



Analysis of Values on Preschool Period Children Story and Tale Books *

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Abstract

This study aims to determine which values to what extent are allowed in the story and tale books that are prepared for preschool period children. This study aims to determine which values to what extent are allowed in the story and tale books that are prepared for preschool children. This study is a qualitative study with descriptive quality. Two different data collection tools are used in this study. These tools are semi-structured interview forms and Value List consisting of 20 values. These values are chosen from UNESCO Value List, Living Values List and Rokeach Value Classification. The study group of the research is composed of 710 children, 192 parents, 50 teachers and 52 story and tale books. Based on the preferences of children, parents and teachers, 52 story and tale books were determined and content analysis was administered. As a result of the research; it is understood that story and tale books prepared for preschool children, stress mostly the values of happiness; at least the peace, solidarity and honesty. However, patriotic value doesn't take place among these values. Whereas kindness, aesthetics, friendship, cleanliness and helpfulness values are emphasized frequently; humility, tolerance, hospitality and respect values are emphasized rarely. While aesthetic value is emphasized mostly in the books that preferred by children and parents; happiness is mostly emphasized in the books that preferred by teachers. The results of the research are expected to contribute to authors while preparing the content of the story and tale books for the preschool aged children, and also to teachers and parents for their book preferences.

Keywords

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Introduction

For human being, certain values are necessary to carry on a peaceful life on earth and to enjoy life. Values not only ease human life but also order social life (Akbalık, 2015, p. 16). Values are coalescing part of the individual with the society, a way of interaction and tie between individual and society. It is the individual that appreciate these values. As there is no sense of values without human, both human and values give meaning to one another (Dirican, 2013, p. 20). Individuals that absorb democratic values and turns them into a life style are happy and attribute to peace and happiness of society (Toomey, 2010,

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p. 33). Even if the values are discussed cognitively, this term can not be named as revealed exactly. (Dilmaç, 2002, p. 1) Common definition of all values are to underlie the behaviours of humans (Sürmeli, 2015, p. 20). Halstead and Taylor define value as "Principles and basic cults that lead behaviours, standarts which appreciated actions as good or welcomed" (2000, p. 169). Schwartz defines value as "a social reason, which has a duty to choose behaviours and actions, to evaluate incidents and individuals and to explain behaviours and actions accordingly, principles that guide and differ in terms of momentousness level in individual life (1999, pp. 24-25).

Values education is a way of education that plans to strengthen value transmission which is in education and realise this transmission through education content and moral environment (Veugelers, 2000, p. 37).

One of the crucial problems of the world and our society is value judgement that is diminishing even disappearing day by day. Many societies facing this problem (firstly EU and USA) take serious steps to protect their own values. In Turkey, "Values Education" studies are carried out in this regard (Yaman, 2014, p. 37). Uyanık Balat, in one of his studies stated that there is more demand to UNESCO about little children to get values education lately (2006, p. 16).

Preschool period is particularly crunch time to be added certain values. For Freud, personality develops in the early ages of life (Aydoğan, Özyürek, & Gültekin Akduman, 2015, p. 176). Children turns into specific characters slowly in every development stage (Trawick-Swith, 2013, p. 5). Therefore, conscious and correct guide of children is vital in preschool years (Tatar, 2009, p. 1). Effects of experiences that children get through in childhood last a lifetime. Basic tendencies that obtained in this period will affect the years ahead. Education trained in childhood, is a psychological basis making on values (Yeşil & Aydın, 2007, p. 79). Children who get values education properly from preschool time will have a happy, social and agreeable personality in their later ages (Brannon, 2008, p. 63).

When a child is born, this child starts to gain values unplannedly in the family that is accepted as first social institution (Demirtaş, 2009, p. 7). This unplanned education that beginning in the family, goes on officially in school ages (Duran, 2009, p. 23). Educators underlines that the prior responsibility and permanent effect belong to families for children adoption of values (Temli, Şen, & Akar, 2013, p. 208). Children are under the effect of their families on related beliefs what is right and wrong. However, taking into account the fact that children generally start school with problematic behaviour and attitude at current culture, giving character education train at school becomes compulsory (Brannon, 2008, p. 62). It can not be regarded as integrated education if a person furnished with academic knowledge at school and family is not trained, guided about right behaviours in real life and also not obtained moral values (Schaeffer, 1998, pp. 10-12). Even if most values that elder people, parents have and plan to gain them to their children lose significance for new generation, these children need to be guided in order to comply with society (Pighin, 2005, p. 7).

One of the effective ways to be gained values to children is story and tale books. Children's books have more importance in early childhood day by day. Increasing role of children's literature pieces on children's life can be understood from rising number of books every passing year. (Mendoza & Reese, 2001, p. 3).

Giving right education to the child is connected with good tie between child and book (Gönen, 1993, p. 83). Characters in picture child books that bridge the gap between real and fictionalised life of the child are adopted and taken as an example by children. The child can adopt some values easily in this process. Therefore, at value acquisition the importance of books is clear (Dirican & Dağlıoğlu, 2014, p. 45). For Mendoza and Reese, books are psychosocial tool that provides children to control their own beliefs, attitudes and behaviours. Children consider the world from different angle through the characters in the books and try to understand life in this perspective. They develop a point of view to themselves and the world (2001, p. 3).

The chosen books must be suitable for preschool period to affect the child positively. Stories that do not pass two or three characters, antistatic and be felt to close child's own life are more attractive in this period (Avcı & Günen, 2015, p. 191). The content of the book should be short, apparent; equipped with logical fiction and include positive values (Hsiao & Chang, 2015, p. 2). While children put up with all kinds of difficulties for the sake of their beloved, they learn patience, affection and benevolence. They become a teacher at one story and teach respect, justice, cleaning and hospitality (Kumbasar, 2011, p. 11).

In the study that Körükçü, Acun Kapıkıran, and Aral (2016) did, they surveyed child books based on Schwartz Value Model (1992) and they determined that obedience, hedonism, traditionalism, benevolence, warning, universality values are mostly; power, security, and success values are less given respectively in these child books.

In addition, from another research carried out by Turan and Ulutaş (2016) on 100 picture tale books indicate that learning, research, happiness, kindness values are widely allowed whereas success, respect, leadership, peace, affection to nature and environment values are slightly allowed and as general values, benevolence, self-criticism, sincerity are widely on the other hand power, sacrifice, equity, self-esteem, justice, fidelity, patriotism are less given.

Ülavere and Veisson (2015) was carried out a study to designate perceptions over values on 978 people who were 163 school principals, 425 teachers and 390 student parents in these schools at 15 cities in Estonia preschool education institutions. As a result of the study the values that should be taught to children were identified according to principals, teachers and parents. For principals the most important values were humour, pride and creativity, and patience is the most significant value for teachers. When compared principals and parents thoughts; the most important values for parents were trust and loyalty. It was explained that values education should be given in daily communication and activities as a loyalty to group rules and personal role models were so significant in values education in preschool education institutions.

Albu (2015a) in his research named 'A comparative approach on the axiological values and options of Pre-academic teachers at the beginning of the third millennium case study' tried to designate senses of teachers on values. On the study for more than 100 preschool, primary, secondary and higher school teachers, he comparatively examined the views of teachers. The most common value agreed on was esteem (for themselves and one another). Preschool teachers gave importance to the value of compassion / love for human being, primary school teachers cared honor and honesty, for secondary and higher school teachers belief of God, tolerance and education (it is not a value) were vital.

