

THE IMPACT OF CHILDREN'S NOVELS ON VALUES EDUCATION: THE CASES OF “THE CHILDREN OF THE GREEN ISLAND” AND “TARAJAR BEYOND THE SEAS”

O IMPACTO DOS ROMANCES INFANTIS NA EDUCAÇÃO DOS VALORES: OS CASOS DAS “CRIANÇAS DA ILHA VERDE” E DO “TARAJAR ALÉM-MAR”

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Abstract: Children need literary works for their development because they are highly critical for the cognitive, linguistic and psycho-social development of children. The works that children read show difference depending on each development stage; thus, when preparing a text for them, such characteristics as the perception level and areas of interest of the target audience should be taken into consideration. Havva Tekin, an important author of Cypriot Turkish Literature, is an author who made important contribution to Cypriot Turkish literature with her works. The sample of the study consists of Havva Tekin novels titled “Children of the Green Island” and “Tarajar Beyond the Seas.” These novels were selected by purposive sampling method. In this study, qualitative research was applied as a research method, and document analysis was used to collect data. In the analysis of the works, “descriptive analysis” was used. In this context, first of all, the values in the works were listed with page numbers and then interpreted in a thematic framework. In this study, Schwartz Value Survey was used to determine the values. In both novels of Havva Tekin, it has been seen that all the values found in the Schwartz Value Survey are present. Benevolence is the most common value in Havva Tekin’s novels. In both novels, the value of benevolence took place in the form of “love, friendship, honesty, responsibility and helping.”

Keywords: Havva Tekin. Children of the Green Island. Tarajar Beyond the Seas. Values Education. Schwartz Value Survey.

Resumo: As crianças precisam de obras literárias para o seu desenvolvimento porque são altamente críticas para o desenvolvimento cognitivo, linguístico e psico-social das crianças. As obras que as crianças lêem mostram diferenças dependendo de cada fase de desenvolvimento; assim, ao preparar um texto para elas, características tais como o nível de percepção e áreas de interesse do público alvo devem ser tidas em consideração.

Havva Tekin, uma importante autora de Literatura Cipriota Turca, é uma autora que deu um contributo importante para a literatura cipriota turca com as suas obras. A amostra do estudo consiste nos romances Havva Tekin intitulados “Crianças da Ilha Verde” e “Tarajar Além dos Mares”. Estes romances foram seleccionados por método de amostragem propositado. Neste estudo, a investigação qualitativa foi aplicada como método de investigação, e a análise de documentos foi utilizada para recolher dados. Na análise dos trabalhos, foi utilizada a “análise descritiva”. Neste contexto, em primeiro lugar, os valores das obras foram listados com números de páginas e depois interpretados num quadro temático. Neste estudo, foi utilizado o Estudo de Valores de Schwartz para determinar os valores. Em ambos os romances de Havva Tekin, constatou-se que todos os valores encontrados no Estudo de Valores de Schwartz estão presentes. A benevolência é o valor mais comum nos romances de Havva Tekin. Em ambos os romances, o valor da benevolência teve lugar sob a forma de “amor, amizade, honestidade, responsabilidade e ajuda”.

Palavras-chave: Havva Tekin. Crianças da Ilha Verde. Tarajar Beyond the Seas. Educação de Valores. Pesquisa de Valores de Schwartz.

1. INTRODUCTION

These days, towards the end of the first quarter of the 21st century, the importance and necessity of values have been noticed more in the era of change after the pandemic. With globalization, modernism and the capitalist system, which made its pre-pandemic effect widespread and felt in every field, all kinds of values and value judgments have been weakened, changed, corrupted, or even destroyed. With the pandemic, many of the values that people experience in their social lives and close human relationships have been weakened and sometimes forgotten (Yıldız, 2021, pp. 135-136). In this process, people became more isolated and clinging to individualism with the instinct to live. After the pandemic is completely over, it is expected that people over a certain age will start to refer to the values they used to adopt to a certain extent. However, the issue of where and how the new generation, who has been exposed to a restrained life during the pandemic process and is likely to experience the same thing in the future, will learn the values is very important. This is a critical issue to consider. Formal education given in schools is one of the ways that we can bring values to the new generation (Kasapoğlu, 2004, pp. 143-152). Another way is to introduce the new generation to appropriate children's literature works outside of school and make them read these works. Tales, stories and novels are some of these works. In this study, Havva Tekin's two novels will be examined in terms of values.

