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EXAMINATION OF ILLUSTRATED CHILDREN'S BOOKS PUBLISHED IN TURKEY FOR AGES 5-8 IN TERMS OF FORMAT, ILLUSTRATIONS AND CONTENT¹

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ABSTRACT

In this study, it is aimed to examine illustrated children's books published in Turkey for ages 5-8 in terms of format, illustrations and content. In the research, the books of 15 publishing houses that published 50 or more children's books were examined. The books were analyzed through the "Illustrated Children's Book Evaluation Form" created by the researcher. The data obtained are digitized and shown as percentage and frequency in the tables. As a result of the examination, it was observed that while the publication date is shown in all books, 63.1% of the books do not show the age information their covers. In terms of format, it has been concluded that the majority of the books are suitable for cover, binding, font size and page layout, the picture-text relationship is suitable in picture analysis, and partly suitable in developing the child's dream world. In terms of content, it was concluded that the subject is suitable for the age group, that the spiritual state of the protagonists is explanatory, and the language and expression are plain and understandable. It was concluded that the main theme is suitable for age group, understanding the message, problem solving skill, language and expression, plotting, curiosity, being simple to complex, and embodying abstract concepts.

Keywords: Children's books, children's literature, preschool, primary school, early childhood.

¹ This study is based on the first author's master thesis.

INTRODUCTION

The books function to convey the message that is intended to be given through pictures and text. They are important tools that supports all stages of development, not only for adults, but also for the development of the child. When introduced with children's books at an early age; Children starts turning over the pages of the books when they're eight months old and starts building relationships with his environment when they're eleven months old. In this way, the habit of using books takes place in their lives with the preparation of literacy process before they get literacy (Sarı, 2006). The child who met the book in the early period; language, visual perception, observation, attention and life skills are thought to make many positive contributions to his life. In addition, individuals who meet books in early ages and gain reading habit develop critical and creative thinking, questioning, researching, using information technologies, problem solving and reading culture at the end of these processes (Türkel, et al, 2017). With illustrated children's books, it can be provided to support aspects of self-discovery, socialization, adaptation to the social environment, and development of social relations. One way of doing this is through literature.

Literature is the art of verbal and written expression that adds new meanings to life with emotions, thoughts and events (Çakmak Güleç & Geçgel, 2015; Gönen & Veziroğlu, 2015; Güteryüz, 2013; Kıbrıs, 2006; Sever, 2017). Considering that emphasis is placed on emotions and thoughts in the definition of literature, it can be said that introducing children to literary products as early as possible will provide positive support for their development. For this reason, in order to contribute to education in the developmental stages, children's literature should be arranged in a planned and purposeful way (Baş, 2015).

"Children's Literature covers all qualified (aesthetic and literary) texts suitable for the children's life experiences, interests, needs, development and perception levels from the age of two to the adolescence period" (Sinar, 2006: 175). Güteryüz (2013) defines children's literature as "the name of products" that are the artistic qualities of children's emotional and intellectual worlds and enrich their thinking by "linguistic" and "visual" messages and also that increase their level of appreciation. When we look at the children's books published during this period starting from the age of two to adolescence, it can be said that the books are arranged according to the age levels of the children. Even children in illiterate age groups can gain skills such as visual identification and learning, interpretation and prediction of life by looking at the pictures.

Children's literature helps the child to know his own life, his immediate surroundings and people. When met early in the life, literature enables the children to make inferences by comparing the experiences such as intelligence, imagination, interpretation, questioning ability and problem solving with what is written (Şimşek & Yakar, 2016). Children who are unable to express themselves and who are introverted and cannot express their feelings and thoughts cannot adapt to social environments. In this case, the contributions of the works of children's literature can be used. Children are in a period of high identification with protagonists during the concrete operations age of 7-9 years. Therefore, qualified literature products should be used (Dursunoğlu, 2015).

Illustrated children's books can contribute to the development of the vocabulary of children, by teaching the distant information with pictures and texts. It is also thought to be an auxiliary material that will contribute to establishing identification, defining feelings and seeing that others can experience the same emotions, not seeing alone. According to Güleriyüz (2013), the child's dream world should not be interrupted in the pre-procedure period (3-7 years), but on the contrary, it should be developed. In the period of concrete operations (7-11 years), the books that children will read should be in accordance with their developmental characteristics. Concepts used should be compatible with children's world and vocabulary and abstract concepts should not be used very often. The inclusion of children's literature at an early age, the love of books and the reading habit will contribute to all their lives. Children who love literature with the habit of reading books; They will communicate positively with the people around them by using their skills such as reading, reading comprehension, creative thinking, and interpretation so that they will be constructive and successful in social relations in the community (Gönen & Veziroğlu, 2015). In particular, it contributes to the process of making sense of life by contributing to their spiritual worlds at a level that meets their interests and needs in this process (Oguzkan, 2013).

“Knowing and understanding the framework of the story, which has an important place in education, can be achieved by examining it” (Arici, 2018: 110). For this reason, writers, painters and publishers, who take part in children's books, need to work precisely on this subject, and then work precisely after creating a solid framework with the event, phenomenon and visual aesthetics that they deal with. For this, writers and illustrators should be equipped with sufficient information about what should be considered when creating the entire texture of the children's book and how it should be prepared according to age groups, and they should produce a product by adhering to it.

Books vary according to the interests and needs of people. Reading books is a process of acculturation and therefore, it improves the individual's social and individual development, as well as developing lifelong learning skills (Türkel, et al., 2019). Therefore, it is important that the books are according to the interests and needs of the children and chosen accordingly (Hunt, 1999). It should be such that it can attract the child, meet his interests and needs, and direct the child to activities (Alp and Kardaş, 2016). Children's books are also the point where the child meets art when combined with painting aesthetically. While creating their works with written language, painters and writers should open the doors of their dreams and make them dream, and they should consider the child who thinks he has found a piece of him as an individual without underestimating it and prepare it with care (Kıbrıs, 2006). Children's books should entertain especially the preschool children, meet their learning needs and support the development of their perception levels (Sever, 2017). If the book is a book below the child's age level, he will not want to read it because it will be simple, if it is written on it, it will not make sense. For this reason, it is necessary to pay attention to the arrangement of images and content, taking into account their developmental characteristics (Akbaş, 2010).

A book that is not attractive formally does not attract the attention of the child. For this reason, the team that prepares children's works should prepare them in accordance with the answer to the question "How can I

attract the attention of children?", by paying attention to the entire design from the book cover to the interior design (Kıbrıs, 2006).

The main theme and subject is to convey the message, emotions and thoughts to the children through the protagonists in the book (Çavuşoğlu, 2006). Children's literature gains a unique integrity and personality with the works written (Oğuzkan, 2013). In terms of content, children's books should be in a way that enables children to dream, question events, arouse curiosity and develop a positive attitude towards reading (Karatay, 2016). The books in which fiction is made and the events are described also have an internal structure feature that includes the main thoughts, auxiliary thoughts, protagonists, features of the protagonists, language and style (Güleryüz, 2013: 266).

In recent years, it has been observed that there has been an increase in reference books, researches, and illustrated children's books on children's literature. This increase in Turkey shows the importance given to children's literature. Children's literature books should provide both external and internal structures to support linguistic, cognitive, psychological and social development in children (Sever, 2008). Considering the studies on children's books that should have these features, various external structure and internal structure of problems seen in children's books in Turkey has been identified. Erdogan (1999), observed that there are qualitative and quantitative deficiencies, Çakmak (1994) and Demircan (2006), found out that some books do not have sufficient criteria under the titles of child illustration and physical characteristics, text and image relation, binding, cover quality, language and expression. Karakuş, Uysal, Kehci, Ulutaş, & Kahve (2016) identified problems with the content and illustration features of illustrated children's books, Gönen, Uygun, Erdoğan and Katrancı (2012) stated that illustrated children's books do not use durable skin, there is no subject diversity and three quarters of the images are imaginary. They determined that the ratio of text / image was not at the desired level. As a result of these studies, it is thought that it is important to see the qualities of illustrated children's books of 5-8 years old covering early childhood, and revealing the states of these books will contribute to the field. Within the scope of the research, it is aimed to reveal the quality of children's books published by national publishers that publish fifty or more illustrated children's books written by local authors via the Illustrated Children's Book Evaluation Form created by researchers. The sub-problems of the study are determined as;

- What are the formal characteristics of illustrated children's book of 5-8 year-old that are published in Turkey?
- What are the features of pictures in illustrated children's book of 5-8 year-old in Turkey?
- What are the content characteristics of 5-8 year-old illustrated children's books published in Turkey?