Albu (2015b) aimed to reveal scientifically preschool teachers' point of views about values and the manners and values that affect children's growth with the study named 'Pre-primary education teachers and their values in the context of current education case study'. The study was done on 22 teachers who work in Prahova, Romania. 10 teachers had more than 20 years of work experience, 12 had more than 15 years of work experience. The perceptions of teachers on value were searched. As a result of the study, teachers who had more than 20 and 15 years of work experience cared esteem and compassion of human being as common values.

Aşıkuzun and Kıldan (2014) aimed to analyze the values that parents want their children to gain in preschool period education level. 'Value Sorting Form' was constituted on 218 parents (109 mothers, 109 fathers) in Kastamonu which was found in preschool education program context of Turkey. This

form consists of 20 values. 20 values were wanted from families to be ranged according to significance. At the end of the study, it was designated that honesty came first, than esteem and thirdly self-confidence were important for families.

Duman (2014) searched socioemotional aim of Turk preschool curriculum on values education. On preschool curriculum 17 socioemotional aims were appointed, 10 different values had relation with 13 aims. These values are expression of feelings, empathy, child rights, respect to diversity, responsibility, obedience to rules, respect and protection to environment, awareness, self-confidence and peace.

Dirican (2013) analysed 135 picture child books and stated that affection, sharing, friendship, happiness, kindness, benevolence, cleaning, respect, justice, prudence, aesthetics, empathy, tolerance, honesty, industriousness, self-confidence, responsibility, courage, leadership and peace values are allowed.

In doctorate study Öztürk Samur (2011) to search the effect of value education program on social and emotional growth of 6 year old children were analysed 44 students; with 22 experiment, 22 control groups. According to researcher's findings analysis results, by using General Information Form and Preschool Behavioral and Emotional Grading Scale; it was found that values education had positive effects on children's social and emotional growth.

Salahuddin's (2011) doctorate thesis named 'Character education in a Muslim School: A case study of a comprehensive muslim school's Curricula' to research how character education is implemented in a Muslim school curricula revealed that from 11 principles that defined in character education partnership (CEP, 2007 as cited in Salahuddin, 2011), 4 principles were found in the school and 5 of them were partially implemented.

LePage et al. (2011) in the study named 'Comparing teachers' views on morality and moral education comparative study in Turkey and The United States' aimed to determine how teachers who work in 9 cities of California State, USA and 14 cities which get more immigration in Turkey define morality, they how emphasise it in their lessons, they how encourage students to moral growth and the differences between two cultures. In both cultures, primary education consists of primary and secondary schools. Findings were analysed by using t-test in the scale with likert type and reached quantitative data. In the findings that were 203 participants from California State and 800 from Turkey, while explaining the concept of morality; American teachers who live in California referred less to social and religious values. While Turk teachers believe that morality can be taught through stories and case event; Californian teachers believe that moral behaviours can be learned via experience. Common views of teachers that live in both cultures that moral value teaching is one of the teacher's responsibility.

Erdal (2009) examined child books in terms of values and explained that the most mentioned values are industriousness, benevolence, helpfulness, originality, evaluation of possessed, obedience, humbleness, cleaning and animal love.

Gökçek (2007) implemented character education program that consist of seven values (esteem, responsibility, self-confidence, leadership, helpfulness, kindness and patience) to 5-6 years old children during 44 weeks and asked parents their opinions on character education. According to result of the study, parents expressed that character education should be placed in school curriculum as education given in the family is inadequate. For education program which was carried out in the study, values in the program totally changed children behaviours.

Uzmen and Mağden (2002) aimed to state whether picture books used in preschool institutions support prosocial behaviours; sharing and helping manners of students or not. 40 preschool students who were at the age of six consisted of the sample. It was observed that the given education through books to support children's prosocial sharing and helping behaviours were effective. Education was effective more over girls on helping manner; effective more over boys about sharing manner.

Germain (2001) in experimental study on 4-7 class students, analysed the effects of values education on primary school students' self-confidence. Two primary schools were chosen at the research which gave and did not give values education and self-confidence was measured. There were not meaning differences between two groups. However, there was statistically meaningful relation in success, behaviour, manner and term success in the school. Moreover results showed that girls had less self-confidence than boys and there was statistically meaningful relation between self-confidence and gender.

While these researches share similarities when analysed, in this study analysed books discriminately designated in accordance with parent, teacher and child preferences. By interviewing each student one by one, whether they differentiate the values in the books or not are studied. The results of this research are expected to guide authors, parents and teachers.

As a result of all these information, it is a significant research subject to question how much universal or cultural values at what rate the books include chosen by parents and teachers or to specify whether the children distinguish values in these books. So, this study aims to determine which values to what extent are allowed in the story and tale books that are prepared for 3-6 year old children. Subgoal of this research is that;

1. How often are the values included in the story and tale books that are prepared for 3-6 year old children?
2. Which value is the most emphasised in the story and tale books that are preferred by child, parent and teacher?
3. How are the values given in the story and tale books that are prepared for 3-6 year old children?

Method

Research Model

This study is a qualitative research with quantitative quality. Findings that were obtained document analysis were subject to content analysis.

Study Group

The study group of the research is composed of 710 children, 192 parents, 50 teachers and 52 story and tale books.

In the research one of the sample types; suitable case sample was chosen. Individuals or groups can be easily reached in this sample. (Ekiz, 2015, pp. 105-106).

Data Collection Tools

Two different data collection tools semi-structured interview forms, and Values Lists consisting of 20 values are used in this study.

Three different interview forms were prepared for parents, teachers and 3-6 year old children to determine the story and tale books that they like. While preparing interview forms; opinions of academic members/staff who are professionals at qualitative studies and at least one teacher who works as a preschool teacher were taken. Interview form consists of one question. The children were asked the story and tale names that they like most, and the names and publishers and writers that children want from their families or teachers to read. As the aim of this form is only to state children's story and tale books preferences; demographic features were not given. One of the data collection tools used in the study is that Values List. While choosing values, opinions were taken from experts on value and values' education academic members at Kırıkkale and Biruni Universities. In accordance with these views; twenty values were selected from three important values' list. Prepared for preschool period children and taking into consideration to UNESCO Value List consisting of twelve values prepared for preschool period children, Living Values' List and Rokeach Value Classification; categorizations were decided to be followed.

1. Living Values' List: is a programme that is implemented over sixty countries on the world, also supported by UNESCO and aims to raise individuals that have good traits. In this education programme twelve values "peace, respect, compassion, collaboration, happiness, honesty, humbleness, responsibility, sincerity, tolerance, freedom and solidarity" were determined. These values were obtained to children through activities and also supported with prepared books.

This programme offers activities for 3-7 and 8-14 year old children to ease the adoption of some of the international values ("Living Values Education International," n.d.).

This list was evaluated remarkable in this study as it contains 3-7 year old preschool period children. Other values at the list apart from *sincerity* and *solidarity* were added to values list that marked at the research. This two values were excluded from the list as they were abstract for preschool period and predicted not to be included in the books.

2. UNESCO Value List: "Aesthetics, cooperation, industriousness, hospitality, cleanliness, benevolence, patriotism" values that were not included at Living Values List and thought to be found at books added from UNESCO Value List. UNESCO accepts twelve international values. These values are "cooperation, freedom, happiness, modesty, compassion, peace/tranquility, respect, responsibility, plainness, tolerance and solidarity (Bacanlı & Dombaycı, 2012).

3. Rokeach Value Classification: Many values that were included above are also found at Rokeach Value List. "Kindship and friendship" values that are frequently bumped into story and tale books by the researcher and found also Rokeach Value Classification but are not in Living Values List and UNESCO Value List were decided to be included to the research. Thus, obscurity about whether these two terms value or not was disappeared.

