords related to text types (f=134)*, *keywords related to topics and themes (f= 249)*, *keywords related to artists (f= 160)*, *keywords related to works (f=49)*, *keywords related to period/time (f= 34)*, *keywords related to the type of written mass media (f= 102)*, *keywords related to values (f= 94)* , *keywords related to education and training activities (f= 103)*, *keywords related to the concept of language (f= 29)*, *keywords related to basic language skills (f= 47)*, *keywords related to methodology (f= 65)*. Information about these categories is presented in the tables below.

Table 1. Keywords for literary terms

Category	Keywords	f	Keywords	f
Literature	translation	1	feminist literary criticism	1
	translation literature	1	folklore	1
	translation strategies	1	translation of youth literature	1
	compilation	1	storytelling	1
	dialectic	1	Public storyteller	1
	index	1	oral culture	1
	Literature	23	written culture	1
	literary translation	1	literature	1
	work	1	-	-
Text and Structural Elements	protagonist,	1	topic	3
	conflict resolution	1	fictional text	1
	conflict	1	place	2
	translation text	1	text	4
	environment	2	non-text features	1
	animal characters	1	textuality	1
	content	1	content	1
	dialogue	3	individual staff	1
	image language	1	theme(s)	9
	irony	1	thematic wealth	1
	hero	2	style	1
	character	6	structure	1
	ways to develop characters	1	local discourse	1
	character properties	1	time	2
character creation	1	-	-	
Literary Orientation	movement	1	fictional	1
	magical realism	1	fiction	1
	fantastical narrative	1	fictional reality	1
	fantastic	3	resolving narrative	1
	gothic	1	social realism	1
	thematic	1	social realism	1
	classics	1	literary fiction	1

According to Table 1, 108 keywords related to literary terms have been identified. Under this category, there are three subcategories: *literature* ($f= 39$), *text and structure elements* ($f= 53$), *literary orientation* ($f= 16$). When the sub-categories are examined, *literature* ($f=23$) in *literature* sub-category, *theme(s)* ($f=9$), *character* ($f=6$), *text* ($f=4$) in *text and structure elements* sub-category, and *fantastic* ($f=3$) in *literary orientation* sub-category codes are seen to be used more frequently.

Table 2. Keywords for the field of literature

Keywords	f	Keywords	f
Arab	2	Children's games in Kyrgyz folklore	1
Arabic literature	1	Rituals and children in Kyrgyz folklore	1
Western Thrace	1	Kyrgyz folk literature	1
translation children's literature	1	Kosovo	2
children's literature	213	Macedonia children's literature	1
children's and youth literature	2	Macedonian Turkish literature	1
fantastic children's and youth literature	1	Macedonia	1
fantastic literature	1	modern Arabic literature	1
youth literature	4	modern Azerbaijani poetry	1
gothic literature	1	Syria	2
folk literature	1	Turkish	1
Folklore	1	Turkish children's literature	1
Iran children's and youth literature	1	Turkish literature	4
Iranian literature	1	Turkish gothic literature	1
Islamic children's literature	1	Turkish folk literature	1
comparative literature	2	Turkey	1
Kashkay Turks	1		

According to Table 2, 256 keywords related to the field of literature have been identified. *Children's literature* is the most preferred of all keywords with 83%. In this group, it is remarkable in terms of the diversity that the keywords in terms of the field of literature are in a way that evokes the Turkish world such as Kaşkay, Kyrgyz, Azerbaijan, Middle East literatures such as Arab, Iran, Syria, and children's literature products in the remnant Ottoman lands such as Kosovo and Macedonia.

Table 3. Keywords for the field of children's literature

Keywords	f	Keywords	f
translation of children's literature	1	basic principles of children's literature	9
children's literature course	1	basic elements of children's literature	3
children's literature works	1	basic elements of children's literature	1
children's literature texts	1	criteria for children's poetry	1
children's literature history	1	multicultural children's literature	1
children's literature products	1	fictional children's literature	1
aesthetic criteria in children's literature	1	award-winning children's literature works	1

According to Table 3, 24 keywords related to the field of children's literature have been identified. The most commonly preferred of these keywords is *the basic principles of children's literature* (f=9). In this group, there are also different elements of *children's literature* (f=3) that support the same code, albeit with other words, and *basic elements of children's literature* (f=1).