METHOD

Within the scope of this study, it was aimed to examine the format and content characteristics of the books published in the field of children's literature, and the document review method, one of the qualitative research methods deemed suitable for studying printed materials, was determined as the method of the research. This study was designed in the qualitative research type and was carried out with the document review method. Document analysis is a systematic way to review or evaluate documents and provides a general approach to the researcher. It is also used to obtain meaning from documents like other qualitative methods, to analyze and evaluate (Yıldırım & Şimşek, 2005; Fraenkel et al., 2012). In this study, since the content and format features of the children's books will be systematically examined, document analysis method is considered to be appropriate for the research.

The target population of the study consists of 149 books in the 5-8 age range of children's books with the works of local authors published by 15 national publishing houses located in Turkey. Children's books have been selected from the books of national publishers, which have published at least 50 books or more, in story-novel genres between the ages of 5-8. Selective sampling and layer sampling methods were used in the selection of the books. According to Yıldırım and Şimşek (2005), random sampling can be used in both quantitative and qualitative research. However, random sampling method should be used together with one of the other probability based methods in qualitative research. One of the probability-based sampling methods is stratified sampling.

In this study, a list of illustrated children's story and tale books for ages 5-8 that are published and accessible in Turkey. The lists were created by selection of 10% of the publishers' own catalogue. Two different lists have been created for the selected children's books as preschool and primary school level. The books were determined to be the first two numbers from top to bottom, from left to right, and the same number, and when it came, the number below was passed.

Table 1. Numbers of Illustrated Children's Books of National Publishers by Native Writers

| PUBLISHERS (15) | TARGET POPULATION | | | RESEARCH SAMPLE | | |
|-----------------|-------------------|----------------|-------|-----------------|----------------|-------|
| | Pre-School | Primary School | Total | Pre-School | Primary School | Total |
| TOTAL (149) | 524 | 940 | 1.464 | 53 | 96 | 149 |

Table 1 shows the names of publishing houses, the number of children's books with pictures in the study universe, and the number of two groups separated by pre-primary and primary school levels.

Data Collection Tools and Analysis

Children's literature is very comprehensive since it includes the process from the age of two to the adolescence. Therefore, in this study, Turkey's national publishing houses belonging to indigenous writers of illustrated children's books in 5- 8 years of age were examined. At the beginning of the research, internet sales

sites were examined in order to reach illustrated children's books published by publishers. The number of illustrated children's books published by publishers that can be reached is listed. Due to the large number of publishers, publishing houses that publish 50 or more children's books have been included in the study. In the illustrated children's books set, it was examined whether or not they were sold one by one, and the illustrated children's book sets were also included in the study.

The illustrated children's books included in the study, which are published by publishing houses located in Turkey for ages 5-8 are analyzed through the "Illustrated Children's Books Evaluation Form" prepared in line with the criteria determined by the researcher. While preparing this form, which was created by Dönmezler (2019), the qualities that should be found in children's literature books and the criteria in the related research were determined by researching the expert form, and the form was given its final form.

FINDINGS

Findings Related to the General States of Illustrated Children's Books

General states of illustrated children's books; the years of publication, age group inclusion and distribution of weight, width and height are given below.

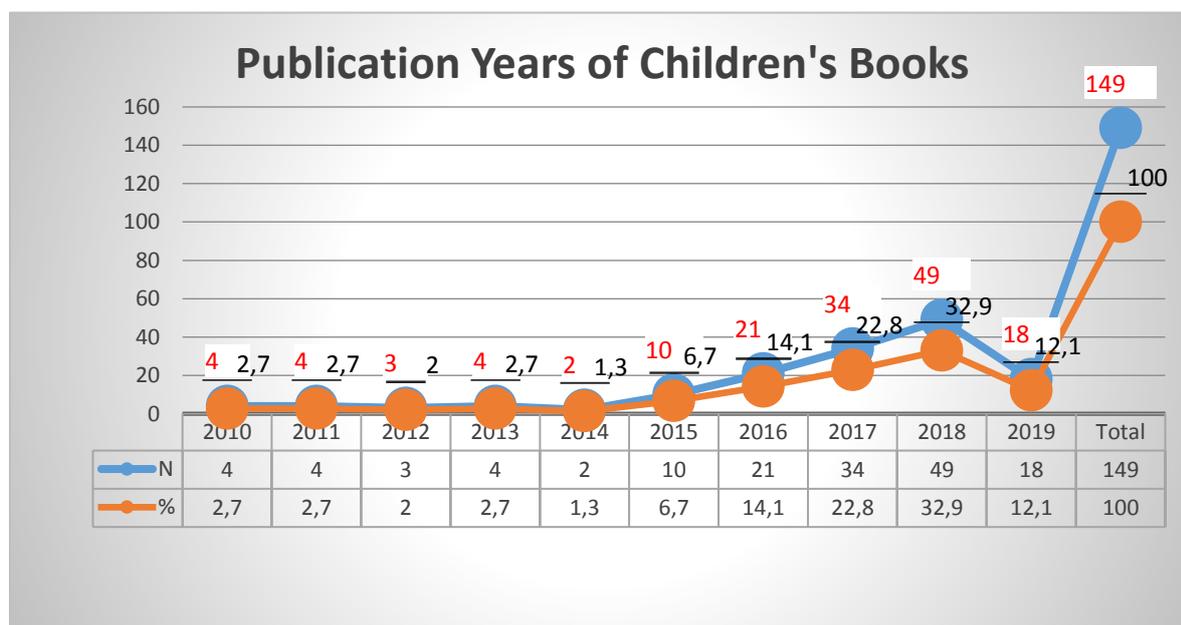


Fig. 1. Number and Percentage Distribution of Illustrated Children's Books

According to Figure 1, it is seen that 49 (32.9%) of the books that were selected and analyzed within the scope of this research took place in 2018 and 2 (1.3%) in 2014. Considering the distribution of the children's books by years, it is seen that there are 27 (18%) books between 2010-2015 and 122 (81.8%) between 2016-2019. The researcher prepared the lists of children's books of the publishers and bought all the books according to the latest edition. Considering this situation, it is seen that 27 children's books belong to previous years. It can be

evaluated that the books published in previous years may not be the books preferred by the readers or they are not sold out by overprinting at that time.