Table 1. Values List Used at Study

Values Taken from Living Value List	Values Taken from UNESCO Value List	Values Taken from Rokeach Value Classification
Humbleness	Giving importance to unity of family	Friendship
Peace	Industriousness	Kindship
Honesty	Cooperation	
Tolerance	Aesthetics	
Collaboration	Hospitality	
Happiness	Cleanliness	
Freedom	Patriotism	
Respect	Helpfulness	
Compassion		
Responsibility		

As seen Table 1, the list of values used at the study are peace, respect, collaboration, happiness, honesty, humbleness, responsibility, tolerance, freedom, aesthetics, cooperation, giving importance to unity of family, industriousness, hospitality, cleanliness, helpfulness, patriotism, kindship and friendship.

Validity and Reliability Study

In the process of preparing interview form, opinions were received from an expert in preschool teaching and two academic experts in the field of qualitative study. As a result of suggestions final form of the interview was given. Collected data was evaluated with the same team and increased validity and reliability.

While the values were determined in the story and tale books, the same books were reread in different times and coded to increase internal validity. The subjective percept effect of the researcher was tried to be diminished in this way. Reanalyse of the story and tale books at different times ensured reliability based on time. Overlooked data in the first reading distinguished in the second one.

To clarify ambivalency during categorisation of the values in the books; literature teacher, preschool teaching expert and preschool teacher opinions were taken into consideration. As Erlandson, Harris, Skipper, and Allen (1993) suggested, content analysis was done by discussing until the last decision. According to emerging needs, participant teachers' opinions were taken again and "Participant Consent" was carried out to increase validity and reliability.

Data Acquisition Duration

Data acquisition duration consists of five stages. The necessary permission was got in the first stage of the research. Exchanged letters between Usak University Institute of Social Sciences and Usak Provincial Directorate for National Education and research permission was received. It lasted twenty days.

In the second stage of the research, 23 different preschool institutions (public, private, and institution), 50 teachers, 192 parents and 710 children were interviewed. It lasted about three months. At the time of the application of the interview forms, that some children had no idea about the books they like was distinguished and by asking questions about story or tale (who were heros of the book, what were they, where did it take place, is the book at the class now, can you show me?) the name of the books were tried to be reached. In the third stage of the study, gathered data was analysed. At the end of the analysis, 52 story and tale books were determined that preferred by teachers, parents and

children. In data analysis, books that had no writer or no publisher; or including many tales in one book and generally these books chosen by parents were not accepted as data. While the books were being chosen, that especially parents gave the book names that were not suitable for 3-6 year old children were detected and these books were not included to the study.

The books were supplied in the fourth stage. It lasted approximately three months. Although many problems at that time of the access of the book were faced like having no publishing anymore, bankruptcy of the publisher; the books were tried to be got from preschool intitutions, bibliopoles and bookstores. Most of the books were bought; some of them were obtained from practice school. Some stories preferred by children were detected to be posters and reached through internet. Even if "*Unhappy Daisy*" (Sıradışı publishing) chosen by children, it could not be supplied because the publishing had been closed. Instead of this book, "*Magical Coffe*" one of the most chosen books were studied. (*Lalala Stork is Coming*) (Ya-pa publishing) could not be supplied because of no publishing anymore and (*Tali is Tidying His Room*) was surveyed instead.

Fifth stage of the study consisted of analyses of books and data.

Data Analysis

In this study, findings were gathered through document analysis and got through content analysis.

As a result of the interview form analysis, 52 most preferred story and tale books by children (they like to be read, listening, want from their teachers and parents to read) were investigated with content analysis

Negative values were not taken into consideration at the time of book review. For instance, at tale book, Snow White and Seven Dwarfs; "*One morning she asked the same question to the mirror: Mirror mirror, tell me! Is there anybody on the world more beatiful than me?*" Mirror answered: "*Snow White and Seven Dwarfs that live in the forest are more beautiful than you!*" Even if sentences mention aesthetic value of beauty concept; because of rivalry and comparison it is not accepted as value. At story of Japi and Ornamental Fish, "*Japi was jelous of ornemantal fish. She dreamed to be flashy just like the fish, " how beautiful fish it is. Look at those colors and then me"* she said "although these statements emphasise aesthetics value; it was not included at value categorisation as it also mentions negative feeling of value.

If texts in story and tale books emphasised a value, taken to category; if not emphasised any value, it was excluded from the study. Values of frequency were determined according to passing rate in the books. As a result of the analyses, first, second and third subgoals were obtained.

Results and Comments

Findings gained as a result of research data were explained according to sub problem order.

Findings Related to First Subgoal

The findings of the question "What extent are values allowed in the story and tale books that are prepared for 3-6 year old children?" As the first subgoal of the study were indicated at Table 2.

Table 2. Values Allowed in the Story and Tale Books that are Prepared for 3-6 Year Old Children

Value	Statement Number that emphasise to the value (n)
Happiness	114
Kindness	101
Aesthetics	86
Friendship	78
Cleanliness	35
Helpfulness	30
Compassion	20
Responsibility	10
Freedom	9
Industriousness	8
Cooperation	6
Giving importance to unity of Family	4
Humbleness	3
Tolerance	3
Hospitality	2
Respect	2
Peace	1
Collaboration	1
Honesty	1
Patriotism	-

When we view the values that take place in story and tale books, *happiness* ($n=114$) is times mentioned; *peace*, *collaboration*, *honesty* ($n=1$) are one time mentioned values.

In story and tale books *kindness* ($n=101$), *aesthetics* ($n=86$), *friendship* ($n=78$), *cleanliness* ($n=35$), *helpfulness* ($n=30$) values are mostly emphasise; *compassion* ($n=20$), *responsibility* ($n=10$), *freedom* ($n=9$), *industriousness* ($n=8$), *cooperation* ($n=6$) are included reasonably. In this study, findings were gathered through document analysis and got through content analysis.

Dirican (2013) confirmed that peace value was hardly mentioned at texts of children's picture book.

According to Turan and Ulutas (2016) study result of the books that preschool teachers use at activities; mostly repeated values in preschool period are happiness and kindness; least repeated ones are respect and peace. All these results should be similar to researcher's.

Patriotism value that is in the researcher list is never mentioned in story and tale books. As a different result from the researcher; Tut and Kiroğlu (2017) stated that patriotism value shines out in songs. In their study named 'Growth of democratic Principle on Children' they differentiated that although teachers include information and abilities about citizenship in their plans, symbols about

patriotism, and children know the democratic principles; they can not practice these principles in their lives (Blake, Brady, & Sanchez, 2004).

Findings and Comments Related to Second Subgoal

Findings about the question of "Which value does mostly emphasise in story and tale books that preferred by child, parent and teacher? were indicated at Table 3.

Values that were in the books that children chose were listed at Table 3.

Table 3. Values Allowed in the Story and Tale Books that are Preferred by Children

Value	Statement Number that emphasise to the value (n)
Aesthetics	43
Happiness	28
Kindness	19
Friendship	13
Helpfulness	9
Compassion	8
Cleanliness	7
Freedom	5
Responsibility	5
Industriousness	3
Tolerance	3
Cooperation	2
Respect	2
Humbleness	1
Honesty	1
Hospitality	1
Giving importance to unity of Family	–
Peace	–
Collaboration	–

At table above *aesthetics* ($n=43$) value is seen as prominent in the story and tale books that children preferred. Giving importance to unity of family, peace and collaboration values are never mentioned in these books.