Table 4. Keywords for text types

Categories	Keywords	f	Keywords	f
Informative Texts	memoir	1	prose	1
	biography	3	interview	1
	essay	1	-	-
Event-Driven Texts	Comic	3	fairy tales	13
	children's stories	5	event and emotion-based types	-
	children's fairy tales	4	award-winning novel	-
	children's story	2	story	9
	children's novel(s)	15	popular novel	1
	compiled fairy tale	1	novel	9
	saga	2	historical children's novel	1
	folk tales	1	historical novel	1
	animal story	1	Turkish story	1
	story	21	Turkish story	1
fictionalized fairy tale	1	Turkish novel	1	
fairy tale types	1	-	-	
Poem	Children's poetry in Arabic literature	1	children's poetry(s)	9
	Arabic poetry	1	poem	14
	contemporary children's poetry	1	bunch of poetry	2
Display dependent Texts	children's theatre	3	theater	1
	drama	1	-	-
Other	literary types	4	political humor	1
	dark humor	1	rhyme	1
	humour	5	type	1

According to Table 1, 134 keywords related to text types have been identified. This category includes five subcategories: *informative texts* (f= 7), *event-based texts* (f= 81), *poetry* (f= 28), *display-dependent texts* (f= 5), *other* (f= 13). When the subcategories are examined, *biography* (f=3) in the *informative text* category, *story* (f=21) in the *event-based texts* category, *children's novel(s)* (f=15), *fairy tales* (f=13), *poetry* (f=14) in the *poetry* category, *children's poetry(s)* (f=9), *children's theater* (f=3) in the *category of display texts*, *humor* (f=5) in the *other* category, and *literary genres* (f=4) codes are seen to be used more frequently. However, the codes of the same literary species were included in the table with different nouns. For example, the type of "story" is expressed with codes such as "folk tales, animal story, children's stories, Turkish story, story, children's story, Turkish story".

Table 5. Keywords for Topics and Themes

Category	Keywords	f	Keywords	f	Keywords	f
child concept	Children between 60-72 months old	1	child image	1	children's literature	3
	translation children's book	1	child identity	1	social construction of childhood	1
	child relativity	9	children's book	3	childhood	1
	child relativity principle	1	children's libraries	2	child-preschool	1
	child eligibility	1	children's media	1	childish sensitivity	1
	child	46	child reader	1	development of humor in the child	1
	children's world	2	children's games	1	preschoolers	1
	children's works	1	children's storybook	1	illustrated children's book	1
	child reality	3	children's problems	1	preschool children at risk	1
	children's rights	1	children's design	1	-	-
	children's rights convention	1	children's publications	2	-	-