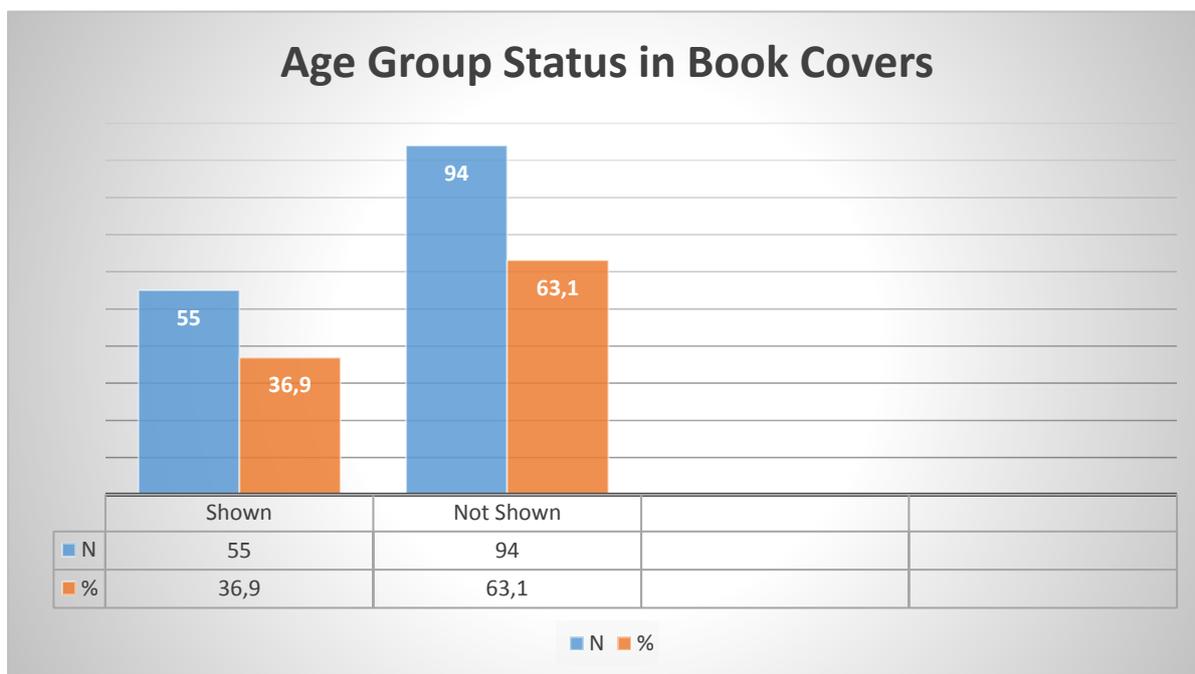


Fig. 2. Distribution of Children's Books by the Age Group on the Cover

Looking at Figure 2, it is seen that 55 (37%) out of 149 children's books have an age group on the cover and 94 (63%) do not. According to these findings, it is understood that not much attention was paid to writing the age group on the covers of the children's books. It may be thought that publishers do not specify the age group due to commercial reasons.

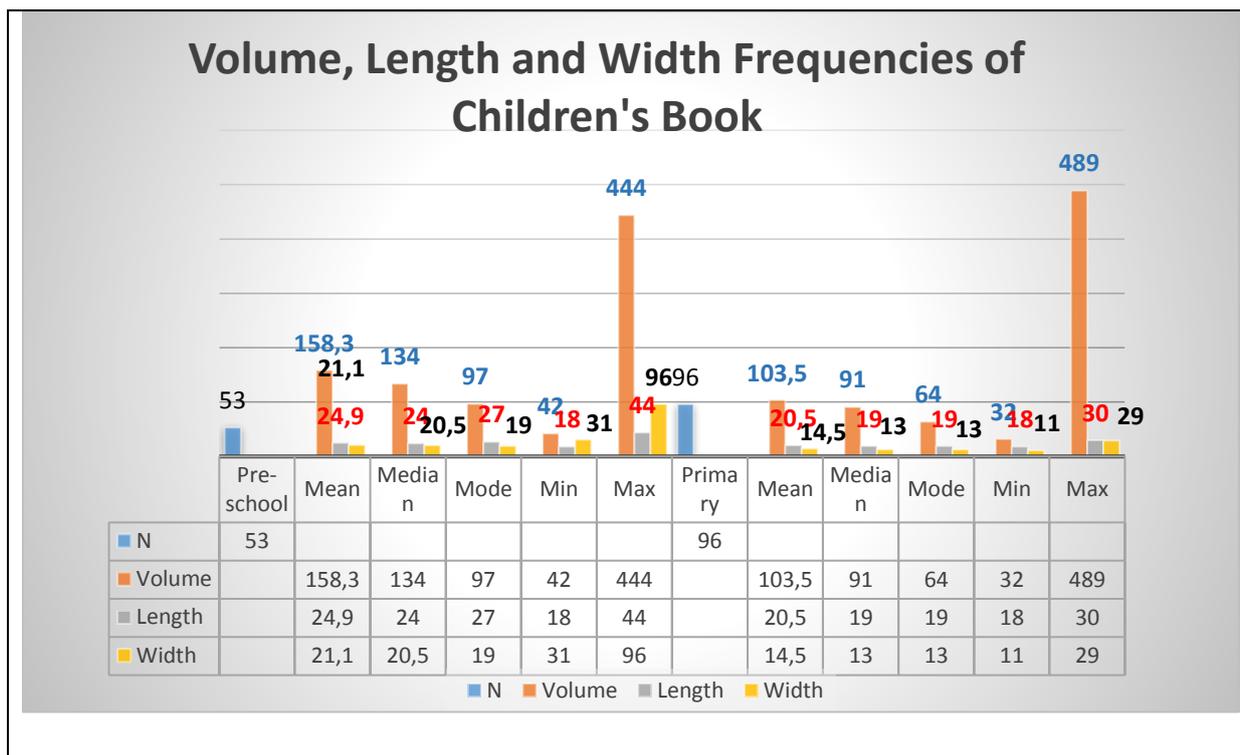


Fig. 3. Weight, Width and Height Measurement Frequency Results of Children's Books by Preschool and Primary School Levels

The weight, width and height measurements of preschool and primary school children's books in Figure 3 are given. According to Figure 5, the maximum weight of 53 children's books at preschool level is 444 g. the lowest weight is 42 g. that 96 primary school children's books are 489 gr. high and 32 gr. appears to be. In terms of width and height, it is observed that the height and width of 53 pre-primary levels are 96X44 cm, if it is low, it is 31X18 cm, and 96 primary school level is high width and height, 29X30 cm and low 11X18 cm. Considering the age groups and developmental characteristics of the children, it is also considered that it is a positive situation that the books at the primary school level are among the different length measurements.

Findings Regarding Format Criteria

According to the format criteria of the books that are selected and examined within the scope of the research; the durability of the book cover, the strength and durability of the binding, the quality and durability of the paper, the layout of the page, and the suitability of the font size were examined.

Table 3. Distribution of Book Cover Durability

| PUBLISHERS | Not Suitable | | Somewhat Suitable | | Suitable | |
|------------|--------------|---|-------------------|------|----------|------|
| | f | % | f | % | f | % |
| TOTAL | 0 | 0 | 32 | 21,4 | 117 | 78,5 |

According to Table 3, it is seen that 117 (78.5%) of the books selected and analyzed within the scope of this research are durable in the book cover and 32 (21.4%) are partially durable. The book covers, which were partially marked as suitable, were covered with cellophane, even if they were thin or medium thickness. In

these findings, the durable appearance of the book cover is seen as an indication of importance to this issue. Even if the book covers are of medium thickness or thin thickness, taking precautions to prevent tearing and dispersal by covering with cellophane are also considered as positive developments.

Table 4. Number and Percentage Distributions Regarding Robustness and Durability of Binding

| PUBLISHERS | Not Suitable | | Somewhat Suitable | | Suitable | |
|------------|--------------|-----|-------------------|----|----------|------|
| | f | % | f | % | f | % |
| TOTAL | 2 | 1,3 | 55 | 37 | 92 | 61,8 |

According to Table 4, it is seen that 92 (61.8%) of the studied books are strong and durable in binding, 55 (37%) are somewhat suitable and 2 (1.3%) are not. From these findings, it seems that the binding resistance of children's books should be improved. It is believed that publishers prefer it because of using cost of staples in binding.

Table 5. Number and Percentage Distributions Regarding Paper Durability and Quality

| PUBLISHERS | Not Suitable | | Somewhat Suitable | | Suitable | |
|------------|--------------|---|-------------------|------|----------|------|
| | f | % | f | % | f | % |
| TOTAL | 0 | 0 | 69 | 46,3 | 80 | 53,7 |

According to Table 5, it is seen that 80 (53.7%) of the analyzed books are of high quality and durable, and 69 (46.3%) of them are partly quality and durable. The pages of the books that were partially marked as suitable during the review were found to be of good quality. From these findings, it is seen that all the books are suitable in terms of paper quality and durability, and partly in the suitable section due to the use of glossy paper. Glossy paper is a durable paper, but as the name suggests, it affects the visuals and reading negatively, causing discomfort in the eyes due to its shine. The Suitable quality of the paper suggests that the necessary care is given to the books, which shows that there are positive developments.