The concept of value generally refers to the principles that make up good-bad, right-wrong, acceptable or unacceptable judgments. In the Turkish Language Institution (TDK) Dictionary, value is defined as “the whole of the material and moral elements that

include the social, cultural, economic and scientific values of a nation” (Turkish Language Institution).

Values are the beliefs and practices that stem from the historical and cultural accumulation of a society, which is adopted by all individuals who constitute the nation. It is for this characteristic that values, which are closely related to culture, play an essential role in the sustainability of a nation. “Values are acceptances and beliefs that emerge with the historical accumulation of the society, are accepted by the whole society, are seen as the reason for the existence, unity and continuation of that society, and are approved, encouraged and protected” (Özbay & Tayşi, 2011, p. 24). In the words of Sadık Tural, values are formed as a result of the historical accumulation of the social structure to which they belong, and are adopted by the majority of the nation (Tural, 1988).

Values, which have a very important place for the future of children and nations, are included in the curriculum of National Education; they are also supported by UNECO under the Living Values Education program. “Living Values Education Program, supported by UNESCO, is one of the comprehensive values education practices. This program includes activities for peace, love, respect, cooperation, happiness, honesty, humility, responsibility, purity, tolerance, freedom, and values of life for unity” (Ateş, 2017, pp. 41-60).

Until today, several researchers have conducted studies and put forward ideas about the values that shape the behaviors of individuals and enable them to socialize. Schwartz, one of these researchers, said that there are 10 basic values in total that are valid in many cultures, and listed them as follows: Conformity, Tradition, Security, Power, Achievement, Hedonism, Stimulation, Self-Direction, Universalism, and Benevolence (Fırat & Açıkgöz, 2012) .

Values, which are vital in shaping the lives of children and providing them a solid foundation, unfortunately stand out as an issue that has been neglected for years in the Turkish education system. Values education, which was overlooked in Turkey until 2005, has come to the fore since this year. As a result of the updates made in the primary education curricula, values became more prominent in the renewed religious culture and ethics teaching programs and started to take place in the first and second grade curricula of primary education (Kart & Şimşek, 2020). In 2015-2016 academic year these updates were finalized. Starting from 2016-2017 academic year, the curricula of 51 courses were renewed. The section titled “Values Education” was added to the introduction part of the curriculum

which was put into practice in 2017-2018 academic year, and values education was reorganized so that it would be included in all courses (Özdemir, 2017). A total of 10 values, such as honesty, self-control, patience, responsibility, respect, love, justice, friendship, patriotism and helpfulness, which are aimed to be taught to children, were included in the education programs prepared by the Ministry of National Education in 2018. It is seen as an important development that values education, which must be offered to children in order to lead a healthy life, has gradually developed and started to take place in education programs since 2005. However, the absence of clear explanations about how and through which activities these values should be acquired by children is seen as a deficiency (Aktepe & Tahiroğlu, 2016). As it is known, literary works are one of the most important tools in acquiring related values to children. Many of the researchers working on this subject constantly emphasize that qualified literary works are essential in the education of children and transferring values to them, and that children should not be deprived of these works.

Havva Tekin, whose novels are evaluated in this study, was born in Nicosia in 1963, but settled in Ankara after graduating from university and continued her life there. Among the works of Tekin, who has produced important works in the field of children's literature, books such as *My Grandfather's Love*, *Tarajar Beyond the Seas*, *My Pigeon Coming to the Water*, *My Skin is Salmis Blue*, and *The Children of the Green Island* can be mentioned. Tekin continues to produce works in the field of children's literature. Havva Tekin is an author who has made significant contributions to Turkish Cypriot children's literature with her stories and novels.

Objective of the Study

No research has been found in the literature in which Havva Tekin's children's novels “*The Children of the Green Island*” and “*Tarajar Beyond the Seas*” were examined in terms of values education. Therefore, it is believed that this study will fill this gap in the literature. The aim of the study is to determine the values in Havva Tekin's children's novels titled “*The Children of the Green Island*” and “*Tarajar Beyond the Seas*” and to reveal the importance of these novels in terms of values education.

