

Journal of Social Sciences and Education

Investigation of Popular Children's Literature Works in Terms of Root Values: Exaggeration Dust and Grandpa's Grocery

Seray YAZICIOĞLU¹

Yıldız Technical University, Social Sciences Institute, Turkish education

Neslihan KARAKUŞ²

Yıldız Technical University, Faculty of Education, Turkish education

ABSTRACT

Research Article³

Children's literature products are of great importance in the development of children, in the formation of their characters and additive identities. Children reach children's literature products through lessons from the moment they start school with the contribution of the family in the pre-school period. In addition to acquainting children with literary works and gaining reading habits, it is important which books they read. Because the most effective power that provides social continuity between societies is education. Social values, awareness of being human, family, individual and citizen, in short, cultural accumulation can be transferred to the child through education. One of the best tools to provide this transfer in educational institutions is literary products. For this reason, it is important to examine the values in children's literature and the way these values are handled in a positive and negative way. The aim of this research is to read Şermin Yaşar's books, Exaggeration Dust and Grandpa's Grocery, which are found to be widely read by secondary school students, based on the ten root values (justice, friendship, honesty, self-control, patience, respect, love, responsibility, patriotism, helpfulness) in the Turkish Lesson Curriculum of the Ministry of National Education. Document analysis, one of the qualitative research methods, was used in the research, and content analysis technique was used in the analysis of the data. As a result of the research, while the values of respect (26%), helpfulness (17%) and honesty (14%) were the most common values in the book of Grandpa's Grocery, the values of patriotism (0%) and patience (1%) were the least included; In the Exaggeration Dust book, the values of love (23%), responsibility (20%) and helpfulness (18%) were most frequently included, while patriotism (1%) and honesty (2%) values were the least included.

Received: 20.09.2021

Revision received:

28.10.2021

Accepted: 29.10.2021

Published online:

29.10.2021

Key Words: Children's literature, values, values education, root values

¹Graduate Student

serayyazicgl@gmail.com

ORCID: orcid.org/0000-0003-3106-0543

² Doç. Dr.

neslihankarakush@gmail.com

ORCID: [0000-0001-7808-1099](https://orcid.org/0000-0001-7808-1099)

³ This article is by Assoc. Dr. It was produced from the master's thesis named "Examination of Popular Children's Literature Works in Terms of Root Values" prepared by Seray YAZICIOĞLU at Yıldız Technical University Social Sciences Institute under the supervision of Neslihan KARAKUŞ.

Introduction

Children's literature is the general name of a literature field whose main source is children and includes text types written for children. Sever (2012: 27) describes children's literature as "in the life period between early childhood and adolescence, prepared in accordance with children's level of understanding and language development, enriching their worlds of emotions, thoughts and imaginations, and contributing to their enjoyment of linguistic and visual the name given to all products". According to Yalçın and Aytaş (2005:5), children's literature is defined as "all of the oral and written literary products that are suitable for children's psychological and physical development, appeal to them, far from simplicity, and allow the child to analyze and synthesize".

Children reach literary products verbally in pre-school period and in written form from school age. Children's literature works, which have an important place in the life of the child from an early age, "teach the child the right behavior patterns and the rules that must be followed in the society; to gain some values such as kindness, honesty and cooperation; In short, it aims to prepare the child for life" (Arseven, 2005:42).

Şimşek (2002:34) stated the aims that children's literature should have as follows:

- To meet the spiritual needs of children,
- Considering the subjects that children are interested in at different ages,
- Taking care of the child's language development,
- To assist the child's perceptual development,
- Considering social-emotional development,
- To provide mental development,
- To instill the first love of books in the child, to give the first literary and aesthetic values,
- To prepare the environment for positive personality development,
- To inform children about the realities of daily life,
- To awaken the creative imagination of children,
- To develop the child's listening ability,
- To teach that the book is a source of entertainment and information,
- To introduce the concept of "good book" with given examples,
- To introduce children's book genres with good examples,
- To enable children to meet good examples in terms of illustration and physical characteristics,
- Presenting books reflecting various subjects and concepts to children,
- To introduce publications with physical features and illustrating content suitable for all age groups from the age of two.

A society consists of individuals with a common language, culture and history. Language is the most important element that ensures the existence of a society and maintains it. According to Tural (1992: 138), on the basis of a society that exists with language, "filtered from the depths of history, forming a meaningful and rich synthesis with conscious choices created by time and needs; transmitted from generation to generation in a systematic and unsystematic way; thereby enabling each person to gain a sense of self and affiliation, and a sense of identity; giving the power to change the environment and conditions; There is 'culture', which consists of the whole of beliefs, acceptances and ways of living, which leads to the idea of reference to the past, while each generation looks at the time and future they live in.

The society transfers its traditions, values and culture to the next generations thanks to the language. However, nowadays, with technological developments, children meet technology

from a very young age and move away from their own language. This situation causes them to move away from the culture and traditions of the society they live in. Social values, awareness of being human, family, individual and citizen, in short, cultural accumulation can be gained through education. With the education that starts in the family and continues in the educational institutions, the individual gains the ability to exist in social life. One of the most important lessons in the transfer of cultural values and traditions is undoubtedly the Turkish lesson. According to Susar Kırmızı (2014:221), "Turkish lessons have a great impact on people's ability to communicate well with other individuals, to act as a part of society, to ensure the continuity of cultural characteristics, and to transfer national and universal values to students".