Table 6. Number and Percentage Slices on the Suitability of the Font Size for the Age Group

| PUBLISHERS | Not Suitable | | Somewhat Suitable | | Suitable | |
|------------|--------------|---|-------------------|-----|----------|------|
| | f | % | f | % | f | % |
| TOTAL | 0 | 0 | 12 | 8,0 | 137 | 92,0 |

According to Table 6, it is seen from the analyzed books that 137 (92%) font size is suitable and 12 (8.0%) is partially suitable. These findings show that the books analyzed are suitable in terms of writing point, partly in the section only because of not being consistent with the writing point. The suitability of the font size in all books can be interpreted as an indication of the importance shown.

Table 7. Distribution of Page Layout for Age Group Suitability

| PUBLISHERS | Not Suitable | | Somewhat Suitable | | Suitable | |
|------------|--------------|---|-------------------|-----|----------|------|
| | f | % | f | % | f | % |
| TOTAL | 0 | 0 | 2 | 1,3 | 147 | 97,7 |

According to Table 7, it is seen that among the studied books, 147 (97.7%) of page layout are suitable and 2 (1.3%) are partially suitable. It is seen that the books examined from these findings are suitable in all books in terms of page layout, only in 2 books due to the fact that they are not suitable in terms of picture-text layout, partly in the section. These should be placed on the page that is compatible with the picture and text. It is thought that entering three pages between the text in 2 books may cause disconnection. The fact that the page layout is suitable in almost all books also shows that there is a positive development as an indicator of importance.

Findings Regarding the Illustration Criteria

Under the illustration criteria title of the books that are selected and analyzed within the scope of the research; the suitability of the pictures to the age group, the improvement of the children's imagination world, the reflections of the feelings of the heroes, the relationship of the pictures with the text, the ratio of the picture and inscription ratio to the age group were examined.

Table 8. Number and Percentage Distributions Regarding the Suitability of the Pictures for the Age Group

| PUBLISHERS | Not Suitable | | Somewhat Suitable | | Suitable | |
|------------|--------------|---|-------------------|------|----------|------|
| | f | % | f | % | f | % |
| TOTAL | 0 | 0 | 56 | 37,6 | 93 | 62,4 |

According to Table 8, it is seen that 93 (62.4%) of the examined books are suitable for the age group and 56 (37.6%) are partially suitable in the illustration. In the pictures of the studied books, it is seen that attention should be paid to the parts of the emotional states desired to be reflected in terms of age suitability.

Table 9. Number and Percentage Distributions of I for Developing Children's Dream World

| PUBLISHERS | Not Suitable | | Somewhat Suitable | | Suitable | |
|------------|--------------|-----|-------------------|------|----------|------|
| | f | % | f | % | f | % |
| TOTAL | 13 | 8,7 | 77 | 51,7 | 59 | 39,6 |

According to Table 9, of the books reviewed, 59 (39.6%) were suitable for developing the imagination in children, 77 (51.7%) were partially suitable, and 13 (8.7%) seems to be unsuitable. The fact that the pictures are included in the partially suitable section of 77 books in terms of developing the imagination world shows that there are insufficient or exaggerated drawings that improve the imagination according to the age group.

Table 10. Number and Percentage Distributions of Pictures for Reflection of Protagonists' Emotions

| PUBLISHERS | Not Suitable | | Somewhat Suitable | | Suitable | |
|------------|--------------|-----|-------------------|------|----------|------|
| | f | % | f | % | f | % |
| TOTAL | 8 | 5,4 | 38 | 25,5 | 103 | 69,1 |

According to Table 10, among the books studied, 103 (69.1%) of the pictures were suitable by reflecting the feelings of the protagonists, 38 (25.5%) were somewhat suitable, and 8 (5.4%) were not. The fact that 103

books are included in the suitable section shows that the characters reflect their feelings in the illustration. This shows that there is a positive development as an indicator of importance given.

Table 11. Number and Percentage Distributions Related to the Relation of Illustrations with the Text

| PUBLISHERS | Not Suitable | | Somewhat Suitable | | Suitable | |
|------------|--------------|-----|-------------------|------|----------|------|
| | f | % | f | % | f | % |
| TOTAL | 1 | 0,7 | 23 | 15,4 | 125 | 83,9 |

According to Table 11, it is seen that 125 (83.9%) of the analyzed books are suitable for the relationship between the text and 23 (15.4%) are partially suitable and 1 (0.7%) is not. It is seen that the studied books are mostly suitable in terms of picture-text relation, in a small part it is partly exaggerated as an exaggerated or inadequate reflection. The fact that the picture-text relationship is complementary shows that the author works in coordination with the painter in the section of the texts, and shows that there are positive developments indicating that this situation is given importance.

Table 12. Number and Percentage Distributions Regarding the Suitability of the Illustration and Text Ratio to the Age Group

| PUBLISHERS | Not Suitable | | Somewhat Suitable | | Suitable | |
|------------|--------------|-----|-------------------|------|----------|------|
| | f | % | f | % | f | % |
| TOTAL | 2 | 1,3 | 50 | 33,6 | 97 | 65,1 |

According to Table 12, 97 (65.1%) of the books reviewed were suitable for age group, 50 (33.6%) were somewhat suitable and 2 (1.3%) appears to be not suitable.

Findings Regarding the Content Criteria

In the context of the content criteria of the books selected and analyzed within the scope of the research; the suitability of the main idea to the age group, the intelligibility of the message in the main idea, the suitability of the subject to the age group, the state of the book's connection with the subject, the plot of the subject, curiosity, the development of the problem-solving skill, the presence of a cause-effect relationship on the subject, the connection of the subject with real life, the subject plotting a path from simple to complex, explanation of the mental state of the heroes, making the heroes gain positive behavior, the suitability of language and expression to the age group, the plainness and understandability of the language of expression, the state of the language and style used in daily life, the materialization of abstract concepts with expression, the existence of positive language and the narratives were examined.

Table 13. Number and Percentage Distributions Regarding the Suitability of the Main Theme to the Age Group

| PUBLISHERS | Not Suitable | | Somewhat Suitable | | Suitable | |
|------------|--------------|------|-------------------|------|----------|------|
| | f | % | f | % | f | % |
| TOTAL | 17 | 11,4 | 42 | 28,2 | 90 | 60,4 |

According to Table 13, 90 (60.4%) of the studied books were suitable for the age group, 42 (28.2%) were partially suitable and 17 (11.4%) were not. It is seen that the main theme of the books analyzed should be given more attention in terms of age suitability and attention should be paid to this situation.

Table 14. Number and Percentage Distributions Regarding Understanding of the Message in the Main Theme

| PUBLISHERS | Not Suitable | | Somewhat Suitable | | Suitable | |
|------------|--------------|------|-------------------|------|----------|------|
| | f | % | f | % | f | % |
| TOTAL | 26 | 17,4 | 59 | 39,6 | 64 | 43,0 |

According to Table 14, 64 (43.0%) of the books examined were suitable in terms of understandability in the main theme, 59 (39.6%) were partially suitable and 26 (17.4%) were not. When the numbers of the books examined from these findings are analyzed, it is seen that more attention should be paid and attention should be paid in order to make the messages desired to be understandable. It is seen that the message that is wanted to be told is not placed properly and even if the main theme is suitable for the age group of children, it creates a problem in understanding. Therefore, it is seen that the messages to be shared are not sufficient in terms of being clear, plain and unequivocal.