While *happiness* ($n=28$), *kindness* ($n=19$), *friendship* ($n=13$) values are frequently included; *benevolence* ($n=9$), *compassion* ($n=8$), *cleanliness* ($n=7$), *responsibility* ($n=5$), *freedom* ($n=5$), are reasonably allowed. *Industriousness* ($n=3$), *tolerance* ($n=3$), *cooperation* ($n=2$), *respect* ($n=2$), *humbleness* ($n=1$), *honesty* ($n=1$), *hospitality* ($n=1$) are rarely mentioned values in the books that children preferred.

The reason of the most emphasised value is aesthetics because of the world classics's contents that children chose like Rapunzel, Snow White and Seven Dwarfs, Sleeping Beauty, Tin Soldier, Cinderella e.g. In fact, heros of these tales are generally princes, so the concept of beauty is quite foreground.

Values that were in the books that parents chose were allowed at Table 4.

Table 4. Values Included in the Story and Tale Books that are According to Parent Preferences

Value	Statement Number that emphasise to the value (n)
Aesthetics	49
Happiness	31
Cleanness	20
Kindness	20
Friendship	16
Helpfulness	8
Compassion	7
Responsibility	5
Industriousness	4
Respect	2
Tolerance	2
Freedom	1
Hospitality	1
Cooperation	1
Honesty	1
Collaboration	1
Humbleness	1
Peace	–
Giving importance to unity of family	–

Just like the children preferences, the most emphasised value is *aesthetics* ($n=49$) and never mentioned values are *giving importance to unity of family* and *peace* in the books that parents read to their children.

Whereas *happiness* ($n=31$), *kindness* ($n=20$), *friendship* ($n=16$), *cleanliness* ($n=20$), values are mostly emphasised; *helpfulness* (8), *compassion* ($n=7$), *responsibility* ($n=5$), *industriousness* ($n=4$) values are reasonably included. *Tolerance* ($n=2$), *respect* ($n=2$), *freedom* ($n=1$), *hospitality* ($n=1$), *cooperation* ($n=1$), *humbleness* ($n=1$), *honesty* ($n=1$), *collaboration* ($n=1$), values are rarely included in parent choices. Peace and giving importance to unity of family values are never taken place in these books.

Parent's preferences list is almost close to the children's but includes more world classics. When these findings studied; aesthetics value is foreground at parents too, just like the children.

That children's book choices are closer to parents than teachers were determined. As a result of this finding it can be said that children are more interacted with parents at book choices.

Values that were in the books that teachers chose were allowed at Table 5.

Table 5. Values Included in the Story and Tale Books that are According to Teachers' Choices

Value	Statement Number that emphasise to the value (n)
Happiness	63
Kindness	57
Friendship	52
Aesthetics	42
helpfulness	19
Cleanliness	14
Compassion	9
Giving importance to unity of family	4
Cooperation	4
Responsibility	4
Industriousness	3
Hospitality	2
Freedom	2
Respect	2
Humbleness	1
Peace	1
Honesty	1
Tolerance	1
Collaboration	–

At Table 5 values range on teachers' choices of story and tale books were indicated. According to this, *happiness value is (n=63)times*, one time is *humbleness (n=1)*, *peace (n=1)*, *honesty (n=1)*, *tolerance (n=1) are emphasized..* Collaboration value is not included in the books.

In story and tale books that teachers' chose, values are *kindness (n=57)*, *friendship (n=52)*, *aesthetics (n=42)*, *helpfulness (n=14)*, *cleanliness (n=14)*, *compassion (n=9)*. *Giving importance to unity of family (n=4)*, *cooperation (n=4)*, *responsibility (n=4)*, *industriousness (n=3)* values are reasonably mentioned. *Hospitality (n=2)*, *freedom (n=2)*, *respect (n=2)* values are rarely included.

According to study result of Yükselen, Yumuş, and Işık (2016); %95 of the preschool teachers take into consideration international values while preferring books.

In the study that Tarkoçin, Berktaş, and Uyanık Balat (2013) carried out to determine international values that teachers' use at class activities; the most used values by teachers' were kindness, benevolence, responsibility, respect and patience in classroom activities.

At the research done by Yazar and Erkuş (2013) to analyse preschool teachers' views on values education; they found that teachers were of the opinion that children were primarily given respect, compassion and sharing values. Contrary to related literature study results, in this study the books that teachers choose to read in the class including responsibility, respect, kindness values were less preferred. Stories and tales, which is one of the effective ways to get children values, are an important method for teachers to gain children lack values that they distinguish.

Different from children and parents preferences, the books that teachers' chose happiness value is at the first line. Teacher preferences are different from children and parents choices. Rather than world classics, teachers chose value content books. Giving importance to unity of family and peace, which were not included at parent and children value lists; even if just a bit were allowed in teachers' choices.

Findings and Comments Related to Third Subgoal

Findings about the question of "How are the values given in the story and tale books that are prepared for 3-6 year old children?" were indicated below.

Information related to "Happiness" value was given below.

Table 6. Statements that emphasise Happiness

Value	Statements that emphasise Value
Happiness	joy, showing joy, cheer, pleasure, happy, being happy, rejoice, exulting, having fun, bursting with happiness, laughing, smiling, cheering up, emotionalising, cheering, feeling a glow of happiness, crying out of happiness, joyfully, hurray!, living a happy life

Happiness($n=114$) is the most prominent value in story and tale books prepared for 3-6 year old children.

As shown at Table 6, the statement of happiness value in studied books are joy, showing joy, cheer, pleasure, happy, being happy, rejoice, exulting, having fun, bursting with happiness, laughing, smiling, cheering up, emotionalising, cheering, feeling a glow of happiness, crying out of happiness, joyfully, hurray!, living a happy life.

According to study result on preschool teachers' activity books, Turan and Ulutaş (2016) found that one of the most involved value in preschool period books are happiness. Thus, both this and our study show similarities.

Statements that emphasise "Kindness" value was given below.

Table 7. Statements that emphasise Kindness

Value	Statements that emphasise Value
Kindness	Thanking, request, apologising, good morning, welcome, having a nice day, congratulating, nice to meet you.

The value of *kindness* ($n=101$) is frequently emphasised in the books. In the analysis of the books, kindness is one of the most common values after happiness.

As seen Table 7, statements that emphasised the value of kindness are thanking, request, apologising, good morning, welcome, having a nice day, congratulating, nice to meet you.

3-6 year old children like to behaviours that approved by elders. Because there is sometimes material sometimes spiritual reward at the end. For teachers and parents choosing reinforcing books to these behaviours are significant. Kindness vocables are more in daily language. Even if to emphasise the value of kindness is not one of the purposes of the story and tale books, it is possible to meet vocables that involve kindness in these books. To emphasise many times the value of kindness in books may be not intentional but the result is favoring.

At Table 8, statements that emphasise “aesthetics” were given.

Table 8. Staments that emphasise Aesthetics

Value	Statements that emphasise Value
Aesthetics	Look so beautiful, look gorgeous, appear bright, be charmed, garnish, be flamboyant, be fascinated, be white like white, watch admiringly, be amazed, be tidy, beautiful, the best beautiful, more beautiful, marvellous, bright, gorgeous, elegant, kindship, wonderful, handsome, enormous, lush eyes, colorful, sparkling, excellent.