Turkish course is not just a course that provides students with cognitive skills related to language. For this reason, the Turkish Curriculum aims to enable students to acquire language skills and mental skills related to listening/watching, speaking, reading and writing that they can use throughout their lives, to develop themselves individually and socially by using these skills, to communicate effectively, to read willingly with a love of Turkish. and it is structured in a unity that includes knowledge, skills and values so that they acquire the habit of writing" (MEB, 2019: 8). As it can be understood from the way the Turkish lesson is structured, it is aimed that students acquire various values through education.

"The concept of value was first used by Znaniecki in 1918, and it took the form of value by deriving from the Latin word *valere*, which means to be valuable, to be strong" (Aydın, 2011: 39). Value can be defined as "the degree of importance or superiority generally accorded to an object, asset or activity in terms of spiritual, moral, social or aesthetic" (Öncül, 2000: 281). According to Dilmaç and Ulusoy (2015:16), "value is the set of beliefs that have the characteristics that make human beings human, contain the basic features that distinguish humans from other living things, and direct people's behavior". According to Fichter (2006: 167), values are "standards, beliefs or moral principles that are abstract, social, continuous, open to change, meaning-giving, transmitted through language and symbols".

According to Ergül Özkul (2019: 1), human being, who is a social being, maintains his ties with the culture he lives in and other societies in the world through some rules and cultural elements in order to create harmony among many equations in his life and to ensure his own continuity, and one of these elements is are values. "For this reason, values have been emphasized in the Turkish teaching programs implemented from the republic to the present, and some values have been included in the aims of Turkish teaching" (Mutlu and Dinç, 2019: 1050). There are ten core values (justice, friendship, honesty, self-control, patience, respect, love, responsibility, patriotism, benevolence) in the Turkish Language Curriculum (2019) of the Ministry of National Education.

Within the framework of this information, it can be concluded that the Turkish lesson has an important place in values education, that the materials to be used in the Turkish lesson should be in accordance with the values in the Turkish Lesson Curriculum and should be of a quality that will convey the values to the children.

Turkish lesson consists of reading, writing, listening, speaking and writing education. Although all skills are important in teaching and transferring values, reading education has a special importance. One of the most important materials of the Turkish course is reading texts. Text types (biography, autobiography, memoir, story, fairy tale, novel, epic, legend, etc.) according to the age group and level of the students are included in the textbooks and these texts are frequently used within the scope of values education. It is of great importance to examine the suitability of both the books read by the students' teachers and the books they choose and read, as well as the texts in the textbooks within the scope of reading education. For this reason, children's literature, as an element in the life of the child from an early age, is an integral part and complement of values education.

Within the scope of values education, the style used in the works of children's literature and the way the values are conveyed are also very important. If the books are aimed at intense teaching and giving information, the child may get bored with the book. A work should attract the child to himself and make him love the subject without breaking his bond with life. If the literary work aims to give information intensively, the child will be adversely affected by this situation. The behaviors and values that are desired to be acquired by the child should be included in the natural flow of the book. According to Oğuzkan (2001:385), "Abstract concepts should be avoided as much as possible and concrete concepts should be included in the writing of works that appeal to children. Because forcing the child's understanding level decreases his interest in the book and dulls his reading habit. Good books help the child develop from concrete thinking to abstract concepts and build bridges between reality and imagination."

Within the framework of this research, it is aimed to contribute to the literature by examining the values and the quality of the values in the books of Exaggeration Dust and Grandpa's Grocery selected from Turkish literature. In addition, the context in which the values in these 2 books are revealed, the positive and negative aspects of the values to create a certain awareness, and the fact that such a study has not been done on these 2 books before makes this research important.

With this study, ten root values determined as "justice, friendship, honesty, self-control, patience, respect, love, responsibility, patriotism and helpfulness" in the Turkish Curriculum (2019) in the best-selling children's literature books (Dedemin Grocery and Exaggeration Dust) are included. It was examined whether or not the values were handled positively and negatively. With this research, it is aimed to reveal how a work processes values within the framework of values education while preserving its literary qualities.

Methodology

Model

This research was designed as a qualitative research. According to Creswell (2017: 183), qualitative methods are based on texts and imaginary data, and this research was carried out within the scope of document review, one of the qualitative research designs. Accordingly, the root values in the books of Exaggeration Dust and Dedemin's Grocery were examined. According to Kırıl (2000: 173), document analysis was used in this study because it is a systematic method used to examine and evaluate all documents, including printed and electronic materials.

Working Documents

The books examined in this study are children's literature books that are found to be widely read with the data obtained from large book sales sites (Kitapyurdu, D&R, Kidega, Bkm Kitap, İdefix) that offer services on the internet. The best-selling children's literature books section on the book sites were scanned and the fourteen most read books were identified. These are: Exaggeration Powder, The Boy in the Striped Pajamas, The Little Prince, Grandpa's Grocery, Pal Street Kids, King Şakir 5- Dude This Is So Cool, King Şakir 6- Mixed Wraps, King Şakir 7- It's As If I Saw A Purple Elephant, King Şakir 8- Adventure Island, Harry Potter and the Philosopher's Stone, Harry Potter and the Chamber of Secrets, Happy Hippopotamus, The Distance Between Us and the Cherry Tree, Disney Mysterious Town - Daily 3. Two of these fourteen works are suitable for secondary school level, are in the novel genre and the author is Turkish. was chosen as the material. These works are Şermin Yaşar's Grandpa's Grocery (200 pages) and Exaggeration Dust (160 pages).