Table 15. Number and Percentage Distributions Regarding the Relevance of the Subject to the Age Group

| PUBLISHERS | Not Suitable | | Somewhat Suitable | | Suitable | |
|------------|--------------|-----|-------------------|------|----------|------|
| | f | % | f | % | f | % |
| TOTAL | 9 | 6,0 | 38 | 25,5 | 102 | 68,5 |

According to Table 15, of the books reviewed, 102 (68.5%) were suitable in terms of understandability of the message, 39 (25.5%) were partially suitable and 9 (6.0%) were not. When the numbers of the books examined are examined, it is seen that a little more care should be taken in terms of the suitability of the subject to be given to the age group.

Table 16. Number and Percentage Distributions Regarding the Relevance of the Title and Subject of the Books

| PUBLISHERS | Not Suitable | | Somewhat Suitable | | Suitable | |
|------------|--------------|-----|-------------------|------|----------|------|
| | f | % | f | % | f | % |
| TOTAL | 3 | 2,0 | 32 | 21,5 | 114 | 76,5 |

According to Table 16, of the studied books, 114 (76.5%) were appropriate in terms of the title of the book, 32 (21.5%) were partially appropriate and 3 (2.0%) were not. When the number of books examined is observed, it is seen that most publishers are careful but not sufficient and more attention should be paid in terms of the title of the book.

Table 17. Number and Percentage Distributions of the Subject's Plot for Curiosity

| PUBLISHERS | Not Suitable | | Somewhat Suitable | | Suitable | |
|------------|--------------|-----|-------------------|------|----------|------|
| | f | % | f | % | f | % |
| TOTAL | 13 | 8,7 | 72 | 48,3 | 64 | 43,0 |

According to Table 17, 64 (43.0%) of the studied books were suitable for the plot of the subject, and 72 (48.3%) were partially appropriate and 13 (8.7%) were not. When the numbers of the examined books are analyzed, it is seen that the subject is a situation that should be developed in terms of the curiosity in the plot. It is seen that the plot and the subject are exaggerated or inadequate, and are not told in a correct manner which does not bore the reader.

Table 18. Number and Percentage Distributions for Improving the Problem Solving Skill of the Subject

| PUBLISHERS | Not Suitable | | Somewhat Suitable | | Suitable | |
|------------|--------------|------|-------------------|------|----------|------|
| | f | % | f | % | f | % |
| TOTAL | 32 | 21,5 | 69 | 46,3 | 48 | 32,2 |

According to Table 18, 48 (32.0%) of the studied books were suitable for developing problem solving skills, 69 (46.3%) were partially appropriate and 32 (21.5%) were unsuitable. If it is thought that books are factors that will be an intermediary in order to gain the problem solving skill of the children, it is seen that the scores of publishers in this sense are low. Considering the importance of problem solving skills, it is expected that the books are guided as a guide in terms of daily life skills and coping with problem situations.

Table 19. Number and Percentage Distributions Regarding the Relationship of Cause and Effect

| PUBLISHERS | Not Suitable | | Somewhat Suitable | | Suitable | |
|------------|--------------|-----|-------------------|------|----------|------|
| | f | % | f | % | f | % |
| TOTAL | 14 | 9,4 | 49 | 32,8 | 86 | 57,7 |

According to Table 19, 86 (57.7%) of the analyzed books were suitable for cause and effect, 49 (32.8%) were partially appropriate and 14 (9.4%) were not. When the numbers of the examined books are analyzed, it is seen that the subject is a situation that should be improved in terms of cause and effect relationship. Therefore, it is believed that publishers do not have enough cooperation with the authors.

Table 20. Number and Percentage Distributions Related to the Relationship of the Subject with the Real Life

| PUBLISHERS | Not Suitable | | Somewhat Suitable | | Suitable | |
|------------|--------------|-----|-------------------|------|----------|------|
| | f | % | f | % | f | % |
| TOTAL | 1 | 0,7 | 49 | 32,9 | 99 | 66,4 |

According to Table 20, 99 (66.4%) of the studied books were suitable in terms of real life, 32.9 (32.9%) were partially appropriate, and 1 (0.7%) seems to be unsuitable. When the numbers of the books examined are analyzed, it is seen that the situation is good in terms of the fact that the subject is related to real life, but it should be developed further.

Table 21. Number and Percentage Distributions Regarding a Tracking Case of the Plotline from the Simple to the Complex

| PUBLISHERS | Not Suitable | | Somewhat Suitable | | Suitable | |
|------------|--------------|------|-------------------|------|----------|------|
| | f | % | f | % | f | % |
| TOTAL | 22 | 14,8 | 75 | 50,3 | 52 | 34,9 |

According to Table 21, among the books studied, 52 (34.9%) of the plot was appropriate to follow the path from simple to complex, 75 (50.3%) were partially appropriate and 22 (14.8%) seems to be unsuitable. When the numbers of the examined books are analyzed, it is seen that the subject is a situation that should be improved in order to follow the path from simple to complex. It shows that the plot made in a certain order does not follow a path from simple to the complicated and that the issue is not comprehensible.

Table 22. Number and Percentage Distributions Regarding Descriptiveness of Protagonists' Psychological Situations

| PUBLISHERS | Not Suitable | | Somewhat Suitable | | Suitable | |
|------------|--------------|-----|-------------------|------|----------|------|
| | f | % | f | % | f | % |
| TOTAL | 3 | 2,0 | 23 | 15,4 | 123 | 82,6 |

According to Table 22, 123 (82.6%) of the studied books were suitable for the descriptive character of the protagonists, 23 (15.4%) were partially appropriate and 3 (2.0%) were not. Looking at the number of books examined, it is seen that mostly protagonists are spiritually explanatory. It is thought that being explanatory about their mental states is appropriate in most of the books, it is positive for child readers to recognize their emotional states and they make important contributions.

Table 23. Number and Percentage Distributions Regarding Protagonists' Bringing Positive Behavior

| PUBLISHERS | Not Suitable | | Somewhat Suitable | | Suitable | |
|------------|--------------|-----|-------------------|------|----------|------|
| | f | % | f | % | f | % |
| TOTAL | 12 | 8,0 | 64 | 43,0 | 73 | 49,0 |

According to Table 23, 73 (49.0%) of the analyzed books are suitable for the positive behavior of the protagonists, 64 (43.0%) are partially appropriate and 12 (8.0%) are not. When the numbers of the examined books are analyzed, it is seen that there is a situation that should be improved in order for the protagonists to gain positive behavior. Considering that the protagonists included in the subject can be models, it is also seen that positive behaviors are not included. It is seen that the protagonists in the book have negative behaviors, and positive behaviors that can show the right path are not sufficiently highlighted.

Table 24. Number and Percentage Distributions Regarding Suitability of Language and Expression for the Age Group

| PUBLISHERS | Not Suitable | | Somewhat Suitable | | Suitable | |
|------------|--------------|-----|-------------------|------|----------|------|
| | f | % | f | % | f | % |
| TOTAL | 10 | 6,7 | 60 | 40,3 | 79 | 53,0 |

According to Table 24, 79 (53.0%) of the studied books were appropriate for the age group, 60 (40.3%) were partially appropriate and 10 (6.7%) were not. Looking at the number of books examined, it is seen that language and expression are a situation that should be improved in terms of suitability for age group. It is seen

that language and expression in the book are not simple, plain and clearly understandable, and language development characteristics of the age group are not taken into consideration.

Table 25. Number and Percentage Distributions Regarding Plainness and Understandability of Narration

| PUBLISHERS | Language | | | | | |
|------------|--------------|-----|-------------------|------|----------|------|
| | Not Suitable | | Somewhat Suitable | | Suitable | |
| | f | % | f | % | f | % |
| TOTAL | 5 | 3,4 | 53 | 35,6 | 91 | 61,0 |

According to Table 25, 91 (61.0%) of the books examined were appropriate to have a simple and understandable language, 53 (35.6%) were partially appropriate and 5 (3.4%) were not. When the numbers of the books examined are analyzed, it is seen that the plain and understandable language of expression is a situation that should be improved. Therefore, it is thought that the language of expression should be free of long sentences and unnecessary words, and care should be taken not to include abstract expressions. It is thought that having a language and expression to support and develop the mother tongue will contribute significantly.