Category	Keywords	f	Keywords	f	Keywords	f
Individual issues	parents	1	difference	1	game, toy	1
	friend	1	reality	1	death theme	1
	self language	1	reliability	1	health	1
	individualism	1	beautiful	1	page layout	1
	grandfather	1	captain	1	free activity	1
	emotion	1	self-disclosure	1	free events application	1
	emotions	1	fear	1	violence	1
	critical thinking	5	bad twin	1	uncanny	1
	disability issues	1	acceptable citizen	1	Turkish twins	1
	Disabled	1	grandma	1	creative thinking	1
Development issues	bibliotherapy	1	Developmental psychology	1	psychological robustness	1
	cognitive development	1	early youth	1	becoming a role-model	1
	developmental characteristics of the child	1	personality development	2	adult	1
	child development	1	identification	1	mental development	1
	development	1	establishing identification	1	-	-
	areas of development	1	psychology	1	-	-
Cultural issues	multiculturalism	1	cultural elements	1	T.C. ministry of culture	1
	state theaters	1	interculturalism	1	Turkish journalism	1
	book decoration arts	1	national culture	1	Turkish culture	1
	culture	4	narcissistic culture	1	convergence culture	1
	cultural elements	1	oral culture	1	food items	1
Literary and Artistic subjects	translation norms	1	aesthetic	2	criteria	1
	translator and publisher approaches	1	feminist translation	1	illustration	1
	cartoon	1	chart	1	picture-text relationship	1
	cartoon	1	graphic design	2	understanding of art	1
	digital illustration	1	story review		representation	1
	literary text review	1	illustration	4	typography	1
Aegean writers	1	illustration history	1	-	-	
Social issues	family	2	civil war	1	nonverbal communication	1
	discrimination	1	ideology	1	violence and types	1
	west	1	image of women	1	collectivism	1
	gender roles	1	representation of women	1	gender	5
	environment	1	women's and children's problems	1	gender roles	2
	nature	1	female	1	gender-representative motherhood	1
	nature	1	stereotype	2	social criticism	1
	ecocriticism	1	interpersonal conflict	1	social development	1
	masculinity	1	interpersonal communication	1	social events	1
	feminism	1	profession	1	Turkish woman	1
	tradition	1	refugee	1	Turkism	1
	immigration	2	prejudice	1	alienation	1
	immigration	1	refugee	1	bullying	1
group hostilities	1	-	-	-	-	
Religious and historical Issues	Ataturk	1	tales	1	illustrated Moon	1
	religion	1	Quran	1	war	1
	General Francisco Franco	1	School of Manipulation	1	historical reality	1
	revolutions and the establishment of the republic	1	Advertising in the Ottoman Empire	1	historical	1
	Islamic	1	prophetic tales	1	Turkish cinema	1

According to Table 5, 249 keywords have been identified in terms of subjects and themes. Under this category, there are seven subcategories: *child concept* ($f=93$), *individual subjects* ($f= 34$), *developmental issues* ($f = 17$), *cultural issues* ($f= 18$), *literary and artistic issues* ($f= 24$), *social issues* ($f= 48$), *religious and historical issues* ($f= 15$). When the sub-categories are examined, the *child* ($f= 46$) in the *concept of child* category, *child relativity* ($f= 9$), *critical thinking* ($f= 5$) in the *category of individual subjects*, *personality development* ($f= 2$) in the *category of developmental subjects*, *culture* ($f= 4$) in the *category of cultural subjects*, *illustration* ($f= 4$) in the *category of literary and artistic subjects* and *gender* ($f= 5$) in the *category of social subjects* are higher. No code stands out in particular in the category of religious and historical issues.