Collection of Data and Analysis

In the research, data were collected by document analysis method. The data obtained in this study were analyzed according to content analysis. Content analysis is defined as a systematic, repeatable technique in which some words of a text are summarized with smaller content categories in coding based on certain rules (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, Demirel, 2011, p. 269).

All of the two identified works (Exaggeration Dust, Grandpa’s Grocery) were read from beginning to end; The sections containing expressions of the ten root values (justice, honesty, friendship, self-control, patience, respect, love, responsibility, benevolence, patriotism) in the Turkish Language Curriculum (2019) were determined and recorded using the filing technique. Within the scope of content analysis, the books and activities were examined and coding was done. As a result of the coding, “root values” were determined and presented and interpreted in tabular form in the findings section.

Findings

In Table 1 below, the values and percentages mentioned in the book of Grandpa’s Grocery are given.

Table 1. Values Detected in Grandpa’s Grocery Book and Numerical Data Table

Values		<i>f</i>	%
Justice	Positive	4	2,83
	Negative	8	5,67
Honesty	Positive	11	7,80
	Negative	10	7,09
Friendship	Positive	2	1,41
	Negative	1	0,70
Self- Control	Positive	13	9,21
	Negative	0	0
Patience	Positive	1	0,70
	Negative	1	0,70
Respect	Positive	4	2,83
	Negative	33	23,40
Love	Positive	19	13,47
	Negative	1	0,70
Responsibility	Positive	7	4,96
	Negative	2	1,41
Helpfulness	Positive	22	15,60
	Negative	2	1,41
Patriotism	Positive	0	0
	Negative	0	0

According to the values and percentages mentioned in the book of Grandpa’s Grocery in Table 1 above, the values of respect (26%), benevolence (17%) and honesty (14%) are the most common in the book, while patriotism (0%) and patience (1%) are the least common values are included. In addition, when it is defined as positive and negative, helpfulness (16%) is the most common value among the values, while respect (23%) is the most negative value.

Examples of values in my Grandpa’s Grocery book are given below.

Examples where the value of justice is treated positively:

- *Everything necessary for my local products market was ready. When I sold these, I was thinking of deducting my share, taking the money and giving it to them and explaining the situation. (p. 83)*
- *• What selfish people we were! It was always because of my grandfather. We were selling whatever he wanted at the grocery store, the children were eating whatever I wanted. It wasn't like that. I had to put a stop to this order. All I needed was some notebook. And we had plenty of notebooks. (p.150)*

Examples where the value of justice is treated negatively:

- *A dark night awaits us. Everyone will be in the dark. Anyone who does not want to be in the dark will light a candle. So, where are the candles sold? At the grocery store. Who is the grocer? It's us. Whose candles? Ours. Can we sell it at the price we want then? We sell.
I immediately raised the candles and prayed that the electricity would not come for a long time. If I sold enough candles, we'd be around the corner tonight. After all, there was such a thing as turning the crisis into an opportunity. (p.67)*
- *I sell some products to Bald Hasan for double the price, I make a raise. If not, don't buy it. Self-aware. There is no other grocery store, he will have to. He didn't even notice that I had a raise. I collect those extra coins I got and save them in a corner. These are Şükran sister's wedding money. I think so.
When Şükran sister comes, I give an extra 5 coins. So I do a very fair job. (p.102-103)*

Examples where the value of honesty is positively cultivated:

- *"Actually, we children are very honest people. They urge us to hide what we do, to do secret works. In the end, they will make us like them..." (p.28)*
- *"Don't lie to customers. Don't tell anyone, not customers!" said. (p.97)*

Examples where the value of honesty is treated negatively:

- *Let me introduce my grocer grandfather. I won't be able to write the truth much in case one day he may get his hands on what I wrote. (p.21)*
- *I said "Is he angry with me".
"No, he missed you. He says, 'I can't do it alone, let him help'. Go on!" said.
He was lying. (p.132)*

Examples where the value of friendship is positively processed:

- *He was a close friend of my grandfather. (p.167)*
- *I went to my friend Miray's house. Miray was a good girl, she loved adventure. It was cut out for me. Or at least it was cut out.
I said, "Miray, I have a weird idea, but I need your help first?"
He looked curiously.
"Can I cut your hair? I'm going to open a barber shop. I will apprentice you with me. But let's cut your hair first, let's look good first. It is a very important rule in trading. The work you do should reflect you. For example, look at the butchers, they are all overweight and big. Will there be a weak butcher? Impossible! Look at the cooks, they're all like pontoons. Is it a poor cook? Impossible. If we are going to open a barber shop, our hair must be beautiful first, sit in front of me!" said.
He's convinced. What I said made so much sense. (p.188-189)*

Examples where the value of friendship is treated negatively:

- *I moved away from Miray. Let him cry. Cry cries shut up. I looked more and more like my mother, and she said so when I cried. My father wanted to come to*

me and silence me, but my mother was saying, "Don't spoil it, the cries will be silent". Let Miray do the same, let her cry and shut up. What about me? My job is over my head... (p.190)

Examples of positive treatment of self-control:

- *Hey, what a coffee, I wanted to say get back to work quickly, but you can't say such things to dedes. (p.36)*
- *I was ambitious, but it wasn't the place to make a scene. (p.37)*

There is no place in the book where the value of self-control is treated negatively.