As shown at Table 8, *aesthetics* value is one of the most emphasised values($n=86$) in books. Statements that involves aesthetics value in books are look so beautiful, look gorgeous, appear bright, be charmed, garnish, be flamboyant, be fascinated, be white like white, watch admiringly, be amazed, be tidy, beautiful, the best beautiful, more beautiful, marvellous, bright, gorgeous, elegant, kindship, wonderful, handsome, enormous, lush eyes, colorful, sparkling, excellent.

One of the most emphasized topics in the tales is beauty. (Sezer, 2015, p. 125). When viewed findings, “*beautiful*” statement is the most used one to express aesthetics value. At Cinderella ($n=10$), Sleeping Beauty ($n=10$), Rapunzel ($n=9$), Snow White and Seven Dwarfs ($n=7$), Tin Soldier ($n=5$) that we call world classics, aesthetics values are frequently encountered in these tales. Many of the statements in these tales attract attention to physical beauty (handsome prince, beautiful princess, beautiful ballerina, beautiful girl and beautiful face). Sezer (2015) emphasized that whether willingly or not the child admires the awesome portrait and even this admiration may turn into an envy as a jealous of heroes.

However, we can include tidying up your own environment, create a good work, natural beauty, animal and plant beauty as an aesthetics value. Mentioning temporary human beauty in books may lead children to misunderstand aesthetics value.

At Table 9, statements that emphasise “friendship” were given.

Table 9. Statements that Emphasise Friendship

Value	Statements that emphasise Value
Friendship	Going out with friends, playing with friends, being friends, making friends, helping friends/dudes, being proud of friends, looking for friends, finding new friends, being sorrr for friends, fraternizing, being one of us, talking with friends/ chatting, hugging friend, dear friend, my dear dude/ friend, little friend, close friend, the closest friend, new friend, visiting friend, two buddies, bringing up like sibling, a good friend, good friends, the best friend, friendship.

Researches on early childhood show that preschool children’s first peer interaction environment where they st-tart to social skills is plays (Fantuzzo, Sutton-Smith, Coolahan, Manz, Canning, & Debnam 1995 as cited in Özeydin, Tekin Iftar, and Kaner, 2008, p. 17). Even if they (2-4 year) play together, they do not interact with each other more Parten (1932), identifiedsuch play as parallel play (as cited in Durualp & Aral, 2015, p. 235). In later periods, contact that they get while they are playing supports friendship.

It is important to choose books that reinforce friendship at that period. As seen, child prefers the books on parents and teachers that frequently emphasise this value. Books which emphasise the importance of freindship, making friends with others and being tolerant to friends can be accepted as favoring results.

At Table 10 statements that emphasise "Cleanness" were given.

Table 10. Statements that emphasise Cleanness Cleanliness

Value	Statements that emphasise Value
Cleanliness	Washing hands, washing face, shimmering, glittering, collecting garbage, sweeping, cleaning, not throwing rubbish around, having ashower, being fragrant, being very clean, taking off dirty clothes, cleanness, cleaning day, clean dress, a clean child.

In story and tale books (Tali Ellerini Yıkıyor (Göncü Işıkoğlu, 2014), Yıkanmayı Sevmeyen Kimi (Oğuzkan, 1981), Pekseker Temizliği Öğrendi (Türkoğlu, n.d.) e.g.) that emphasise cleanness value with the statements like a child who does not wash his/ her hands and does not have a bath excluded from friends or being ill may increase anxiety value. The child who thinks to be ill because of not washing hands and not to be accepted by friends because of looking dirty may feel himself/herself compulsory to be clean. However, this child who feels like that never admits this value.

The message should not be given directly to the child (Tosunoğlu & Kayadibi 2007, p. 345-346) but felt. By this means, the child adopts this value and takes attention to cleanness as he/she really believes the significance of cleanness.

At Table 11 statements that emphasise "Helpfulness" were given.

Table 11. Statements that emphasise Helpfulness

Value	Statements that emphasise Value
Helpfulness	Helping, succoring, assisting, helpful, rescue.

Besides giving clear values in books; the value of benevolence is discussed indirectly through implicit statements like giving money to a poor peasant, mouse's save the lion from the cave, permitting unwanted animals by their owners come with themselves, king's save of the young person who falls to river, bring visually handicapped person to home.

For the findings that Uzmen and Mağden (2002) did on preschool period children by forming control and experimental group "that the books read to experimental group have positive effect on children's helping and sharing behaviours were determined."

In the research that Bulach and Butler (2002) carried out they found that for teachers, the value of benevolence is one of the most vital values that should be obtained to children.

For Erdal (2009, p. 14) "benevolence is an important course of action that involved in child books. It is a virtue which is possessed by good individuals to help people who are on the hook. Children should be directed to do a favor in the books by giving the message of "he who earnestly seeks good finds favor."

When the books are viewed, the behaviours in the book like repairing the demolished home, climbing the tree to take the ball which is stucked to the leaf of the tree or carrying the bags of the aged aunt are the actions that the child can not do. For child the actions that he/she can not realise may lead to misinterpret the value of benevolence like super heroism.

At Table 12 statements that emphasise "Compassion" were given.

Table 12. Statements that emphasise Compassion

Value	Statements that emphasise Value
Compassion	Love, like, kissing, hugging, jumping one's lap, being full of love

Erkuş (2012) examined values that involved in preschool programme in respect to teacher view and stated that teachers are of the opinion that the values “compassion, respect and sharing” should be primarily included in preschool education

Tut and Kiroğlu (2017) stated that compassion is the most frequent emphasized value in songs organized by TRT Popular Child Song Competition. Dirican (2013) in the study examined 135 books to confirm basic human values and how often these values are taken place in picture story books of Turkish writers for 3-6 year old children group.

Compassion plays a significant role in child’s cognitive, social and emotional growth. Child needs an environment full of love to have fertile and positive personality. (Dönmezer, 2001). The effective individual to improve this value is teacher after parents.

Supporting feelings like compassion and fraternity, including enhancing activities, children’s becoming peaceful, compassionate and friendship (İnan, 2013, p. 107) can be provided through activities in teacher’s plans.

Statements that emphasise “Responsibility” value was given below.

Table 13. Statements that emphasise Responsibility

Value	Statements that emphasise Value
Responsibility	<p>The summer season came, all animals worked heartily. Because other animals when the summer end, know <i>the necessity of preparing for the winter.</i></p> <p>Simsek was so sorry for the things that heard and wanted to help friends with all heart and soul. <i>However, because of competition, Simsek had to leave the town.</i></p> <p>Little mouses Cin Can and Can Can liked reading books. Every morning, they went to uncle Bilgin and read books. <i>They hurried up every time because uncle Bilgin did not like being late.</i></p> <p>Japi was not happy to live in the aquarium. In fact, Japi liked his owner. <i>Because his owner regularly fed him every day, and did not starve him.</i></p> <p>Once upon a time, there was a cute girl named “Little Red Riding Hood”. <i>One day, her mother wanted her to take meal to her grandmother.</i></p> <p>“You have to leave before twelve or all magic is broken.” said.</p> <p>Cinderella got in the car and <i>came in time to fairy.</i> Fairy congratulated her for being in time.</p> <p>“<i>I will never take off my glasses.</i>”</p> <p>Immediately started to tidy her room, put her toys to the drawer. With the idea of “<i>I will struggle to be a tidy child.</i>” She placed her books to library.”</p> <p>“Do not worry! I will call my friend to help you. <i>Because I have to stay here and regulate the traffic.</i>” said.</p>

When Table 13 ($n=10$), is viewed, the value of responsibility never mentioned explicitly in the books. But the value of responsibility was felt in the books with the statements like being aware of the necessity, being obliged to, to hurry not to be late, take care of an animal, being back in time, being on time to appointments, wearing glasses all the time, (taking personal responsibility) striving, require.