Table 26. Number and Percentage Distributions Regarding the Presence of the Language and Style Used in

| PUBLISHERS | Daily Life | | | | | |
|------------|--------------|-----|-------------------|------|----------|------|
| | Not Suitable | | Somewhat Suitable | | Suitable | |
| | f | % | f | % | f | % |
| TOTAL | 11 | 7,4 | 50 | 33,6 | 88 | 59,0 |

According to Table 26, 88 (59.0%) of the studied books were suitable for the language and style used in the narrative, 50 (33.6%) were partially appropriate and 11 (7.4%)) appears to be inappropriate. When the numbers of the books examined are analyzed, it is seen that the language and style included in the narration is a situation that needs to be developed further in terms of being included in daily life.

Table 27. Number and Percentage Distributions Regarding the Concretization of Abstract Concepts by

| PUBLISHERS | Expression | | | | | |
|------------|--------------|------|-------------------|------|----------|------|
| | Not Suitable | | Somewhat Suitable | | Suitable | |
| | f | % | f | % | f | % |
| TOTAL | 24 | 16,1 | 56 | 37,6 | 69 | 46,3 |

According to Table 27, 69 (46.3%) of the studied books are appropriate to describe abstract concepts by concretizing, 56 (37.6%) are partially appropriate and 24 (16.1%) are not. When the numbers of the examined books are analyzed, it is seen that the abstract concepts are embodied and the situation should be improved. Considering the age group development characteristics of the readers, it is thought that concrete narration will contribute with the fact that the abstract concept, word or situations that are difficult to understand with objects and understandable spiral.

Table 28. Number and Percentage Distributions Regarding the Presence of Positive Languages and Expressions

| PUBLISHERS | Not Suitable | | Somewhat Suitable | | Suitable | |
|------------|--------------|-----|-------------------|------|----------|------|
| | f | % | f | % | f | % |
| TOTAL | 7 | 4,7 | 44 | 29,5 | 98 | 65,8 |

According to Table 28, 98 (65.8%) of the studied books were appropriate, and 44 (29.5%) were partially appropriate and 7 (4.7%) appears to be inappropriate. When the numbers of the books examined from these findings are analyzed, it is seen that it is a situation that needs to be improved. It is considered important to include positive expressions in terms of not giving rise to negative language speaking habits when swearing, slang, and negative labeling can take place in the narrative.

CONCLUSION and DISCUSSION

In this study, it was seen that the years of publication were included in the 149 illustrated children's books. It is seen that the years of publication are included in the children's books, 324 books of Kaçak Kordaş (2017), 34 books in Demircan (2006), 20 books in Dinç (2017), 100 books in Gönen, Katrancı, Uygun and Uçuş (2011). It is believed to be important in terms of having publication years, showing up-to-date children's books and indicating that it is the last edition.

In this study, the picture books of preschoolers at the level of preschool were 32x484 in weight, 13X18 in width and 31X44 in height, and 32X489 in weight, height and height 11X18, 29X30. The size, width and height of the children's books are included in the children's literature books, the small size 15X15 is the size that children can hold with their own hands and the 24X30 dimensions are in the lap size (Ural, 2015). In their research on primary school first level books in 2011, Gönen et al. stated that 74 books were 13.5X19.5 in width, 15 books in 15X21, 11 books in 11X26. Dinç stated that the size of 20 books he made in 2017 was sufficient, 19 books were easily transported and 1 book was insufficient, Demircan stated that 31 books from 34 books were sufficient and 3 books were insufficient as the portability of the book in 2006.

In children's literature books and researches, it is stated that a certain gram weight is not given as the weight of the book, to be able to be carried. In their studies, Dinç (2017) stated that 1, Demircan (2006) stated that 3 books were portably unsuitable, but their reasons were not explained. In this research, it cannot be stated that the results found in the weight may be appropriate, but suitable for not specifying any weight criteria. Considering the research conducted by Gönen et al. in 2011, the measurement of 74 books from 100 books and the width of the 21 books made in this research is 12 cm, the length of 33 books is 13 cm, the length of 53 books is 19 cm. It is observed that there is a similarity with the measure. When the results between the years of study are analyzed, it is seen that there is a differentiation in the book size, especially at the primary school level, it starts to change. As a reason for this differentiation, it is the opinion that publishers consider the developmental characteristics of children depending on their age group. This result shows that there are positive developments.

When the age group is specified in children's books, it is seen that 4 publishers are 50% and above, 6 publishers are below 50%, and 5 publishers are not specified. According to the Beekeeper: "It should also be stated for which age group or class it is recommended" (2018: 51). "The pictures on the cover should be given in a beautiful way and in a level that reflects the text... The author of the book and the date of publication should also be given. The back cover of the book should include articles about the content of the book or information about the author and the price of the book" (Akin, 2019: 214). Children's book covers should be thick, durable and of good quality. The pictures on the cover should be remarkable and compatible with the content (Aytekin, 2016; Bař, 2015; akmak Gle & Gegel, 2015; Grel, Temizyrek & řahbaz, 2007; Karatay, 2016; Cyprus, 2006; Nas, 2014; Yılmaz, 2016). Statements about covers are included in children's literature resource books. There is no information about finding age information. In his study in 2012, Kapoėlu, primary school 1-3. 38% of 50 children's books for classes are suitable for age level on the front or back cover. He stated that the age range of most books was specified, while suggesting that the books address the age group, but that the age range should be found. In his study, Kaak Kordař (2017) concluded that the age group was not specified in 221 books out of 324 books, while Di (2017) concluded that 19 books from the books he examined were not suitable for the age group. In the study of Tokgz (2006), he studied the books in terms of external structure, but no age group information was found in the cover section. In his study in 2006, Demircan stated that 34 books were 100% insufficient. Consequently, when we look at this research and other studies, it is seen that it is insufficient to specify the age group on the covers of children's books. Especially in the children's literature books that are written scientifically, the information content describing the importance of writing the age group on the cover is almost not found or indicated with a sentence. It is thought that it is important to have an age group on the book cover so that the works written for the age group of children can reach the right age masses. During the study, the researcher shed light on the work of some publishers on the regularity of their websites or their age groups in their catalogs, but they had difficulties in choosing books because not all publishers had regular websites and book catalogs could not be accessed. Given all the readers, it is thought that there is almost no possibility of looking at the age group on the website or catalog. As the reason for not specifying the age group, it is thought that the publishers are due to affect the commercial anxiety and sales rate. It is thought that giving importance to this section in children's literature books will contribute to children.

It is concluded that the cover and binding are mostly strong and durable in illustrated children's books examined in terms of format criteria. According to the researches, when the binding properties of the children's books are looked at, they should be strong, durable and stitched (Gleryz, 2013; Grel et al., 2007; Cyprus, 2006; Nas, 2014; Ural, 2015). On the other hand, er (2016) stated that the books prepared with wire and glue between the ages of 4-6 are suitable for this age level, starting from introducing the children to the children when they are between the ages of 0-4. In addition to this, er stated that the adhesive should not be used alone, but binding should be done with a rope even if the adhesive is used. Even though the possibility of introducing children with books early is considered, preschool children do not develop the nerve-muscle systems as much as adults (Grel et al., 2007), as the books without sound stitching will dissolve quickly, and

this situation shall have a negative effect on children's book protection and library formation habits. (Kıbrıs, 2006).

The fact that the cover and binding are strong in the illustrated children's books examined within the scope of the study will allow the sale and long-term use of that book. Regarding the results of children's books' cover being remarkable and solid, Gündüz Sağlam (2007) received the opinions of parents, teachers and children's books. He stated that families with good monthly income pay attention to the robustness and vitality of the covers of the books, while families with low monthly income do not pay attention to this point, and they choose according to purchasing power. In his research, Coşkun Turan (2018) stated that teachers prefer spiral binding as the binding of the books and even pay more attention to the external structure features than the internal structure. In his research, Körükçü (2012) stated that the books glued from the back with glue and attached with the sewing technique are intact, only the books that are bound with glue or staples are dispersed, long-term use due to wear and negative cover should be used. In his study, Erkmén (2017) stated that children's books that quickly dissolve and deteriorate as cover and binding constitute a negative situation, and attention should be paid by making the cover arrangement of the library books in terms of binding. In the study of Koçak Kardaş (2017), 324 books examined; It states that 236 are stapled, 20 are glued, 20 are stitched, 2 are spiral and 46 are other (glued and stitched) binding, 187 books are printed on a matte paper.