Examples where the value of patience is positively cultivated:

- *You know, I expect him to get annoyed and kick me out of the house and throw the books away from me, but he doesn't. He's an extremely patient man. (p.178)*

Examples where the value of patience is treated negatively:

- *I waited impatiently for my grandfather to return from Friday prayer. (p.36)*

Examples of positive treatment of respect:

- *"Well, if I had a daughter, I would definitely give it to someone you love, I wouldn't hesitate. I would have infinite respect for love." I was saying something like that." (p.84)*
- *One day the doctor came, the doctor of the health center... He loved me. I also respected him. (p.140)*

Examples of negative treatment of respect:

- *My grandfather cast one of his overly stern eyes. This look is "Why are you doing such brainless things, my son, who are you attracted to?" it was the look. (p.43-44)*
- *...after that ice cream thing, I was packing everything in five-pound bags just to piss off my grandfather. Her eyes were rolling with anger, I was saying ohhh, ohhhhhhh! (p.90)*

Examples where the value of love is treated positively:

- *I loved frogs. (p.88)*
- *But I love Uncle Vehbi. Because I told you, my favorite client. (p.146)*

Examples where the value of love is treated negatively:

- *He didn't like Gıcır Şükriye either. From time to time, the woman was making him sweep the floor. I knew. (p.96)*

Examples where the value of responsibility is treated positively:

- *Grocery store, my grandfather opens the grocery store at six in the morning. At first I thought he did it because he loved his job so much. I was wrong. Bread arrives at six in the morning, the baker distributes the breads and my grandfather has to open the grocery store. In the first week I started working, I took my place at the grocery store at six in the morning. "Why did you come?" said my grandfather. "What do you mean, why did I come, am I not an apprentice, what time does the shift start, I will come at that hour." I said (p.24)*
- *I had a daily job at the grocery store. Let me write them one by one, it gives an idea about how the time passes.*
 - *Sweeping the grocery store.*
 - *Wiping the machine.*
 - *Checking the shelves and arranging the finished products.*
 - *Cleaning the inside of the bread cabinet,*
 - *Emptying the garbage.*
 - *Pouring water in front of the door. (part of cleaning)*

• *And making cones.*

Making a cone was serious business. The cones were very useful. You cut the newsprint, wrap it with your hand and make cones of various sizes. You put seeds, nails, eggs, curtain pins or something in these cones. It acts as a kind of paper bag.

Every time my grandfather puts his hand under the counter, he wants to find a cone. If he can't find it, he gets angry. That's why I was very careful with the cone work. (p.89-90)

Examples where the value of responsibility is treated negatively:

- *I regularly went early in the first week, but later gave up. I started work at nine o'clock. Civil servants also leave at 9, after all. (p.26)*
- *I left the grocery store with the door open and the counter empty, and I was accusing my grandfathers of not understanding business in the coffee shop. (p.38-39)*

Examples where the value of helpfulness is positively treated:

- *"My son, everyone's house is full of these, are they sold here? It is given as a gift if needed. This is the village place. That's what the neighborhood is for. 'You say my tarhana is finished, they take it out and give it to you. Can you buy tarhana from the grocery store? Hurry and give them away, don't do such nonsense again. Take that cardboard out of the window too. It is a local product..." (p.86)*
- *Sometimes people who have no money come and ask my grandfather for money. My grandfather said, "Don't tell anyone you don't have a condition!" I'm not telling, anyway, what's wrong with me!
Sometimes someone comes and says he can't pay his debt, my grandfather said, "Thank you!" says. (p.99)*

Examples where the value of helpfulness is negatively treated:

- *"I am your grandson, remember? Just this morning, I brought your newspaper, glasses, water, sent it to the grocery store three times, you had the window closed twice," I said.
His eyes opened, surprised.
"Are you counting these, my child?" he said.
"I'm counting, of course, I'll drink a mouthful in return." said.
"Cheat! ' he said, but withdrew from me. (p.37)*
- *One day, the teacher asked us to sweep the mosque. The children rushed to take the brooms and began to sweep. My life was spent with a broom, sweep the grocery store, sweep the coffee... It's done, let me come and sweep the mosque. "I do not sweep in life!" said. After all, we were going to school on normal days, then were we sweeping the school? Nooo. Well, when it comes to the murderer during summer vacation, why do we sweep the mosque? As I did not sweep myself, I was also blocking those who were sweeping. There is no recess anyway! (p.160-161)*

There are no positive or negative examples of patriotism in the book.

The values and percentages mentioned in the Exaggeration Dust book are given in Table 2 below.

Table 2. *Abartma Tozu Kitabında Tespit Edilen Değerler ve Sayısal Veri Tablosu*

Values		f	%
Justice	Positive	1	1,05

Honesty	Negative	8	8,42
	Positive	1	1,05
Friendship	Negative	1	1,05
	Positive	4	4,21
Self- Control	Negative	0	0
	Positive	1	1,05
Patience	Negative	2	2,10
	Positive	2	2,10
Respect	Negative	1	1,05
	Positive	1	1,05
Love	Negative	13	13,68
	Positive	19	20
Responsibility	Negative	3	3,15
	Positive	19	20
Helpfulness	Negative	0	0
	Positive	11	11,57
Patriotism	Negative	7	7,36
	Positive	1	1,05
	Negative	0	0

According to the values and percentages mentioned in the Exaggeration Dust book in Table 2 above, the values of love (23%), responsibility (20%), and helpfulness (18%) are the most common, while patriotism (1%) and honesty (2%) are the least common values.) values are included. In addition, when it is defined as positive and negative values, love (20%) and responsibility (20%) are the values that take the most place, while respect (13%) are the most negative values.