Table 6. Keywords for artists

Keyword	f	Keyword	f	Keyword	f	Keyword	f
Abdulla Şaik	1	Christine Nöstlinger	1	Kemalettin Tuğcu	2	Rifat Ilgaz	1
Abdulahap Akbaş	2	Çetin Öner	1	Koray Avcı Çakman	2	Roald Dahl	1
Adnan Özyalçiner	1	Dav Pilkey	1	Manastırlı Mehmet Rifat	1	Sabiha ve Zekeriya Sertel	1
Ahmet Ümit	1	Durali Yılmaz	1	Mark Twain	1	Sabri Esat Siyavuşgil	1
Ahmet Yılmaz	2	E.B.White	1	Mavisel Yener	4	Samed Behrengi	1
Boyunağa							
Ali Ekrem Bolayır	1	Else Günther	1	Memduh Şevket Esendal	1	Sara Gürbüz Özeren	1
Ali Nazimâ	1	Enver Tuncalp	1	Mevlana	1	Sedat Girgin	1
Alphonse Daudet	1	Fazıl Hüsnü Dağlarca	1	Mevlana İdris Zengin	2	Serpil Ural	1
Aslı Der	1	Feridun Oral	2	Michael Ende	1	Sevim Ak	2
Aydoğan Yavaşlı	1	Ferzan Gürel	1	Mikayıl Müşfik	1	Sevinç Kuşoğlu	1
Aygen Sibel-Çelik	1	Gülçin Alpöge	1	Miyase Sertbarut	4	Seza Kutlar Aksoy	4
Ayla Kutlu	3	Gülsevin Kırıl	1	Mustafa Orakçı	1	Sulhi Dölek	1
Aysel Gürmen	2	Gülsüm Cengiz	1	Mustafa Rahmi Balaban	1	Susan Taghdis	1
Ayşe Kilimci	2	Gülten Dayıoğlu	4	Mustafa Ruhi Şirin	4	Süleyman Bulut	1
Ayşe Yamaç	1	H. Salih Zengin	1	Muzaffer İzgü	3	Şaban Akbaba	1
Aytül Akal	4	Hasan Aycın	1	Müge İplikçi	1	Talip Apaydın	1
Behçet Necatigil	2	Hasan Kallimci	4	Naki Tezel	1	Tarık Dursun K.	1
Behiç Ak	7	Hasan Latif Sarıyüce	2	Nazlı Eray	1	Turar Kocomberdiyev	1
Bekir Yıldız	1	Hûşeng Murâdî-i Kirmânî	1	Necati Güngör	1	Ulviye Alpay	1
Bestami Yazgan	1	Hüseyin Yurttaş	1	Necdet Neydim	2	Üzeyir Gündüz	2
Bican Veysel Yıldız	1	İbrahim Örs	1	Nehir Aydın Gökduman	1	Vladimir Propp	1
Bilgin Adalı	1	İbrahim Ünsal	1	Nel Noddings	1	Yalvaç Ural	3
Birsen Ekim Özen	1	İhsan Oktay Anar	1	Nezihe Meriç	3	Yaşar Kemal	1
Borita Casas	1	İrfan Gürkan Çelebi	1	Numan Kartal	1	Yavuz Bahadıroğlu	2
Cahit Uçuk	1	İsmail Bilgin	1	Nur İçözü	5	Zekeriya Tâmir	1
Cahit Zarifoğlu	2	Jonathan Swift	1	Refik Özdek	1	Zeynep Cemali	3

According to Table 6, 160 keywords were identified in *the keywords category for artists*. Among the relevant years, the most preferred children's literature artists among these keywords are Behiç Ak (f= 7), Nur İçözü (f= 5), Aytül Akal (f= 4), Gülten Dayıoğlu (f= 4), Hasan Kallimci (f= 4), Mustafa Ruhi Şirin (f= 4), Miyase Sertbarut (f= 4), Mavisel Yener (f= 4), Seza Kutlar Aksoy (f= 4). Domestic names are predominantly prominent in children's literature studies, where many local and foreign words are included as keywords. On the other hand, foreign names were preferred primarily on different departments with foreign language branches apart from Turkish education, Turkish Language and Literature Education.

Table 7. Keywords for works

Keyword	f	Keyword	f	Keyword	f
"I Know a Little Girl" Irmak Series	1	Silver Wing	1	Seagull and Fox	1
100 Essential Works	3	The Man Who Repairs the Sun	1	Blue Swallow	1
Woodpeckers	1	Harry Potter	1	Curious Little	1
Antoñita La Fantástica	1	Novels by Hasan Latif Sarıyüce	1	Mathnawi	1
Aysegul books	1	Ghost Village	1	Motor Bird	1
Stories of Aytül Akal	1	Hazine-i Kiraat or Two Hundred Stories for Children	1	Nöstlinger's Mini Series	1
Behiç Ak's children's books	1	Hidayet Karakuş's children's stories	1	Immortal Ece	1
Dede Korkut Stories	2	Hikâyât-ı Müntahabe	1	Robin Hood	1
Letters from My Mill	1	Katıraslan	1	Gum Geranium	1
Full Moon Detectives	2	Kebûter-i Tûy-i Kûze (Pigeon in Jug)	1	Selen's Stories	1
Düşükdon series	1	Kiji-Bürüs	1	Sparrowbird	1
The Cat Who Plays Harmonica at Night	1	Language of Birds	1	Children of the Last Island	1
Stairs Climbing the Past and Cute Friends	1	Little Prince	1	The Adventures of Tom Sawyer	1
Hotel 1: All Animals Are Invited					
Sky Flowers	1	Little Prince	1	Children's books by Yalvaç Ural	1
Gulliver's Travels	1	Lettres de Mon Moulin	1	Yürek Grandpa and Sultan	1