Gürel et al. (2007) stated that the nerve-muscle systems were not sufficiently developed due to the small age group, while Cyprus (2006) and Erkmén (2017) stated that the book cover and binding could be negative in creating a library and in the point of protection if it disperses quickly. From the standpoint of publishers, it is thought that making them durable in terms of cover and binding is due to increasing the cost. The increase in cost is thought to cause problems not only for publishers but also for the reader, but the importance of this situation should not be overlooked when looking at the developmental characteristics of children. Koçak Kardaş (2017) shows that 20 of 324 children's books are stitched, 46 books are stitched and glued, and in this research, 94 books out of 149 books are stitched and glued back. These results show that publishers have made progress in producing in accordance with children's developmental characteristics. Kazma (2015), on his study on book cover designs in Turkey that he conducted with graphic designers, authors and publishers, stated that managers of publishers emphasize on the economic and technological benefit of book covers on the publishers. If the book cover is of high quality, the cost will increase the publishers and families with low income. For this reason, it causes dilemma but it is thought that publishers should pay attention in this regard as a solid cover and binding, by reducing the cost appropriately when looking at the importance of gaining children's developmental characteristics and love of books at an early age.

In this research, a 69-picture children's book was partially suitable as paper quality. In children's books, glossy glossy paper should not be used in terms of eye health, so matt glossy paper should be used (Aytekin, 2016; Baş, 2015; Celepoğlu, 2015; Çakmak & Güleç, Geçgel, 2015; Çavuşoğlu, 2006; Güleriyüz, 2013; Gürel et al. , 2007; Karatay, 2016; Cyprus, 2006; Oğuzkan, 2013; Ural, 2015; Yılmaz, 2016). As the paper quality, Kardaş

Koçak stated that 187 books and Demircan, 14 books are suitable. In their study, Gönen et al. (2011) stated that mostly appropriate quality paper is used. In this study, it was partially marked as a result of 69 books using high quality paper in all books as glossy paper. The reason for publishers to use glossy paper may be that the text and pictures appear bright and bright. However, considering the preschool level, it is thought that bright glossy paper will shine more and it will negatively affect the picture-text integrity due to the teacher reading at school, family at home. Therefore, it is thought that if matte glossy paper is used of the same quality, there will be no wear on the book pages and it will not affect the eye.

In this study, it was concluded that it is suitable for the age group in all illustrated children's books, as there is no consistency in the font size in 12 books, due to the change in the color or font, in part. According to the researches on writing point, according to Güteryüz (2013), it is stated that there should be 24 points for the first grades, 18 points for the second grades and 12 points for the third grades. Preschool level should be 18-22 or 14-16 points. Due to the importance of letter recognition at preschool level, plain letters should be used as much as possible and attention should be paid in advanced classes (Ural, 2015). In the majority of other children's literature books, font sizes are expressed as being suitable for the age group. As there is not enough explanation in the children's literature books regarding the differentiation of the writing font in the illustrated children's book, it may not be correct to reach a conclusion which is correct. In this study, it was thought that the font size, writing order, color and character in the text would distract the children in terms of understanding.

In this study, it was concluded that all but 2 books related to page layout are appropriate. In literature studies, text and pictures should be included in children's books in a way that the child can see (Aytekin, 2016; Baş, 2015; Celepoğlu, 2015; Çakmak Güleç & Geçgel, 2015; Çavuşoğlu, 2006; Güteryüz, 2013; Gürel et al., 2007; Karatay, 2016; Cyprus, 2006; Oğuzkan, 2013, Öztürk, 2005). In the study of Demircan (2006), in 34 books; He stated that the paper of 14 books is sufficient, 11 books in the page layout are sufficient in the upper / lower spaces, and 12 books in the right / left spaces are sufficient. In this study, the layout of all the books was suitable except for two books. The reason for the fact that 2 books are partly in the appropriate section is due to the fact that there are three pages of pictures between picture and text. This situation is thought to cause disconnection. Appropriate page blanks show a positive development. Considering the results of this research, it was concluded that it was generally positive, and in accordance with the developmental characteristics of children, attention was paid to missing points in terms of cover quality, binding and paper quality. In this regard, it is thought that if the publishers complete the parts they lack, there will be more qualified picture books.

In the research, it was concluded that 93 books are suitable and 56 books are partially suitable for the age group. In his study, Gönen (2017) stated that there are pictures that teach children at the same time according to their age group. In this study, it is seen that the books examined in terms of suitability for the age group,

although the drawings in the life are included, are not to be underestimated in exaggerated or incomplete drawings.

In terms of developing the dream world, it was concluded that 59 books are appropriate, 77 books are somewhat appropriate, and 13 books are not. Sarı (2006) stated in his research that there are no pictures that appeal to the emotions of the child, and attempts to place them hastily. In the studies carried out in this way, he stated that the children were far away in terms of making sense of their emotions. He stated that supportive pictures should be made by considering the imagination worlds of preschool and primary school children. In his study, Gönen (2017) stated that there are 49 different plants in 15 books and that these plants are found for the first time that children can see outside of the daily life. In the study, which gives the difference between pictures like strawberries and wild strawberries, he also stated that he developed the imagination world of children and discovered and learnt the world.

As a result, Gönen (2017) stated in his children's books that he was in a way to develop the world of imagination in the pictures. In his study, Sarı (2006) stated that the books are insufficient in terms of developing the imagination world. When this study is examined, it is shown that the study by Sarı (2006) overlaps and this level is not sufficient. As a result, it is thought that the books examined by Gönen (2017) show an integrity due to the fact that the author and painter are the same person, and the drawings take place in accordance with the qualifications and criteria. Considering these situations, it is the idea that care should be taken in developing the imagination world. It is believed that there are sections about objects, especially events that cannot be seen in daily life, and that there are different interesting pictures that will contribute to children to develop and learn their imagination world.

In the study, it was concluded that 103 books were suitable, 38 books were somewhat suitable and 8 books were not suitable in order to reflect the feelings of the protagonists. Koçak Kardaş (2017) stated that 29.6% of them always stated, 58.6% partially and 11.4% never, for the expression of "the state of having emotional expressions in pictures". While the result of expressing emotions was 29.6% in the pictures analyzed between the years of 2000-2014, this research also emerged as a result of 69%. This shows that there are positive developments. Considering the difficulties experienced in expressing emotions in daily life, it is thought that more attention should be paid to the emotional states when considering the difficulties of children to distinguish and express their emotions.

In the study, it was concluded that 125 books were suitable in terms of picture-text relationship, 23 books were partially and 1 book was not. In their study, Gönen et al. (2014) stated that the relationship between painting and text is complementary. Özgider (2010) stated in his study that he complements each other in the relationship between text and picture, that English works are more qualified and elaborately prepared than Turkish ones. In his study, Sarı (2006) stated that especially the pictures that children do not know should be included and the unknowns mentioned in the text should be included. He stated that painting is more important than texts and that it is more meaningful and impressive in the world of children. For this reason, he

emphasized making illustrations suitable for the age groups of the children without any commercial concern. Ünen (2012) stated in his study that there should be no disconnection between the picture-text relationship so that children do not experience contradiction. Koçak Kardaş (2017) stated in the study that it was 99.1% and not 0.9%. In this research, it was concluded that the narration in the text is mostly expressed in the pictures. The fact that the picture and text are complementary showed that there is a positive result.