Examples of the values in the Exaggeration Dust book are given below.

Examples where the value of justice is treated positively:

- *“Mr. Kasım Nakitoğlu. I am Teyfik Kılırkıyarar, one of the Inspectors of the Ministry of Dirty Affairs, General Directorate of Searching for Calves Under Ox... I am speaking on behalf of our state. The baking soda mixture you have prepared harms the society. I want you to stop this immediately and make the necessary arrangements. If you don't do this, legal action will be taken against you - uirrrrrrrraaaaappppppsuuuuuuuuuuuu!” (p.137-138)*

Examples where the value of justice is treated negatively:

- *Veli Keskinbıçak suddenly increased meat prices tenfold. For the money you used to buy a kilo of ground beef, now you could only buy a spoonful of ground beef. Uncle Veli was making a fuss if we were to complain a little about meat prices.*

...

Veli Keskinbıçak considered himself very right. In any case, everyone in the town felt extremely right now. Everyone was right, everyone... Nobody thought that the other person could be right, and Veli Keskinbıçak increased the prices of lamb, sheep and beef tenfold based on this rightness. He even cut the money for the breath of the animal from the people. Uncle Veli didn't really care. After all, there was only one butcher in the town and people would have to shop there. (p.48-49)

- *Because he had more shops, he was employing more people, employing more people meant more salaries. He was good while earning the money, but it hurt*

when he gave it. That's why he started not paying people's salaries. He who did not receive his salary did not do his job well. It didn't end because things weren't done well. People were working until midnight. (p.59)

Examples where the value of honesty is positively treated:

- *"People who could not say only letters until now. Their language is just broken. There was no disturbance in his behavior. This time their behavior is broken, their language is intact. People who consume embossing powder can still use the letter k, but they exaggerate. What happened to turn things around?" Kasım nodded his head. "I did. I changed the recipe. Maybe I overdid it a bit. Everything happened because of me. I didn't have any bad intentions, I didn't know it was going to happen. Frankly, I didn't notice what happened." (p.142)*

Examples where the value of honesty is treated negatively:

- *Although it is still a single-ring chain, it thought it would move things forward and open two or three more hotels. It would be a lie to say chain for now. But such a lie never hurt anyone. (p.19-20)*

Examples where the value of friendship is positively processed:

- *My only friend is Teyfik Kılırkıyarar. I have no friends other than him. (p.71)*
- *After school, we meet up with my cousins and friends and play games. (p.159)*

No example was found in which the value of friendship was treated negatively.

Examples of positive treatment of self-control:

- *...no one wanted more than they needed. (p.94)*

Examples where the self-control value is treated negatively:

- *They got much more, much more than they needed. The people of Buğdaylı, who used to go out with a bag of shopping in the past, were shopping so much that they couldn't carry the bags, they brought the shopping cart to the door of their house, and then they couldn't take the shopping cart back due to exhaustion and left it on the street. The streets were filled with stray market carts. On top of that, even a profession called shopping cart collector emerged. (p.55)*
- *The health center was full of people who used antibiotics because they were bored, who wanted to have surgery because their eyes twitched, and who wanted plastic surgery because they didn't like the shape of their kneecaps. (p.124-125)*

Examples where the value of patience is positively cultivated:

- *"Well then?" "I'm telling you, Teyfik brother. Wait. My child, I am telling slowly..." (p.108)*
- *It also takes a few days for them to get rid of the exaggeration powder from their bodies. Then we will wait. I think everything will go back to normal." "Hopefully." "Let's forget it. Let's think it will be okay and wait patiently..." (p.143)*

Examples where the value of patience is treated negatively:

- *I look forward to that day (p.159)*

Examples of positive treatment of respect:

- *Our teachers want us to be good people first. They say that first be good, understanding, reliable, respectful people, then you choose a profession, these are the most important things. (p.159)*

Examples of negative treatment of respect:

- *"Hey you, hyperactive! Sit down quickly, or you'll be expelled from school!" said. (p.25)*

- *There were dozens of people in front of the shop. They were unable to get in line. I have seen unhappy, sullen, angry, shouting and calling people pushing each other, insulting each other, trying to get ahead by force. (p.73-74)*

Examples where the value of love is treated positively:

- *He is my life, my dear, He loves me too, I love him too. When he sees me, he opens his arms wide and I jump on him. (p.14)*
- *Aunt Fikriye, my uncle's wife. My aunt Fikriye loved children very much. We used to play, scatter and hang out as much as we wanted in their house, He never got angry. My dear, what a beautiful person he was.. (p.41)*

Examples where the value of love is treated negatively:

- *“This was a green town, Tevfik brother. Everyone had dozens of trees in their garden. It had birds and squirrels on it. Now even the birds have abandoned us, Tevfik brother. There are no birds in town. They are not coming. Because there is no tree they can nest in. Even the dogs are gone, Tevfik brother. They drove the dogs away. But they opened pet shops, they sell dogs there. Nobody greets each other anymore, Tevfik brother. Everyone looks at each other like enemies. When they see each other, they close the doors and close the curtains. They don't like children anymore, Tevfik brother. We are too much for them. They are constantly shouting at us, constantly telling us what to do. They want us to be like robots.” (p.94-95)*
- *The town had become a self-love place where everyone praised themselves. (p.135)*

Examples where the value of responsibility is treated positively:

- *Every morning, my grandmother would give her customers some muffins, a few slices of bread, eggs, some olives, cheese, butter, jam and a few cups of tea for breakfast. This was enough for a healthy diet.(p.16)*
- *“Look, something is happening in the town, everyone is affected, nothing happens to you alone. Everyone is exaggerating, making nonsense, nothing happens to you alone. Nobody can sing the J's, only you can. The only thing that separates you from the others is that you have a gluten allergy for now. This is the only data we have. We have to go over it. Now we need to find out if there are any other gluten-allergic people in town.”
We were digging a well with a needle, but okay. We were going to save the town from this disease. (p.123-124)*

No example was found in the book where the value of responsibility was treated negatively.