Işıtan (2014) studied formally and contently Turkish picture cartoon book Caillou and confirmed the values “responsibility, cooperation, compassion” are involved more in books. Gaining the responsibility value at young age can be effective in adoption of many social rules. Even if many routine work like turning of the tap (no waste), not littering (cleaning), giving up seat to elderly in public transport (benevolence, respect), cleaning the class together (cooperation) tidying the living environment (aesthetics) e.g. were admitted as responsibility value; reserve different values in it.

Handling the value of responsibility reasonably and indirect statements in books may not be understood by children whose abstract thinking capacity are not developed. Using direct statements in books, talking about these values with children after reading story and tale books provide contribution for the acquisition of this value.

At Table 14 statements that emphasise “freedom” were given.

Table 14. Statements that emphasise Freedom

Value	Statements that emphasise Value
Freedom	Free spirit, be free, emancipation, freedom.

The value of *freedom* are reasonably found in story and tale books. Statements in the books are free spirit, be free, emancipation, freedom.

Rousseau who lived in 18th century, in his book *Emile* expressed that children had a free soul. (Rousseau, 2015). Children try to question, research, set an area without any borders with the stimulation of freedom (Erikson, 1968 as cited in Arslan & Ari, 2008, pp. 54-55). This freedom behaviour that have in children should be supported by parents (Ari, 2005).

Children do not like being prevented and analysed children who are exposed to preventions are ill-tempered, aggressive and stubborn (San Bayhan & Artan, 2011).

At Table 15, statements that emphasise “industriousness” were given.

Table 15. Statements that emphasise Industriousness

Value	Statements that emphasise Value
Industriousness	Working heartily, working all the time, hardworking, being so successful, working a lot, enjoy working, going at it hammer and tongs.

While the child is trying to get necessary information and skills, the things that they did should be positively reinforced by their parents, teachers and friends. This improves the feeling of industriousness. In the improvement of this feeling, to have a positive self-respect is also effective (Arslan, 2008, p. 99). Thus, the manner of environment and the manner of individuals’ to themselves are so significant.

The values related to “Cooperation” was given below.

Table 16. Statements that emphasise Cooperation

Value	Statements that emphasise Value
Cooperation	Union is strength, collect together, help, assist, together.

Cooperation value involves in books prepared for 3-6 year old children with “unity, together, along with, all, to help and to assist” statements.

For Gülay (2009) positive social behaviors like cooperation, kindness, benevolence start at preschool period and develop over years.

In early Childhood period, between 2-6 years old, the child starts to understand social relationships and learn how to get connect with people outside. Coherence and cooperation especially with their own peers develop (Yavuzer, 1997, p. 108). Accompanying to parents at home and friends at school contribute to improve his/her self-confidence. The feeling of achieving something can be supported through books.

At Table 17, statements that emphasise “giving importance to unity of family” were given.

Table 17. Statements that Emphasise Giving Importance to Unity of Family

Value	Statements that emphasise Value
Giving importance to unity of family	Taking decision with family, missing family, going picnic with family

When Table 17 was viewed, *giving importance to unity of family*(n=4) value was emphasised through consulting family while making decision, missing family, going picnic with whole family. That among 52 books only 2 emphasised on giving importance to unity of family were determined. However, family environment is as vital factor as basic needs for 3-6 year old children. Experiences that children get at that age affect their coming years positively or negatively. To evaluate this period best is crucial in order to bring healthy, happy, creative individuals up (Aral, Kandır, & Can Yaşar, 2002, p. 14).

To start a durable basic family is connected with the values obtained in the past. In fact, family is an important foundation that child begins to learn values accepted by the society and practices the things that they learn in the family. Therefore, children should be believed the unity, dependence, prestige and significance of family at the young age. Thus, giving importance to unity of family value that rarely involved in story and tale books that children like listening and simulate the heroes should be allowed more in books.

At Table 18, statements that emphasise “humbleness” were given.

Table 18. Statements that Emphasise Humbleness

Value	Statements that emphasise Value
	To be humble
Humbleness	Lion: “when you said “I will pay your favor” I mocked with you. I fooled myself by not believing you. That is, it is necessary not to underestimate any living being in life. Every living creature is created with its own virtue. Look, you, little mouse did what a giant lion, I could not do. You saved my life.” said. said. ¹ Rabbit boasts as “there is nobody in the forest faster than me”. When tortoise hears this, offers competition to the rabbit. Rabbit laughs out loud to this offer and accepts it as rabbit is sure that tortoise can not win the race. In short, at the end tortoise wins the race and turns to rabbit and advises “Never look up yourself anyone else”. ²

When Table 18 is examined, there is only one explicit statement that emphasises humbleness value. Statement in the book is “You are humble”. In the tale books *Lion and Mouse*, *Rabbit and Tortoise*, the humbleness value is not directly involved in but indirectly the significance of this value is felt to the reader.

That success is admired behaviour but to understand the feeling of failure is necessary either; of course their own opinions are precious but also to give importance to other thoughts and experiences enrich them; everything that we have worthy but we should not boast what we have should be explained in story and tale books to preschool period children.

¹ In the tale *Lion and Mouse* even if humbleness value is not explicitly mentioned; it is in the tale implicitly. Lion understands not to look down on mouse even if it is enormous and powerful, will also need help one day.

² At the tale of *Rabbit and Tortoise*, there is no direct emphasis on “humbleness”. As also the other researcher, Erdal (2009) mentioned, the given message in the tale is the importance of being humble.

At Table 19, statements that emphasise “tolerance” were given.

Table 19. Statements that emphasise Tolerance

Value	Statements that emphasise Value
Tolerance	<p>“How can a little mouse like you do me a favor...? But I like the things you said. <i>So, I forgive you.</i> I have mercy you. ! Go ahead” said and released the mouse.</p> <p>Some time later ugly duckling came across swan flock and asked whether stay with them or not. <i>These kind and helpul animals did not say no and “Of course you can stay with us. You are one of us from now on.” said.</i></p> <p><i>Cinderella forgave her stepmother and sisters; invited them to her wedding ceremony.</i></p>

When Table 19 were examined, statements that emphasise *tolerance* ($n=3$) value is quite rare. In books, that the statement evaluated as tolerance value was to *forgive* was signified. In tale *Ugly Duckling* there is not explicit attribute to the value of tolerance. When the content of tale viewed; an ugly duckling that nobody loves and accepts as a friend, adopted by a swan flock. This behaviour accepted as tolerance.

Today, tolerance is one of the most necessary values that we need. Because the reality of being selfish day by day, turning into a society that giving importance to individual values rather than social ones are in front of us with all strakly. People can not even endure rather than show tolerance neighbours, friends, even spouses and their own children, as a consequence of this intolerance; resulting in violence and murder are the indicators that how much tolerance we need in our society. When taken into consideration these things; tolerance value that only in three books met in the books may be inadequate to obtain this value. For this reason, the theme of tolerance should be placed more in books.

At Table 20 statements that emphasise “hospitality” were given.

Table 20. Statements that emphasise Hospitality

Value	Statements that emphasise Value
Hospitality	<p>Akira woke up with the sun light filling her room, found water and feed again near her bed, had breakfast well.</p> <p>Dwarfs were so decent and <i>behaved so well to her that she decided to live with them.</i></p>

The value of hospitality is quite seldomly emphasised in studied books. There were not clear statements in books. At the story *Akira*, an adventurer bird who goes on a world travel, visits another bird’s nest then this bird feeds, gives water to Akira and this was admitted as hospitality by the researcher.