According to Table 7, 49 keywords were identified in the keywords category related to the works. The works are mostly explicitly selected. However, there are also theses on the same works. For *example*, *Full Moon Detectives* (f=2) stand out as works

with a different thesis on *Dede Korkut Stories* ($f=2$). On the other hand, it was determined that *100 Essential Works*($f=3$), which we found correct to be evaluated within this category, were found to have three different thesis studies on them between the primary years of the research.

Table 8. Keywords for period/time

Keyword	f	Keyword	f	Keyword	f
0-36 months	1	Battle of Gallipoli	1	preschool children's literature	2
1940s	1	early childhood	2	preschool period	4
children's literature after 1950	1	early childhood period	1	Soviet Literature	1
21st century	1	II. Legitimacy	2	Tanzimat Period	1
6-10 years	1	Second Legitimacy Period	1	Single-Party Period	1
First World War	1	Primary school	5	new Turkish literature	1
republic	1	National Literary Period	1	-	-
Republican Period	2	preschool	2	-	-

According to Table 8, 34 keywords were identified in the *keywords category for period/time*. The codes that differ in terms of frequency of use in these keywords are *primary school* ($f=5$) and *preschool period* ($f=4$). In addition, there are different codes such as *preschool children's literature* ($f=2$), *preschool* ($f=2$), *early childhood* ($f=2$), *early childhood* ($f=1$). In this case, it can be said that the most preferred keywords in the time/period category refer to the preschool period.

Table 9. Keywords for the type of written mass media

Categories	Keyword	f	Keyword	f	Keyword	f
Book	German children's book	1	storybooks	2	illustrated children's book(s)	11
	children's book(s)	32	book	2	picture book	1
	children's storybooks	1	fairy tale books	2	illustrated children's storybooks	3
	bestseller book	1	preschool storybook(s)	2	Turkish children's book	1
	children's books with religious content	1	popular children's books	1	children's book of written quality	1
Journal	Beyazbulut Magazine	1	magazine (journal)	5	Nûbihar Magazine	1
	children's journalism	1	children's magazines with old letters	4	Ottoman children's magazines	1
	children's magazine(s)	13	Heng Magazine	1	Tomurcuk Magazine	1
	Çocuk Yıldızı magazine	1	Kurdish children's magazines	1	Türkçem magazine	1
	Çocuklara Talim	1	Musavver Çocuk Postası	1	-	-
Newspaper	Afacan Newspaper	1	Marshall Plan and American board publications	1	Sabah Newspaper	1
	newspaper	1	-	-	-	-
Other	mobile book apps for children	1	humor press	1	periodicals	1

According to Table 9, 102 keywords related to the type of written mass media have been identified. This category includes four subcategories: *book* ($f=62$), *journal* ($f=33$), *newspaper* ($f=4$), *other* ($f=3$). When the subcategories are examined, *children's book(s)* ($f=32$) in the *book* category, *children's picture book(s)* ($f=11$), *children's magazine(s)* in the *magazine* category ($f=13$), *magazine (journal)* ($f=5$) and *old-letter children's magazines* ($f=4$) codes were used more frequently. In the *newspaper* and *other* category, there was no particularly prominent code.

Table 10. Keywords for values

Keyword	f	Keyword	f	Keyword	f
morals	2	educational value(s)	5	moral values	2
peace	1	educational dialogue(s)	14	preschool values	2
peace education	2	educational principles	1	peace in preschool education	1
environmental awareness	1	educational concept	1	sensitivity to the ancestors	1
value(s)	35	empathy	5	peace in illustrated children's books	1
value(s) training	20	universal values	3	Schwartz values list	1
sensitivity	2	dialogue(s)	5	historical awareness	1
tutorial dialogue	1	human rights	1	-	-

According to Table 10, 94 keywords were identified in the keywords category for values. The codes that differ from others in terms of frequency of use in these keywords are *value(s)* ($f=35$), *value(s) training* ($f=20$) and *educational message(s)* ($f=14$). When the keywords related to the values are examined, it is seen that the value that stands out, in particular, is *empathy* ($f=5$).