Examples where the value of helpfulness is positively treated:

- *My grandmother is the owner of the only hostel in town. This place is like a house, It loves its guests very much, it does not take money from those who have no money. He is very broad. (p.14)*
- *That lovely, ton, Veli Keskinbiçak who once fed his lambs himself in order to offer fresh and healthy meat to his customers, roasted liver for the cats in front of his door every day, and made discounts once a week so that everyone could eat healthy and clean meat... (p.50)*

Examples where the value of benevolence is treated negatively:

- *I had to stop by my aunt Fikriye that day. Because there was a fire truck and firefighters in front of the door! A lot of people were passing by on the street, but no one was looking at why this fire truck had come. After that, no one would look at anyone anymore. If someone fell and fainted in the middle of the road,*

those who saw it would change their way, and even when they heard someone's cry for help, they would run away. From now on, in the town, "Long live the snake that does not touch me!" concept prevailed. (p.41)

- *Aunt Meral went shopping again the next day. "Still missing!" he was saying. He took too much to carry alone and he had to ask someone to help him carry it. The young people who helped aunt Meral on the way carried the bags in their hands and received money in return. Helping someone used to be kind, not done with money. (p.54)*

Examples of positive treatment of patriotic value:

- *"Now, brother Tevfik, our ancestors migrated here years ago. They have traveled a long way, they have rode for days. When they arrived here, they were greeted by vast wheat fields. Ears of wheat were dancing in the wind, birds were flying through it. Our ancestors were so fascinated by this landscape that they said we should live here and settled here" (p.107)*

No example was found in the book where the value of patriotism was treated negatively.

Result and Discussion

In this study; According to the ten core values (justice, friendship, honesty, self-control, patience, respect, love, responsibility, patriotism, benevolence) included in the Ministry of National Education Turkish Language Curriculum (2019). examined.

As a result of the examination, it has been determined that the value that is treated negatively in both books is respect, while the values that are most positively processed in Dedemin Grocery are benevolence and respect, while the values that are processed most positively in Exaggeration Powder are love and responsibility. It has been determined that patriotism is the least processed value in both books. It has been determined that 1 (Grandpa's Grocery) of the 2 books (Grandpa's Grocery and Exaggeration Dust) that were found to be widely read and examined as study material within the framework of the research were presented to children in series. In the light of this information, it is seen that many values (love, responsibility, respect, helpfulness, honesty) can be taught to children through the books examined.

Çakıcı's (2010) study titled "A Research on Teaching Values in Literature Teaching Through Local Novels in One Hundred Basic Works Recommended by the Ministry of National Education in 2004" is included in the Hundred Basic Works of Secondary Education recommended by the Ministry of National Education in 2004. The local novels, which are based on values education, were examined within the scope of values education and as a result of the research, it was seen that the five most processed values were sensitivity, aesthetics, love, benevolence and responsibility. The value of benevolence was also found a lot in the study titled "Examination of Translation Children's Books in Terms of Cultural Transfer" by Mert, Albayrak and Serin (2013). In our study, the value of benevolence was the most positively treated value in the work of Granpa's Grocery. In this respect, our study is similar to the studies of Çakıcı and Mert, Albayrak and Serin.

In the study called "The Effect of Children's Literature Works on Attitudes towards Reading" by Dalboy (2014), the contribution of children's literature works in gaining a positive reading attitude in order to make reading a part of the child's life was examined. Research findings show that children's literature works are effective in gaining a positive reading attitude. The difference between the pre-test and post-test book reading attitudes of the students in the experimental group was found to be positively significant. In this research, it has been seen that children's literature works gain a positive reading attitude. This study is similar to our study in terms of the importance of children's literature works in gaining reading habits to children.

In the study titled "Examination of Popular Turkish and World Children's Classics in Terms of Various Variables" by Zor (2015), the 6 most read books from Turkish children's literature and the 12 most read books of world children's literature were selected. social values, followed by religious values, and followed by scientific and economic values. This study contrasts with our study in that root values are universal values.

In the study titled "Aytül Akal's Children's Novels in the Context of Values Education" by Yılmaz (2018), 14 children's novels by Aytül Akal published between 2000 and 2016 were taken as a criterion by taking the General Objectives of Turkish National Education and the values in the Turkish Curriculum as a criterion. examined. The most sensitive message was found among the values. Sensitivity value was followed by scientificness, solidarity, responsibility, benevolence, goodwill, hard work, love and respect values, respectively. The least processed values in the work are the values of justice, cleanliness and conviction, respectively. Values such as patriotism that activate national feelings were not encountered in the novels. Values that are used a lot in Aytül Akal's novels and values that are used a lot in our study (responsibility, helpfulness, respect, love) show similarities. In addition, while patriotism is not included in Aytül Akal's novels, it has been the least included in our study.