2. METHODOLOGY

2.1. Sample of the Study

The sample of the study consists of Havva Tekin's books titled “The Children of the Green Island” (2013) and “Tarajar Beyond the Seas” (2017). Both novels were selected by purposive sampling method. This study was based on convenience sampling, which is a type of purposive sampling. Thus, two novels that the researchers had previously examined, had knowledge about, and thought to contain values, were preferred.

The first edition (163 pages) of the novel titled “The Children of the Green Island” was made by the Turkish Ministry of Culture in 1998. The work was published by different publishing houses in 2013 (Elma Publications) and 2019 (Timaş Publications). Havva Tekin, in her novel “The Children of the Green Island”, represents what happened in Cyprus in 1974 through the eyes of a Turkish and a Greek child. The author describes the effects of war on people, especially children, under the conditions of that period, and conveys people's/children's quest for peace in an emotional atmosphere.

The first edition of the novel “Tarajar Beyond the Seas” was published by Anatolia Books in 2017 (238 pages). The work was republished by Genç Timaş in 2019 (208 pages). The events in the novel begin with the character of Deniz wondering the identity of Tarajar mentioned in a letter sent to his grandfather. With this curiosity, Deniz follows his grandfather to the ocean and embarks on an adventurous journey.

2.2. Data Collection and Data Analysis

Qualitative research was used as a research method in the study which used document analysis to collect data. In the study, the novels were analyzed through “descriptive analysis”; firstly the plot was presented by summarizing, then the values in the works were listed with page numbers, and presented and interpreted in a thematic framework.

In this study, Schwartz Value Survey (SVS) was used to determine the values. The most important reason why the Schwartz Values Scale developed by S. Schwartz is employed in this study is that this scale is accepted in the international academic community and has proven its cross-cultural validity (Altun, 2015).

Table 1. List of Schwartz Values (Kuşdil & Kağıtçıbaşı, 2000)

Value Dimension	Values Contained by the Value Dimension
Power	Having social power, having authority, being rich, being able to protect the image in the society, social status and prestige, having control over people and resources
Achievement	Being successful, being competent, being ambitious, being influential (being intelligent), being successful by demonstrating competence according to social standards
Hedonism	Pleasure, enjoying life, indulging in desires
Stimulation	Being brave, living a varying life, having an exciting life
Self-Direction	Being creative, being free, being able to choose one's own goals, being independent, being self-respecting, having independent thought and behavior
Universalism	Social justice, a world at peace, being virtuous, a beautiful world, protecting the environment, being open-minded, equality, unity with nature, peace of mind, understanding, tolerance, protection of nature, and the well-being of all people
Benevolence	A spiritual life, being forgiving, honest, helpful, loyal, responsible, meaningful life, true friendship, mature love, protecting and enhancing the well-being of those with whom one is often in contact
Tradition	Accepting one's part, being moderate, being religious, being humble, respecting traditions, respecting privacy and private rights, accepting and respecting the traditions and ideas provided by traditional culture and belief
Conformity	Being obedient, caring for parents and elders, being kind, self-control, inhibiting behaviors, motives, and tendencies that are likely to harm others, social expectations or norms
Security	National security, sense of belonging, reciprocation of kindness, social order, family security, health, cleanliness, security, harmony and stability of society, relationships and oneself

3. RESULTS AND DISCUSSION

In the study, the works were examined according to the Schwartz Values Scale, and the values in the scale in both novels were determined and listed.

Table 2. Page numbers of values determined based on Schwartz Values Scale

Value types	The Children of the Green Island novel		Tarajar Beyond the Seas novel	
	F	Number of the page where the value is found	F	Number of the page where the value is found
Power	1	9,56,59	7	162,166,176,190,199,224,225
Achievement	4	8,9,20,69	4	20,104,131,196
Hedonism	2	8,76	4	135,156,230,235
Stimulation	5	24,42,138,139	7	67,143,150,161,189,238,70
Self-Direction	3	24,159,161	2	150,230
Universalism	2	131,132	2	183,221
Benevolence	39	8,12,16,17,20,21,29,30,31,34,48,49,51,54,59,66,70,71,74,76,77,80,83,88,98,105,111,123,127,128,130,132,150,155,156,160,161,162,163	19	9,10,12,15,22,44,53,65,70,73,75,86,111,127,152,161,224,225,234
Tradition	6	98,99,100,102,127,129	1	94,117
Conformity	11	8,11,17,43,56,59,75,82,84,122,149	5	21,37,94,196,201
Security	11	14,20,44,67,79,101,113,119,121,127,131	5	21,38,109,128,170