Table 11. Keywords related to educational activities

Categories	Keyword	f	Keyword	f	Keyword	f
Education	mother tongue love and education	1	sensitivity training	1	character training	4
	peace education components	1	education	9	fiction training	1
	environmental education	1	in-service training	1	cultural heritage education	1
	children's education	10	informal training	2	Montessori's understanding of peace education	1
	multicultural education	1	human rights education program	1	preschool education	4
	religious education	1	human rights education	1	Turkish education	18
Teaching	children's literature teaching	1	literature and language teaching	1	curriculum	1
	teaching Turkish as a foreign language to children	1	storytelling	1	Turkish textbook(s)	7
	teaching foreign languages to children	1	benefits	1	Turkish lesson	1
	textbook	1	middle school textbooks	1	Turkish Course (1st- 8th Grades) Curriculum	1
	language and literature teaching	1	secondary school Turkish textbooks	1	Turkish curriculum	1
	interdisciplinary teaching	1	teaching	1	Turkish teaching	14
	eco-schools	1	teacher candidates	1	classroom teacher	1
	preschool teachers	1	program development	1	Turkish teacher	1
Other	parents of students	1	-	-	-	

According to Table 11, a total of 103 keywords related to educational activities have been identified. This category includes three subcategories: *education* (f= 59), *teaching* (f= 37), *other* (f= 7). When the sub-categories are examined, *Turkish education* (f=18), *child education* (f=10) and *education* (f=9) in the education category, and *Turkish teaching* (f=14) in the *teaching* category are the most frequently used codes. In the *other* category, there was no particularly prominent code.

Table 12. Keywords for the concept of language

Keyword	f	Keyword	f	Keyword	f
recipient language development	1	language and expression	2	Kurdish	1
native language	2	language and expression elements	1	Tuvan	1
compilation linguistics	1	richness of language	2	Turkish Language Reform	1
language	5	linguistics	1	Turkish	2
non lingual items	1	language-thinking relationship	1	Türkçem	1
language development	3	expressive language	1	-	-
in-language extortion	1	expressive language development	1	-	-

According to Table 12, 24 keywords have been identified in the category of keywords related to the concept of language. The codes that differ from others in terms of frequency of use in these keywords are language (f=5), language development (f=3), native language(f=2), language and expression(f=2), language richness (f=2) and Turkish(f=2).

Table 13. Keywords for basic language skills

Categories	Keyword	f	Keyword	f	Keyword	f
Reading	emotional literacy	1	reading habits	2	Attitude towards reading	1
	reading activities	1	tendency to read	1	readability	3
	reading	2	reading culture	4	-	-
Vocabulary	proverb	1	word world	1	vocabulary elements	1
	idiom	1	vocabulary	3	vocabulary elements	1
	stereotypical vocab	1	frequency	1	-	-
Grammar	concept development	1	vocabulary	13	-	-
	sentence	1	Syntax	1	Vocabulary	1
Other	Word types	1	-	-	-	-
	listening	1	basic skills	1	writing	1
	writing stories	1	-	-	-	

According to Table 13, a total of 47 keywords related to basic language skills have been identified. This category includes four subcategories reading (f =15), *vocabulary* (f= 24), *grammar* (f= 4), *other* (f= 4). When the sub-categories are examined, *reading culture* (f=4), *readability* (f=3) codes in the *reading* category, *vocabulary* (f=13) and *vocabulary* (f=3) codes in the *vocabulary* category stand out in terms of frequency of use. In *addition*, codes such as vocab elements point to the *vocabulary* code, despite minor differences in its name. In the *other* category and *grammar*, there is no particularly prominent code.