In the study titled "Examination of 6-10 Year Old Children's Story Books in Terms of the Values in the 2018 Life Studies Curriculum of the Ministry of Education" by Kurt (2019), the level of presence of the root values in the 2018 Life Studies Curriculum in the 6-10 year old children's storybooks was investigated. As a result of the research, the most common benevolence value was determined, while the least common value was patriotism. In our study, while the value of benevolence was one of the most frequently mentioned values, the value of patriotism was the least valued. In this respect, our study is similar to Kurt's study.

Özcan (2019) conducted a study titled "Comparison of the Values in the Best-Selling Children's Books in Trabzon and the Values Contained in the Texts in the Turkish Textbooks" with the values in the 6 best-selling children's books in the province of Trabzon in primary education 5-8. The values contained in the reading texts in the Turkish textbooks in the classrooms were compared. The values most frequently used in the texts in the examined Turkish textbooks are love, sensitivity, respect, aesthetics, patriotism, tolerance and solidarity; It has been determined that the least included values are peace, cleanliness and fairness. It has been determined that the most common values in the 6 best-selling children's books in Trabzon are love, benevolence, respect, hospitality, solidarity, freedom, industriousness, responsibility, and the least values are fairness, independence and peace. As a result of the research, it was determined that the values included in the best-selling children's books in Trabzon were different from the values included in the texts in the Turkish textbooks compulsory in schools. This study is similar to our study in terms of examining best-selling children's literature works within the framework of values. However, in his study, Özcan compared the value of the best-selling works and the texts in Turkish textbooks, unlike our study.

In the study titled "The Harmony of the Values Detected in Haldun Taner's Stories with the Root Values in the Turkish Curriculum (1-8th Grades)" by Ergül Özkul (2019), "It Was Raining in Şişhane, It Was Twelve to One, and Morning in the Yalı". , Sancho's Morning Walk", 14 of the 30 stories in the works were examined. This review has been based on the values of justice, friendship, honesty, self-control, patience, respect, love, responsibility, patriotism and benevolence. As a result, it has been determined that there are 137 frequencies. It is understood from the data obtained that the values in the texts examined by scanning the document are in harmony with the purposes and values specified in the Turkish Lesson Curriculum (1-8th Grade). It can be observed from the results of the research that these stories, which make up the study group, will contribute to values education studies for individuals. This study is similar to our study in terms of transferring root values with literary works.

In the study titled "Examination of Serpil Ural's Children's Books in Terms of Values Education" by Tursun (2019), the core values (justice, friendship, honesty, self-control, patience, Respect, love, responsibility, patriotism, benevolence) and the sub-values desired to be gained depending on these root values, Serpil Ural's children's literature works were examined. As a result of the research, it has been determined that the most processed value in the works is the value of peace, and the least processed values are curiosity/research, loving science and knowledge, correspondence, industriousness and keeping one's word. This study is similar to our study in terms of examining children's books according to root values, but it is different from our study in terms of examining Tursun's works based on the sub-values that are desired to be gained at the same time.

In the study named "Root Values in Turkish Epic Examples in the Context of Values Education" by Çoban (2020), the epics of Oğuz Kağan, Manas, Maaday Kara and Edigey were examined according to the root values in the Turkish lesson curriculum. As a result of the research findings, he determined that the most common root value in Turkish epics is patriotism. Patriotism is followed by values of love and respect. The least treated value in our study was patriotism, so this study contrasts with ours.

In the study titled "Examination of Hamdi Ülker's Works in Terms of Root Values" by Yüce (2020), Hamdi Ülker's works were examined in terms of ten root values in the curriculum. As a result of the research, the most love value and the least justice value were found among 437 values. It has been determined that all ten root values are included in the works and that the values are implicitly conveyed to the reader. This study contrasts with our study in that all ten root values are included in the works and that the least justice value is found.

In the study titled "Examination of Rıfat Ilgaz's Children's Literature Works in Terms of Values Education" by Çalık (2021), the values included in 12 children's books of Rıfat Ilgaz in the field of children's literature are included in the document prepared by the Ministry of Education Board of Education and Discipline within the scope of values education. The domains were analyzed according to ten root values and their associated attitudes and behaviors. It has been concluded that the examined books are the books that can be used in textbooks and that can be a source for families and teachers in the process of adding value to children, since they contain the ten root values and related attitudes and behaviors that the Ministry of National Education takes as a basis for inclusion in the curriculum. This study is similar to our study in terms of examining the works of children's literature according to the ten root values included in the MEB Turkish Education Curriculum.

At least six values were found at the same time in both books examined. Presenting many values to the reader in a book at the same time not only ensures that the values reinforce each other, but also makes the value transfer efficient. The works of Dedemin Grocery and Exaggeration Dust belong to the same author, and it is seen that the most positive value in the two books is different. It is important in terms of value transfer that the author deals with a different value more in each of his books.

As a result of the researches examined, it has been seen that the value of patriotism is not much in the works with foreign authors. However, although the works of Dedemin Grocery and Exaggeration Dust belong to a Turkish author, it is noteworthy that the patriotism value is very low. In this context, it can be said that there is a lack of patriotism in Turkish children's literature and that the number of works that will reinforce this value should be increased.

The following suggestions can be made to researchers, teachers, parents and students according to the findings, results and the literature examined as a result of the research;

- More detailed research can be done on why students choose and read these works of children's literature.
- Best-selling children's literature works may be the subject of more research since they reach children more.