At world classics the tale of Snow White and Seven Dwarfs; snow white whose life was in danger and flew to the jungle visited seven dwarfs and stayed with them and their good behaviours to princess was accepted as pointer of hospitality.

From all books in the research 31 were written by Turkish writers. This finding that all 52 books used in the study only two books were included the value of hospitality which is the trait of Turkish people may be admitted as unexpected result.

Statements that emphasise “Respect” value was given below.

Table 21. Statements that emphasise Respect

Value	Statements that emphasise Value
Respect	Respect.

In the study of Ogelman ve Sarıkaya (2015), for teachers’ choices; the value of respect that is necessary to be got to preschool children is among top three rank. The easiest value to be gained to children; respect ranks first.

Respect that is an abstract concept for children; can be given by concretizing in story and tale books. For instance, the typical respect behaviour expected from preschool children is respect for discrepancies. Especially, to disabled or different students from the others in the class should be started to teach respect. However, this value is not directly involved in the books chosen by children, parents and teachers.

At Table 22, statements that emphasise “peace” were given.

Table 22. Statements that emphasise Peace

Value	Statements that emphasise Value
Peace	“Come on, stop fighting!”

As remarked at Table 22 peace value is only one time involved in the books. Statement that emphasises this value in the book is that “Come on, stop fighting!”.

Conflict in the class are frequently seen in preschool period. Teachers who come across in such situations, conflict solution ways should be implemented to adopt values with suitable techniques. (Şen, 2013, p. 138).

At Table 23, statements that emphasise “collaboration” were given.

Table 23. Staments that emphasise Collaboration

Value	Statements that emphasise Value
Collaboration	Four buddies argued on what to do and had an agreement. Donkey leant its forefoot to window ledge. The dog arised back of the donkey. The cat leapt on dog in one move. Lastly, the cock leapt on the cat and they started to scream <i>all together</i> .

Collaboration value was quite occasionalat researched books. In the tale, Town Musicians of Bremen “Thet argued on what to do, had an agreement and they started to scream *all together*.” statement express animals that come together for the sake of common benefits. In this work, the value of collaboration was indirectly emphasised.

Collaboration, cooperation and benevolence are complementary values. As these values can hardly leave one another, should be directly involved in books and after the story and tale books read, reinforced through talking about the topic of the book.

At Table 24, statements that emphasise “honesty” were given.

Table 24. Staments that emphasise Honesty

Value	Statements that emphasise Value
Honesty	After that Pinocchio never lied and went on his school.

One of the other values of the study was *honesty* which was only one time met in researched books. In Pinocchio, "After that Pinocchio never lied" statement emphasises the value of honesty. Even if not reflected to the statements directly, a puppet who lied and so got into trouble was mentioned in the content of the book and the idea of lying gives harm to everyone felt to the reader.

The fantasy world of the children are so wide. They sometimes talk about the picture that they draw in their fantasy world like it is real. They sometimes avoid being honest to draw attention or as they frighten the result of the crime that they did. In such situation; without accusing children, the things that they told are not true should be felt to the children. Even if the child is guilty, should not be reactive approached when he/she tells the truth. Teachers and parents should be right role model to get children the value of honesty.

Conclusion

As a result of the research; it is confirmed that the values giving importance to unity of family, humility, friendship, peace, industriousness, cooperation, honesty, aesthetics, tolerance, cooperation, hospitality, happiness, kindness, freedom, respect, compassion, responsibility, cleanliness and helpfulness were involved in the books prepared for 3-6 year old children.

Within 52 books, only in one (Two Stubborn Goats) of them is not supported any value.

In studied books, happiness value (n=116) is the most common used; the least involved values are peace, cooperation and honesty (n=1). Whereas the values, kindness (n=101), aesthetics (n=86), friendship (n=78), cleanliness (n=35), helpfulness (n=30) and compassion (n=20) are mostly; responsibility (n=10), freedom (n=9), industriousness (n=10), collaboration (n=6) and giving importance to unity of family (n=4) are reasonably found in story and tale books, humbleness (n=3), tolerance (n=3), hospitality (n=2) respect (n=2) values are rarely involved in books. Even if patriotism value is included in researcher's value list; patriotism value is never involved in books.

Ciravoğlu (2000, pp.12) emphasises that children literature works should have the quality of treater, amusing and backing to life. As a result of this view, that the value happiness found in story and tale books more is a positive result.

The happiness value which is much more found in books can be accepted as reflection of child world. Children like being happy, enjoying themselves, rollicking. Therefore, they want happy ending at the end of stories and tales. They immediately interiorise happiness and sadness in books. While the things that Cinderella's stepmother and sisters did upset the little child; the marriage of the prince made him/her happy. Children are far from depressing event and situation; people who are interested in this are so aware that the happiness value is frequently emphasised in books.

In order to protect unity and solidarity; patriotism should be infected to the children at young age. The child who is full of country love, works for his/her country and society, becomes happy to attribute value to people of his/her own country and to strive for the unity and solidarity. In fact, a child who gained patriotism, enjoys to work for his/her country, feels responsible himself/herself to his/her country, more willing to live in unity and solidarity, to love his/her country and respect to the values of his/her country. In other words, patriotism teaches the individual to keep many values alive. That such an important value is not involved in story and tale books chosen by children, teachers and parents can be accepted as a big problem.

While three most emphasised values are *aesthetics*($n=43$), *happiness* ($n=28$) and *kindness* ($n=19$), the least emphasised values are *humbleness* $n=(1)$, *honesty* ($n=1$), *hospitality* ($n=1$) in the books that children preferred. Giving importance to unity of family, peace and collaboration values are never mentioned in these books.

To emphasise the value of aesthetics more often but industriousness, cooperation, respect, humbleness, honesty, hospitality, giving importance to unity of family, peace and cooperation values lessor never may be accepted that these are not the effective acquisition of value in story and tale books at children.

Just like the children preferences, the most emphasised value is *aesthetics* ($n=49$) at parent's book choices. *Happiness* ($n=31$), *kindness* ($n=20$) values follow the aesthetics value. *Freedom* ($n=1$), *hospitality* ($n=1$), *cooperation* ($n=1$), *humbleness* ($n=1$), *honesty* ($n=1$), *collaboration* ($n=1$), values are rarely included in parent choices.

It is thought that world classics and fables were chosen by parents because of being cheap and easily found. In fact, when viewede their book preferences all books are world classics and fables except of one book. As many researchers and writers(Aktürk, 2012; Bilgin, 2011; Dilidüzgün, 2013; Sever, 2013; Şirin, 1994) frequently mention whether these world classics and fables that we can find almost everywhere today, are suitable for the child relativism principle or not is a matter of debate.

In story and tale books that teachers' chose, three most emphasised values are *happiness*($n=63$); *kindness*($n=57$), *friendship*($n=52$). Theleast involved values are *humbleness*($n=1$), *peace*($n=1$), *honesty*($n=1$), *tolerance*($n=1$). Collaboration value is not included in the books.

It is a significant development to be involved in trend books rather than classics in teachers' reading book lists to children. In fact, it is open to question that how much value these tales involve that develops like Cinderella who is exposed to different oppressions by her stepmother and sisters, the fox that deceives the crow with false compliments, Puss in Boots who intrigues to make his owner a prince e.g. heros and events.

Value statement are mostly explicitly; rarely implicitly involved in story and tale books that are prepared 3-6 year old children. The tale named *Two Stubborn Goats* which is included in book preferences, is not supported any value.