Table 14. Keywords for methodology

Categories	Keyword	f	Keyword	f	Keyword	f
Method/ Technique	alternative methods	1	aesthetic criteria checklist	1	content analysis and artistic analysis	1
	descriptive analysis	2	story elements evaluation scale	1	classification of dialogues	1
	descriptive analysis	1	story map	1	model	1
	formal analysis	1	content analysis	1	image and text analysis	1
	document review	3	content analysis	1	method	1
	dramatic review	1	-	-	-	-
Theory	cognitive literary approach	1	target-oriented translation	2	constructivist approach	1
	translation strategies	1	Maslow's hierarchy of needs	1	constructivism	1
	polysystem theory	3	reader reaction theory	1	structuralism	1
	Multiple intelligence theory	1	Toury's norms	1	mind-reading (theory of mind)	1
	target-oriented translation	1	-	-	-	-
Research	perception	1	empathic tendency	1	positive and negative features	1
	conflict resolution methods	1	awareness	1	custom field associations	1
	conflict resolution	1	philosophy	1	poetry review	1
	translation review	1	communication skills	1	basic scientific concepts	1
	philosophy for children	1	review	6	gifted students	1
	discipline	1	contribution	1	criteria for alienation	1
	interdisciplinary	1	postgraduate thesis	1	reflection	1
	parental attitudes	1	occupational perception	1	structural features	1
	critical thinking skills	1	-	-	-	-

According to Table 14, a total of 65 keywords related to methodology have been identified. Under this category, there are four subcategories: *method/technique* (f= 19), *theory* (f= 16), *research* (f= 30). When the sub-categories are examined, *document analysis* (f=3), *descriptive analysis* (f=2) in the *method/technique* category, *polysystem theory* (f=3) in the *theory* category, *target-oriented approach* (f=2), and *analysis* (f=6) in the *research* category code stands out in terms of frequency of use.

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

In this study, the keywords in the postgraduate theses made in the field of children's literature between the years 2015-2020 were examined thematically. 358 postgraduate theses were examined as a result of the relevant literature review. As a result of the review, it was seen that the keywords used in the thesis were divided into 14 subcategories. These categories are keywords related to literary terms (f= 108), keywords related to literature (f= 256), keywords related to topics and themes (f= 249), keywords related to artists (f= 160), keywords related to text types (f=134), keywords related to educational activities (f= 103), keywords related to type of written mass media (f= 102), keywords related to values (f= 94), keywords related to methodology (f = 65), keywords related to works (f=49), keywords related to basic language skills (f= 47), keywords related to period/time (f= 34), keywords related to language concept (f= 29), keywords related to field of children's literature (f= 24). The most commonly used keywords are; keywords for the field of literature (f= 256), subjects and themes (f= 249) and artists (f= 160); the least used keywords are keywords related to basic language skills (f= 47), period/time (f= 34), language concept (f= 29) and children's literature (f= 24). In this group, the limited use of keywords related to children's literature affects the treatment of children's literature as a subdisciplinary of literature. However, the concept of children and the different categories and codes associated with children's literature was also revealed as a result of the research.

Most of the postgraduate thesis in the year range included in the research in the field of children's literature is a master's thesis. This result coincides with Balcı's (2012:202) research findings on the thesis in the field of children's literature between 1981 and 2010. In other words, there have been more academic studies in this field over the years. This can be explained by the fact that the number of master's programs is higher than the doctoral programs.

The total frequency of keywords used for basic language skills is (f= 47). This number indicates that the four basic language skills and keywords for grammar and vocabulary are among the least used keywords in total. Under this category, there are four subcategories: reading (f= 15), vocabulary (f= 24), grammar (f= 4), and other (f= 4). However, listening and writing were used once, while speaking was never used. As can be seen, studies on listening, writing and speaking in the field of children's literature are insufficient. There are studies in the literature where similar results are obtained. Doğan and Özçakmak (2014), in their study investigating the tendencies of graduate theses between 1998 and 2013, reached only 14 master's theses on listening skills directly. Likewise, Cin Şeker (2020: 137-138) found in his research on postgraduate theses on listening and speaking skills that the number of postgraduate theses prepared for reading and writing is higher than those of listening and speaking. A similar study was produced by Erdem, Gün, Şengül and Özkan (2015:231) with the results of their research on keyword detection on scientific articles. Accordingly, it has been stated that studies on reading and writing are superior to speaking and listening in terms of both quality and quantity. This situation can be interpreted as the insufficiency of postgraduate studies on listening skills in terms of quantity. When it comes to children's literature, it is also in question in the fields of speaking and writing.