F: Frequency

When Table 2 is examined, it can be seen that the values in the Schwartz Values Scale can be found in both novels by Havva Tekin. Likewise, it is observed that philanthropy/benevolence is the most common value in both novels. In the Children of the Green Island novel, philanthropy/benevolence value appears 39 times whereas it is seen 19 times in the novel Tarajar Beyond the Seas. In general, benevolence is being with the people in need, both materially and spiritually, and it is one of the values that should be conveyed to children. The value in question appears in many different forms in both novels, such as true friendship, love, being helpful, being honest, being responsible, and forgiving. In the novel The Children of the Green Island, it is seen that Cengiz and Yorgo are best friends, despite their different religions and nationalities, and the general hostility

of the Greeks to the Turks. Cengiz and Yorgo live in a village where Turks and Greeks were mixed before 1974. Although their schools and neighborhoods were different, these children, who met and became friends as a result of a fight, had a lot in common. It is seen that they loved each other very much, supported and helped each other while hunting for treasure, having fun with their dog Pirate, and playing games. One of the most striking points of the novel is that at the time when the Greeks started a civil war among themselves, Yorgo's mother probably escaped death by taking shelter in Cengiz's house, although she did not like the Turks at all and did not even approve the friendship of Yorgo and Cengiz. It was seen that Cengiz's father Ahmet Çavuş hosted Yorgo and his mother in accordance with the Turkish hospitality understanding. However, it is seen that Yorgo and Cengiz took responsibility from time to time throughout the novel (when petting a dog, or when they go for a treasure hunt), especially they were fond of animals, and they were forgiven by Ahmet Çavuş even though they went to search for treasure without notice. All of these issues identified in the novel draw attention as findings related to the value of benevolence.

In a similar vein, in the novel titled “Tarajar Beyond the Seas” it is seen that Deniz and Tamer are best friends. Tamer knows all the secrets of Deniz, and is always with Deniz when needed throughout the novel. In the novel, Tamer was the only one who knew that Deniz would not go to Çanakkale to camp; instead, he would sail with her grandfather. Also, when Deniz learned that he was a Jar (an imaginary bird that can turn into a human) and that he could turn into a bird whenever he wants, he took the responsibility of the other Jars and got permission from his grandfather to share it with Tamer, even though it was very dangerous. In addition, throughout the novel, although Deniz lies from time to time in order to go on a sea voyage, he also emphasized the importance of being honest with the following statements: “I wouldn't be here if it wasn't for Tamer. He's very smart, and senses that there is a secret. I trust him completely. He is like my brother. I don't want to lie to Tamer.” (Tekin, 2017, pp. 126-127). In addition, it is seen in the novel that his grandfather is also fond of Deniz, and that he did not get angry with him secretly going on a sea voyage, and forgave him.

In the novel titled *The Children of the Green Island*, the most common values following benevolence are conformity and security. The value of conformity takes place in the novel as being obedient, valuing parents and elders, being polite, and being able to control oneself. In the novel, it is seen that especially Cengiz is very fond of his parents, is

respectful to both his parents, and his grandmother, Gülsün Hanım, and listens to them: “My father told us to return home as soon as we got out of school. But why? I don't know, I don't know, but I have to go home today. Maybe we'll go tomorrow, what do you think?” (Tekin, 2013, p. 17). In addition, in the novel *The Children of the Green Island*, Cengiz ate the cookies Gülsün Hanım made, thanked her grandmother and said “God bless your hands”. In the novel, it is seen that both Cengiz and Yorgo could control themselves when making independent decisions from time to time (especially when hunting for treasure), and they decided by thinking about the consequences.

Similarly, in the novel titled “*Tarajar Beyond the Seas*”, conformity value is included in the novel as being obedient, valuing parents and elders, being polite, and being able to control oneself. Deniz, the main character of the novel, stands out as a character who loves his family, respects them and is obedient in general: “No matter what happens, I will protect myself and my family, I will always be loyal to them. I chose to make the hardest decision of my life and go with my grandfather. I reached out and kissed her cheeks lovingly. Who knows when I will be able to kiss my mother again” (Tekin, 2017, p. 38, 75). It is also seen in the novel that Deniz, who tampered with his grandfather's room without his permission, apologized by behaving graciously, knowing that what he did was wrong. It can be said that the main character Deniz, despite his young age, made an independent decision and secretly sailed with his grandfather, and was able to control himself like an adult during this adventure, as in the novel *The Children of the Green Island*.