Restrictions of the Research

- This research is restricted to 52 story and tale books chosen among preferences of preschool teachers, parents and 3-6 years old children.
- Values were chosen among Rokeach Value Classifications, UNESCO Values List and Living Values List. The research is restricted to 20 chosen values in these lists.

The Research Suggestions

- This research was carried out in preschool institutions. Thus, different results are possible in different aducation levels.
- Patriotism value which is not involved in the books chosen by children, parents, and teachers should be increased numerically.
- The number of books related to peace, cooperation, honesty, hospitality, and respect values which are rarely found in books should be increased.

- Seminars should be held, leaflets or brochures should be distributed about qualified book choices by the ministry of education for teachers and parents.
- Native story and tale books should be economic and accessible just like world classics.
- Values that are involved in story and tale books at preschool education institutions should be argued after reading and storytelling activities and value transfer should be supported with different activities.
- Story and tale books that are prepared for preschool period should be examined by professions in their fields.
- Libraries which consist of child literature and approved by experts should be at preschool education institutions and parents can supply books from these libraries.
- Values that are included in different genre of child literature (poem, puzzle, rhyme) should be examined.
- Experimental study can be conducted to research effects of values in books on children.

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Appendix 1. List of Books Used in the Research

No	The name of the book	The author of the book	The publisher of the book	Date and place of printing
1.	Ağustos Böceği İle Karınca	_____	Bilge Kirpi Yayıncılık	2010/İst.
2.	Ağlayan Bulut	Merve DOYURAN	Şiir Çocuk	2008/İst.
3.	Akira	Derya DUMAN	AFS Yayıncılık	–/İst.
4.	Altın Yumurtlayan Tavuk	Öykü ZERREM(Der.)	Polat Kitapçılık	2015/İst.
5.	Arabalar	Seyyal KÖRPE(Çev.)	Görsel Dizayn Ofset Matbaacılık	2015/İst.
6.	Aslan İle Fare	Halil İbrahim ÇAYIRLI	Kuşak Yayınları	2014-İzmir
7.	Benim Adım Kartal	Aziz SİVASLIOĞLU	Bilgi Evim Yayınevi	–/İst.
8.	Bırak Dağınık Kalsın Ejderha Ejo	NiyalAKMANALP Huban KORMAN	Şiir Çocuk	2010/İst.
9.	Bremen Mızıkacıları	_____	İletişim Okul Yayınları	–/Ank.
10.	Cingöz Koyun	Aziz SİVASLIOĞLU	Hobi Yayınevi	–/İst.
11.	Çiftçi Ali	Derya DUMAN	AFS Yayıncılık	–/İst.
12.	Çirkin Ördek Yavrusu	Ersin TEREZ (Haz.)	Altın Bilgi Yayınları	2009/İst.
13.	Çizmeli Kedi	_____	Net Çocuk	2015/İst.
14.	Çok Yaşa Daire	Gamze Tekeş ERGÜL	Morpa Yayınevi	2011/İst.
15.	Elma Ağacı	Şükran UZUN	Ata Yayıncılık	–/ Ankara
16.	Fare Ailesi Orman Temizliğinde	Gülinaz ŞAFAK Ayşegül ÇOŞKUN	Şiir Çocuk	2011/İst.
17.	Gıdak Tavuk	Aziz SİVASLIOĞLU	Hobi Yayınevi	–/İst.
18.	Gizemli Yapboz	Derya DUMAN	AFS Yayıncılık	–/İst.
19.	Gözbebek	Derya DUMAN	AFS Yayıncılık	–/İst.
20.	Hansel İle Gretel	Remzi TUGAN (Edt.)	İnkilâp Yayınevi	2012/İst.
21.	Heidi	Öykü ZERREM (Der.)	Polat Kitapçılık	2014/İst.
22.	İki İnatçı Keçi	_____	BS Yayın Basım Dağ.	2014/İst.
23.	İkizler	Derya DUMAN	AFS Yayıncılık	–/İst.
24.	Japi ve Süs Balığı	Şükran UZUN	Ata Yayıncılık	–/ Ankara
25.	Karga İle Tilki	_____	Bilge Kirpi Yayıncılık	2010/İst.
26.	Kelkız İle Keloğlan'ın Maceraları	Özgül Polat UNUTKAN	Doğu Kitabevi	–/ İst.
27.	Kırmızı Başlıklı Kız	Remzi TUGAN (Edt.)	İnkilâp Yayınevi	2012/İst.
28.	Kurşun Asker	Berna Burcu ÖZCAN (Çev.)	Binbir Çiçek Kitaplar	2015/Ank.
29.	Kül Kedisi	_____	Bilge Kirpi Yayıncılık	2010/İst.
30.	Labirent	Derya DUMAN	AFS Yayıncılık	–/İst.
31.	Lütfen De Ejderha Ejo	NiyalAKMANALP	Şiir Çocuk	2011/İst.

No	The name of the book	The author of the book	The publisher of the book	Date and place of printing
		Huban KORMAN		
32.	Meee Koyun	A.SİVASLIOĞLU	Hobi Yayınevi	–/İst.
33.	Meraklı Potpot	Müjgan ŞEYHİ	Timaş Çocuk	2014/ İst.
		Mehmet		
34.	Nasrettin Hoca	HENGİRMEN (Der.)	Engin Yayınevi	2007/Ank.
35.	Pamuk Prenses ve Yedi Cüceler	Berna Burcu ÖZCAN (Çev.)	Binbir Çiçek Kitaplar	2015/Ank.
36.	Parmak Çocuk	_____	Çiçek Yayıncılık	–/İst.
37.	Pembeş Kendini Sevecek mi?	Esra Nalan YAĞMUR	Timaş Okul Yayınevi /Öykü Afişi	2012/ İst.
38.	Pervin Ve Pinta	Derya DUMAN	AFS Yayıncılık	–/İst.
39.	Peter Pan	_____	Çiçek Yayıncılık	–/ İst.
40.	Pinokyo	Ersin TEREZ(Haz.)	Altın Bilgi Yayınları	2009/İst.
41.	Rapunzel	Ersin TEREZ(Haz.)	Altın Bilgi Yayınları	2009/İst.
42.	Sihirli Gözlük	Derya DUMAN	AFS Yayıncılık	–/İst.
		Mehmet		
43.	Sihirli Fasulye	Hengirmen (Edt.)	Engin Yayınevi	2007/Ank.
44.	Sihirli Sandık	Ayşe TURLA	Morpa Yayınevi	2011/İst.
45.	Siyah Köy	Esra Nalan YAĞMUR	Timaş Okul Yayınevi /Öykü Afişi	2012/ İst.
46.	Tali Elleri Yıkıyor	Berrin GÖNCÜ IŞIKOĞLU	Nesil Çocuk	2014/İst.
47.	Tali Eşyalarını Paylaşıyor	Berrin GÖNCÜ IŞIKOĞLU	Nesil Çocuk	2014/İst.
48.	Tali Odasını Topluyor	Berrin GÖNCÜ IŞIKOĞLU	Nesil Çocuk	2014/İst.
49.	Tavşan İle Kaplumbağa	–	Bilge Kirpi Yayıncılık	2010/İst.
50.	Tufi	Derya DUMAN	AFS Yayıncılık	–/İst.
51.	Uyuyan Güzel	Ersin TEREZ(Haz.)	Altın Bilgi Yayınları	2009/İst.
52.	Zeynep Kayboldu	Alev ÖNDER	Morpa Yayınevi	2011/İst.