Studies are carried out on a literary axis rather than gaining basic language skills. In this context, many keywords are used in categories and subcategories such as literature, text and structure elements, literary orientations, literary field. In the sections related to education, the educational values of the artists' works are more discussed. Similarly, Sevim and İřcan (2012:1871) stated that in their study of keywords in master's thesis between 2005 and 2010, researchers examined children's literature texts in terms of educational messages in the context of the principle of relativity to children in graduate thesis in the field of children's literature. Another finding that coincides with this result is that we look at the most frequently repeated keywords regardless of categories and subcategories. However, the values are in 3rd place (f=35), we see that the concept of value is used more among keywords with codes such as dialogues, educational messages, universal values, values education, etc.

The vast majority of keywords in the graduate thesis examined are shaped around the concept of children. When we look at the keywords used at the level of subjects and themes, it is seen that the concept of children is the sub-theme in which the keyword is used the most as a theme besides individual, developmental, cultural, literary, artistic, social, historical and religious issues. This is a natural result when considering the scope of the research. Likewise, children's literature and children's books are the keywords that stand out in the study in this context. Again, another notable result is the expression of topics such as children's literature authors, works, children's magazines and newspapers, and literary types of children's writing in keywords. This result largely coincides with the findings of Balcı (2012), who examined postgraduate thesis prepared between 1981 and 2010 in the field of children's literature.

In the thesis, which considers the names of artists and works as keywords, most of the works and artists are local artists and works. The artists most mentioned in the keywords are Behiç Ak (f= 7), Nur İřözü (f= 5), Aytül Akal (f= 4), Gülten Dayıođlu (f= 4), Hasan Kallımcı (f= 4), Mustafa Ruhi řirin (f= 4), Miyase Sertbarut (f= 4), Mavisel Yener (f= 4), Seza Kutlar Aksoy (f= 4). In addition, artists and works from world literature can be found. This is the same as the research results of Balta (2019).

When we look at the keywords, it is seen that the studies made based on the type of text are pretty intense (f=134). Balcı (2012:203) made a similar finding in his/her graduate thesis study on children's literature prepared between different periods. This can be interpreted as the text-oriented trend towards studying children's literature at the graduate level has not changed despite the intervening time. Event-based text types (f=81) are particularly prominent in this group in terms of text type. Event-based genres, in which children can get ideas on different topics such as balancing between social and individual life and problem-solving skills for other people and lives, and find traces of themselves and their lives, are preferred by children for many reasons such as the immersion of events and curiosity. According to the results of Temizyürek's (2008:142) research on 8th grade, students' findings that their reading and comprehension score averages for storytelling texts are higher than their reading-comprehension score averages of informative texts may give researchers an idea of why event-based genres are more preferred among children's books.

Another result is using keywords for qualitative review in the method, technical and research subcategories in the category created for methodology. In this regard, children's literature researchers must bring the student involved and turn to practical, experimental studies aimed at improving the basic language skills of the child through qualified children's literature texts in in-class education and training activities.

It has been observed that keywords are not used in some thesis reached. According to Deniz and Karagöl (2017:305), this is a severe problem in academic writing because keyword detection is essential to ensure the accessibility of the research in different citation indexes.

In addition to literature-based studies, researchers who will work in the field of children's literature are recommended to contribute to the enrichment of this field in terms of methods and subjects through the development of listening, reading, speaking, writing skills, which are the main learning areas of mother-tongue teaching, and application-oriented studies. In addition, in graduate studies prepared for artists and their works, it should be done with value reviews and the diversity of subjects should be ensured.

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There is only one author of this article. Bora Bayram is responsible for all of the work done for this article.

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