- Despite the negative transfer of values in children's literature works, different activities can be made by the family and the teacher to prevent the student from being affected by this negative treatment.
- Values that are positively processed from children's literature works can be reinforced by the family and the teacher by making the child do different activities.
- The values in the books recommended to the child by the families and teachers can be examined and books suitable for the developmental period of the child can be suggested.
- A list of children's literature works suitable for the values and developmental periods of the students can be prepared by the teacher. The child can choose the book he will read from this list, and choosing the book he will read can motivate the child to read.

References

- Arseven, T. (2005). Children's books in terms of message. *Syllable [Children's Literature Special Issue]*, 9(104-105), 42-52.
- Aydin, M. (2011). Values, functions and morals. *Education Overview Journal of Education and Research*, 7(19), (39-45). Access Address: <https://silo.tips/download/deerler-levleri-ve-ahlak>
- Büyüköztürk, Ş., Çakmak, E. K., Akgün, Ö. E., Karadeniz, S., and Demirel, F. (2017). *Scientific research methods*. Ankara: Pegem Academy.
- Creswell, J. W. (2017). Qualitative methods. S. B. Demir (Trans. Ed.), Research design in qualitative, quantitative and mixed methods (p. 183-214). Ankara: Educating Book.
- Çakıcı, E. (2010). A research on teaching values in literature teaching through local novels in Hundred Basic Works, recommended by the Ministry of National Education in 2004. (Unpublished master's thesis). Onsekiz Mart University, Çanakkale.
- Çalık, F. (2021). Examination of children's literature works of Rıfat Ilgaz in terms of values education. (Unpublished master's thesis), Onsekiz Mart University, Çanakkale.
- Çoban, A. (2020). Root values in Turkish epic examples in the context of values education. (Unpublished master's thesis), Sıtkı Koçman University, Muğla.
- Dalboy, N. (2014). The effect of children's literature on the attitude towards reading. (Unpublished master's thesis), Osman Gazi University, Eskişehir.
- Dilmaç, B. and Ulusoy, K. (2015). Values education. Ankara: Pegem Academy.
- Ergül Özkul, Z. (2019). The compatibility of the values determined in Haldun Taner's stories with the root values in the Turkish curriculum (1-8th grade). (Unpublished master's thesis), Sıtkı Koçman University, Muğla.
- Fichter, J. (2006). What is sociology. (Trans. N. Celebi). Ankara: Memoir Publishing. (Original Release Date, 1957)
- Kıral, B. (2020). Document analysis as a qualitative data analysis method. *Siirt University Journal of Social Sciences Institute*, 8(15), 170-189. Access Address: <https://dergipark.org.tr/tr/pub/susbid/issue/54983/727462>
- Kurt, O. (2018). Examination of 6-10 year old children's story books in terms of the values in the Ministry of Education 2018 Life Studies Curriculum. (Unpublished master's thesis), Dokuz Eylül University, İzmir.
- MEB (2019). Turkish Lesson (1, 2, 3, 4, 5, 6, 7, 8th Grades) Curriculum. Ankara: Ministry of National Education Publications.

Mert, O., Albayrak, F. and Serin, N. (2013). Analysis of translated children's books in terms of cultural transfer. *Journal of Mother Tongue Education*, 1(3), 58-73. DOI:10.16916/pcs.16000

Mutlu, H. and Dinç, S. (2019). The relationship between the root values of the texts in the themes in the 6th grade Turkish textbook. *Journal of Mother Tongue Education*, 7(4), 1048-1062. DOI: 10.16916/pcs.593400

Oğuzkan, A. F. (2001). *Children's literature*. Ankara: Anı Publishing.

Öncül, R. (2000). *Dictionary of education and educational sciences*. Istanbul: National Education Printing House.

Özcan, H. (2019). Comparison of the values in the best-selling children's books in Trabzon and the values contained in the texts in Turkish textbooks. (Unpublished master's thesis), Trabzon University, Trabzon.

Sever, S.(2011). *Turkish teaching and full learning*. Ankara: Anı Publishing.

Susar Kırmızı, F. (2014). Values in 4th grade Turkish textbook texts. *Journal of Values Education*, 12(27), 217-259. Access Address: <https://dergipark.org.tr/tr/pub/ded/issue/29172/312398>

Şimsek, T. (2002). *Children's literature*. Ankara: Rengarenk Publications.

Tural, S. (1992). *Reflections on cultural identity*. Ankara: Ecdad Publications.

Tursun, G. (2019). Investigation of Serpil Ural's children's books in terms of values education. (Unpublished master's thesis), Bayburt University, Bayburt.

Yalçın, A. and Aytaş, G. (2005). *Children's literature*. Ankara: Akçağ Publications.

Yaşar, S. (2020). *Exaggeration Dust*. İstanbul: Taze Book.

Yaşar, S. (2020). *Grandpa's Grocery*. İstanbul: Taze Book.

Yılmaz, A. (2018). Aytül Akal's novels in the context of values education. (Unpublished master's thesis), Hacı Bektaş Veli University, Nevşehir.

Yüce, B. N. (2020) An examination of Hamdi Ülker's works in terms of root values. (Unpublished master's thesis), Binali Yıldırım University, Erzincan.

Zor, E. R. G. (2015). Examination of popular Turkish and world children's classics in terms of various variables. (Unpublished master's thesis), Gazi University, Ankara.