In the study, it was concluded that the age group of the picture and text ratio was 97 books suitable, 50 books partially suitable and 2 books were not suitable. In his study, Demircan (2006) stated that the picture-writing ratios are appropriate. In their study, Gönen et al. (2014) stated that the ratio of picture writing is appropriate. In the study, Koçak Kardaş (2017) stated that 81.8% was appropriate. In this research, this rate increased to 65%. When the research conducted by Koçak Kardaş (2017) is examined, it has been seen that the books analyzed between 2000 and 2014 are more suitable than this study. It is believed that it may cause prejudice against the book as the ratio of the picture to writing is the first part that will attract attention. If it is not prepared according to age groups, it is thought that it will adversely affect children against reading books. The fact that a child who has just started reading can see a long article may intimidate, cool it out of the book with the thought of not being able to read it, and third grade children are thought to find the book very simple if the text is too small.

In the study, it was concluded that the main theme was appropriate for the age group, 90 books were suitable, 42 books were partially appropriate, and 17 books were not. In terms of understanding the message in the main theme, it was concluded that 64 books are appropriate, 59 books are partially appropriate and 26 books are not. In the research conducted, Tekin (2017) stated that the 37 books he studied examined the love of values, love of animals and nature as their main themes. Gönen et al. (2014) stated that there is no main theme in 6 books reviewed. They stated that it is suitable for the ages and developmental characteristics of the children. Gönen (2017) stated that the main themes of the books he examined were in social and cultural contents, and that this was also implicitly given. In his study, Arpacı (2006) stated that it is the main theme in line with children's interests.

In the study, it was concluded that 64 books are appropriate, 72 books are partially appropriate, 13 books are not suitable, and in 75 books, and 22 books are not appropriate and 57 are appropriate in the plot of the subject's curiosity. It was concluded that 86 books were appropriate, 49 books were partially appropriate and 14 books were not suitable for finding a cause-effect relationship. In his books, Gönen (2017) stated that the simple cause-effect relationship and the plot are intriguing in accordance with the age group. In this study, the plot seems to be insufficient in arousing curiosity. An event that does not stimulate children's curiosity is thought to negatively affect the reading habit of the book. Considering this situation in terms of the author, if we think that it will create a prejudice against other books, other books may not be preferred. In terms of publishing houses, it is thought that it will negatively affect the sale of books. The same may be the case for all books that are not written in a qualified way.

In the study, it was concluded that the connection of the subject with real life is appropriate in 99 books, partially suitable in 49 books, and 1 book is not. Gönen (2017) stated in his books that the topics are about real life and they have educational aspects. Aygün (2014) stated that there are events related to daily life in 50 books examined. The results of this study largely corresponds to the similar studies in the literature. It can be said that publishers and authors have a reader-oriented approach since children, who are the target audience of books, generally show concrete operational stage characteristics.

In the study, it was concluded that the psychological status of the protagonists was explanatory, suitable for 123 books, partially suitable for 23 books, 3 books were not suitable, and protagonists bring positive behaviors, and 73 books were appropriate, 64 books were partially appropriate and 12 books were not. Özgider (2010) stated in his study that the elements of violence are included, but this situation is not negative, but with the expressions suitable for the age group, and that it is in a way to raise awareness. Tekin (2017) stated that in 37 books, the protagonists are in a way to bring positive features. Firat (2012) stated that he encountered 7.05% fear and 15.2% violence in his study. Gönen (2017) stated that the protagonists in the books he analyzed displayed positive behaviors. Aygün (2014) stated in his study that the 50 books he examined included protagonists that children can identify with. Looking at the researches, it is seen that the mental state of the protagonists are descriptive and show positive behaviors. In this study, it is seen that protagonists are mostly suitable for explaining the mental states. It is seen that there are more books in the appropriate part, as the protagonists gain positive behavior. It is suggested that this situation should be improved.

In the study, it was concluded that the suitability of language and expression is appropriate in 79 books, 60 books are partially appropriate, and 10 books are not. In the researches conducted, Gönen et al. (2014) stated that in 126 books they examined, the language and style were appropriate for the ages and developmental characteristics of the children. Gönen 2017 stated that the books he examined were in a way to improve the vocabulary of children. Aygün (2014) stated that in 50 books he examined, there were no expression disorders other than two books. In the book reviews, Koçak Kardaş (2017) stated that language expression was 79.3% always, 20.7% somewhat clear and understandable.

In the study, the language and style used is included in daily life, is suitable in 88 books, 50 books are partially suitable, 24 books are not suitable, the language of expression is plain and understandable, 91 books are suitable, 53 books are partially suitable, 5 books are not suitable. Tekin (2017) stated that in 37 books he studied, fluent and open language was used. Özgider (2010) stated in his study that language and expression are appropriate for the age group and that the expression is plain, understandable and clear. Gönen (2017) stated that plain and fluent language was used in all the books he examined. Aygün (2014) stated that the language used in most of the 50 books he studied was plain and understandable. Looking at the researches, it is seen that there is a suitable language expression. In this study, it is seen that the language and style in daily life and the plain and understandable language of expression are not sufficient. This result indicates that the books are inadequate or exaggerated, long or complex sentences in the language of expression. Regardless of the

reason, it is thought that it will not reach the purpose of expression and more care should be taken in this regard.

In the research, it was concluded that the abstract concepts were made concrete, narration was appropriate in 69 books, 56 books were partially appropriate, 24 books were not suitable, and 24 were positive. In the studies conducted, in 126 books that Gönen et al. (2014) examined, they stated that positive language was used and negative language such as slang and profanity was not used. Koçak Kardaş (2017) stated the results of using positive language as 92.6% and 7.4%. Gönen (2017) stated that no slang word was used in all the books he examined. Karagöz (2018) stated that the opinions of the teachers and prospective teachers about the book, the character of the teacher is prone to violence, and the results about the slander and theft are explained. He stated that the messages were negative and that they had negative behaviors for children. When the results of the research are analyzed, it is seen that there are positive and negative results about positive language and expressions. In this study, it was observed that slang, swearing or negative words were included in 7 books. In 44 books, it was found partly appropriate because of the negative labeling. In the books, slang, swearing or negative words as the age group may attract the attention of children, but it is thought that there will be no suitable approach to gain positive behavior.

RECOMMENDATIONS

For publishing houses; looking at the children's books analyzed, the presence of neutral books, religion, politics, sexuality, violence and negative behavior and expression, and using expressions that take into account children's developmental characteristics,

- Finding solutions to problems that may be related to life in the contents of children's books and giving universal values with correct attitudes and approaches,
- The range containing the age groups in the children's books should be written on the book, and only the age group of the age group should be included,
- The back cover information on the back cover of the book should be consistently relevant to the book's subject,
- Preferring glossy paper, especially matte glossy paper, for the pages,

For teachers; having necessary information about the criteria that should be found in children's books,

- Notify the publishers about the books read, with their positive and negative aspects,

For the Ministry of National Education; ensuring that the books pass through a board before they are published, ensuring compliance with certain criteria,

- Organizing in-service trainings about the criteria to be considered about children's books, what to pay attention to in the selection and recommendation of books and the importance of children's literature throughout the year for teachers,

For the Ministry of Health; it is recommended that products that do not cause harm to the health during publication of children's books should be listed with their terms of use and to be tracked.

For Researchers; creating more detailed measurement tools given with explanations of the quality of illustrated children's books,

- It is recommended that more book reviews and due diligence studies are carried out among publishers about the quality.

For Authors; Avoiding expressions that can cause corroboration of negative behaviors and writing on political, religious, sexual, aggressiveness and other negative feelings keeping their target age group in consideration,

- Having conversations with their readers and continuing with the feedback of thoughts about their books,

For Artist; Firstly, in order to ensure the integrity of the picture-text ratio, to provide face-to-face interviews with the author, and determine which parts of the text should be emphasized on in the drawings;

- To make interviews with educators and children as artists and get their opinions about the drawings.

ETHICAL TEXT

In this article, journal writing rules, publishing principles, research and publishing ethics rules, journal ethics rules are followed. Responsibility belongs to the authors for any violations related to the article.

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