The security value has been encountered 11 times in the *Children of the Green Island* and 5 times in the novel *Tarajar Beyond the Seas*. Security takes place in both novels especially in the form of family security, being healthy and clean, and one's own security. In the novel *The Children of the Green Island*, it is seen that both the security of the people themselves and their families are in danger due to the civil war that erupted among the Greeks and then resulted in attacks against the Turks. Ahmet Çavuş, who is the head of the family, ensured the security of his family with the decisions he took. However, the delayed arrival of Yorgo, who went to a cave to search for treasure, also made Cengiz anxious. In the novel, Cengiz prays for his friend that nothing bad will happen. It is seen that Cengiz also washes his hands before sitting at the table for his own health and gives importance to hygiene.

In the novel titled “*Tarajar Beyond the Seas*”, it is seen that the grandfather attaches importance to family security and gives some advice to Deniz in this regard. It is

also noteworthy that in this novel, the main character Deniz pays particular attention to dental hygiene for a healthy life.

The value of traditionalism appears 6 times in the novel *The Children of the Green Island* and twice in the novel titled *Tarajar Beyond the Seas*. It is seen that Ahmet Çavuş, who shows Turkish hospitality to every neighbor regardless of nationality in the novel titled *The Children of the Green Island*, was hosted with his family in the village they visited at the end of the novel. In the same novel, Yorgo trying to motivate Cengiz even though he sensed that Cengiz was scared when they went for treasure hunt draws attention as an indicator of both modesty and kindness.

In the novel *Tarajar Beyond the Seas*, it is seen that the grandfather was a man who respected the rights of others and adhered to the rules to the letter. Again, in one part of the novel, Deniz's apology for entering her grandfather's room without permission can be considered as an expression of respect for private rights.

The value of universality was determined twice in both novels. One of the messages that the author wants to convey in the novel *The Children of the Green Island* is that it is very important to live freely in peace and that wars always bring disaster. Therefore, the value of universality is revealed by emphasizing peace in the novel.

Similarly, in the novel titled *Tarajar Beyond the Seas*, the amicable personality of Arajar, the leader of the East, was underlined, and it was stated that ensuring peace between the space and the earth was extremely important.

Self-direction was found 3 times in *The Children of the Green Island* and twice in *Tarajar Beyond the Seas*. The value of self-direction is reflected in both novels as being free and being able to choose their own goals. The concept of freedom has been one of the most emphasized issues in the novel *The Children of the Green Island*. In the same way, Deniz described his flight in the sky as a great freedom in the novel titled *Tarajar Beyond the Seas*.

In both works, the value of stimulation is reflected more in the form of courage and an exciting life. In *The Children of the Green Island*, Cengiz and Yorgo took some decisions bravely from time to time. In addition, with the excitement of being a child, they pursued adventure and went on a treasure hunt. In the novel *Tarajar Beyond the Seas*, Deniz was proud of his grandfather, especially by emphasizing his courage. Similar to Cengiz and Yorgo, he went on a sea voyage with his grandfather, chasing adventure with the energy of being a child.

The value of hedonism is encountered 2 times in *Children of the Green Island*, and 4 times in *Tarajar Beyond the Seas*. The value of hedonism, which is generally reflected in literary works in the form of enjoying life, is similarly reflected in the examined novels. In the novel *The Children of the Green Island*, both Ahmet Çavuş and the children had a lot of fun and enjoyed life, especially while they were busy with animals. Similarly, in *Tarajar Beyond the Seas*, Deniz took great pleasure in life when he transformed into a bird and flew into the sky.

The achievement value appears 4 times in both works. In the novel *The Children of the Green Island*, Ahmet Çavuş is a hardworking character who can do several things successfully. It is seen that his son, Cengiz, also stands out with his intelligence and hard work. Similarly, Deniz, the main character of the novel titled “*Tarajar Beyond the Seas*”, was expressed by his grandfather as “...a smart, hardworking, handsome and special child” (Tekin, 2017, p. 20). It was also very easy for him to get along with the ship's cook, Uskumru, especially since he stood out with his hard work.

The power value appears 3 times in the novel *The Children of the Green Island* and 7 times in *Tarajar Beyond the Seas*. In the novel, while Yorgo emphasizes that Cengiz is strong in order not to upset his friend and motivate him more, it is seen that both Ahmet Çavuş and Şermin Hanım take part in the work with their authoritarian personalities, especially within the family. In *Tarajar Beyond the Seas*, Deniz was asked to express an opinion on a vital issue concerning the people of Jarka; so, he was given a social status in a sense. In addition, his grandfather draws attention as a respected and credited person in the society.

4. CONCLUSION

The values that the Ministry of National Education has included in the curriculum since 2005, which are aimed to develop among children by improving year by year, are the most important elements that keep the society together. One of the most important tools in acquisition of the mentioned values is the qualified literary works that are put forward within the scope of children's literature. As Cahit Kavcar states, “literary works progress by inculcating new values as well as directing towards what is good, beautiful and right in both individual and social life” (Kavcar, 1999). Literary works, which are written by considering the relevance to the child, develop in children some positive personality traits. Since these

works also contain the cultural values of the society, they play an important role in the healthy continuation of the social structure. Hasan Hüseyin Mutlu, citing Güzel and Torun (2005) with a similar approach, emphasized that literature is essential in the adoption of cultural elements by future generations (Mutlu, 2016).

The values, which play a vital role in terms of the continuity of the society, are first learned by children in the family and their environment; however, as women also have to work in today's societies, family may prove insufficient in conveying values to the children. This inadequacy of family in value transfer naturally increases the need felt for schools. Today, although schools try to fulfill their duties, it is impossible to claim total success unless they are supported by qualified literary works. It should not be forgotten that one of the most important features of the literary works that are qualified in the field of children's literature is that they support the curriculum taught at school. Some of the participating teachers in the study conducted by Bilgin Ünal İbret and his colleagues similarly stated that they use literary works to reinforce students in their courses (İbret et al., 2017).

The Children of the Green Island and Tarajar Beyond the Seas novels by Havva Tekin were examined according to Schwartz Values Scale so as to determine the values they include, and it was found out that all the values in the mentioned scale were covered by these novels. Benevolence was the value with the highest frequency in both examined novels. In both novels, values such as love, friendship, benevolence, honesty and responsibility, which are included in the scope of benevolence according to the Schwartz Values Scale, are intensively covered and considered as the values that should be developed in children with priority. In both works, different types of love such as love for animals, humans, nature and children have been identified. This is an indication that Havva Tekin's novels are also important in that they include many types of love. In the study titled "Evaluation of 'Love is a Bird' Children's Magazine in Terms of Values" by Ceylan Tekin Bahrilli and Cennet Göloğlu Demir (2021), it was reported that love was the leading value conveyed to children through the magazine. Similarly, in his study, Şahin Şimşek (2015) underlined that in Kemalettin Tuğcu novels, values such as love, mercy, frugality, cooperation, earning by working, patience, religion, and hospitality were intensively covered.

In their article titled "Values in Divan-I Hikmet that can be used in Turkish Education", Akif Aslan and Hande Çelik (2016) was emphasized that the most elaborated values in Divan-ı Hikmet are being fair, being scientific, honesty and helpfulness.

Two other values that stand out in Havva Tekin's novels are security and conformity. The security of the family in particular, which is extremely important for the continuation of the society, is one of the most important issues identified in both novels. On the other hand, one of the most important acquisitions covered in both works is the commitment of children to their families and the value they give to family elders in general. This is a very important acquisition for Turkish Cypriots in particular and Turkish societies in general. Mehmet Nuri Kardaş and Seda Cemal stated in their study (2017) that family values are a significant determinant in the personality and character development of the individual.

Havva Tekin, as an intellectual who suffered from the painful and dark times of Cypriot Turks, although she was a minor in those years, wanted to convey in both novels to the children the idea that living freely in "peace" is essential. Especially her novel titled "The Children of the Green Island" is very important in that every Cypriot Turkish child acquires a sense of history and learns some important issues belonging to their past.

When *The Children of the Green Island* and *Tarajar Beyond the Seas* novels of Havva Tekin are examined in terms of visual design, language-narration, and especially transfer of values, it can be argued that they are among the successful examples of Cypriot Turkish children's literature, which is still in the development phase.

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