

Artículo de investigación

Examination of Cypriot Turkish folk tales in terms of child development

Revisión de cuentos populares Turcochipriotas sobre desarrollo infantil

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Abstract

Tales are among the most important literary genres of child literature which plays an essential role in the development of pre-school children. In addition to entertaining children, tales also prepare them for life, and are frequently used by both pedagogues and families as an extremely important genre. The child, who identifies himself with the hero in the fairy tale, gains the spirit of struggle knowing that there is a solution to the difficulties he may see in life. In addition, fairy tales play an important role in developing children's imagination and in providing them with listening and speaking skills. Therefore, the educational functions of fairy tales are important in every country and it is emphasized that the growth of children with fairy-tales especially in pre-school period is very important for their social and psychological development. Despite these important benefits of tales, it is a known fact that not all tales can be told to children. Therefore, the tales to be used in the education of children should be carefully selected. First of all, fairy tales should be chosen according to the level and development of the child. In addition, as in every country's tales, Turkish Cypriot folk tales have elements that can adversely affect the psychological and social development of children. Families and teachers should take due care and be selective. In this research, 15 Turkish Cypriot folk tales selected by random method were examined and effort is paid to determine and evaluate elements that could be harmful to children.

Resumen

Los cuentos son uno de los tipos literarios más importantes de literatura infantil que desempeña un papel esencial en el desarrollo de los niños en edad preescolar. Además de entretener a los niños, los cuentos también los preparan para la vida, y los educadores y las familias los usan con frecuencia como un género extremadamente importante. El niño, que se identifica con el personaje principal del cuento de hadas, adquiere el espíritu de lucha sabiendo que hay una solución a las dificultades que puede encontrar en la vida real. Además, los cuentos de hadas juegan un papel importante en el desarrollo de la imaginación de los niños y en proporcionarles habilidades para escuchar y hablar. Por lo tanto, las funciones educativas de los cuentos de hadas son importantes en todos los países y se enfatiza que el crecimiento de los niños con cuentos de hadas, especialmente en el período preescolar, es muy importante para su desarrollo social y psicológico. A pesar de estos importantes beneficios de los cuentos, es un hecho conocido que no todos los cuentos se pueden contar a los niños. Por lo tanto, los cuentos que se utilizarán en el proceso educativo de los niños deben seleccionarse cuidadosamente. En primer lugar, los cuentos de hadas deben elegirse de acuerdo con el nivel y el desarrollo apropiados del niño. Además, como en los cuentos de cada país, los cuentos populares Turcochipriotas tienen elementos que pueden afectar negativamente el desarrollo psicológico y social de los niños. Las familias y los maestros deben tener el debido cuidado y ser selectivos. En esta investigación, se examinaron 15 cuentos populares Turcochipriotas seleccionados al azar y se hizo

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un esfuerzo para determinar y evaluar elementos que podrían ser perjudiciales para los niños.

Palabras clave: Chipre, cuentos de hadas, educación, desarrollo infantil, cuentos con impacto negativo.

Introduction

Cypriot Turkish folk tales are narrations which have similar features with the folk tales in the world in general. Cypriot Turkish folk tales are prose in terms of structure; they can include formal elements and motifs and they have a clear, fluent and understandable language. In terms of content, they are universal folk narrations based on imagination where real time and place is not definite and which usually have happy endings. In terms of function, on the other hand, it is a genre which is effective on the development (psycho-social, cognitive and linguistic education) and it can be used for giving advice or lesson (Gökbulut, 2010: 49-50; Sakaoğlu, 2002: 11-15). The most prominent functional feature of tales is "being didactic". Tales are effective in the nurturing of the souls of children as well as strengthening of their imagination and their language education (Yavuz, 2002: 157). When selected and used with due care, tales provide positive contributions to the education of children; "and they enrich the thinking and imagination world of children on one hand, and ensure that they acquire such virtues as goodness, honesty, diligence and benevolence on the other hand" (Karatay, 2007: 471).

In the fairy tale, the superiority of good, truth and beauty are confirmed, while the child is unwittingly guided to good, beautiful and right. This richness of tales attracts the attention of children and contributes significantly to the acquisition of understanding and expression skills, which are the basic elements of language teaching. (Karatay, 2007: 472).

In his study, Şahin also found that tales had such benefits as being able to descend to the world of children, attract their attention, give lesson, and ensure acquisition of positive behaviours and having positive impact on the development field of children (Şahin, 2011: 214). Yıldız stated that "tales are essential instruments in ensuring that ethical behavior is acquired and should be definitely used in education" (Yıldız, 2006).

However, as in the tales of all countries, the Turkish Cypriot folk tales have elements that

may harm the development and education of the child. The fairy tale genre contributes positively to child development with its fluent and simple language and imaginary elements on the one hand, but it harms the child development with the harmful elements it contains on the other. According to Bilkan, there are tales containing elements that are harmful to the child's psychological and social development (Bilkan, 2001: 7). Some fairy tales include violence, fear, sexuality, immorality, injustice, evil and ugly behavior, which really gives damage to the child who reads or listens to the tale.

The most fear-provoking elements as appeared in Jan-Uwe Rogge's studies with hundreds of children showed on media-related fears are imaginary symbols and tale creatures and the inability to distinguish between reality and imagination (Rogge, 2001: 249-252). According to Rogge's research, "children have fears of extinction, and these fears of extinction are linked to old elements of existence. These include; monsters, witches, imaginary creatures, ghosts, vampires, storms, lightning, thunder, fire-water, endangered and extinct wild animals, etc." (Rogge, 2001: 94-95).

According to Başal, children at 2-6 years of age experience too much fear. Children at 2-3 years of age can be afraid of high sounds, vacuum cleaners etc. From the age of three, in addition to concrete events, dreams and imaginary things can also be source of fear. Children between the ages of three and six are often afraid of darkness, loneliness, beggars, ghosts, giants, demons and vengeance. When they become six, an increase is witnessed in the fear of ghosts and witches (Başal 2007: 126-127).

Negative elements in tales can cause fear as well as many other negative behaviors. These include detrimental effects on sexual development, social development, moral development and psychological development.

However, it can be said that conscious sexual education started around the age of two and a

half-three with the first questions (Bayhan and Artan 2009: 263). Therefore, the sexual references of the tales to be read in this period should be considered. Sexual issues should be explained to the child in a simple, clear and accurate way during childhood, when the identity of boys and girls appears and basic biological and social development occurs. Tales or other written, visual means of acquiring sexual information may harm the child's sexual development. Therefore, when selecting fairy tale books to be used in the education of children, the contents of the book should be examined and tales should be presented to the child in this way (Koç, 2017). It is necessary to be very careful in exposing the child to fairy tales and other written or visual materials (video, cartoons, etc.) and to include these supportive materials according to the developmental stages of the child.

The development of the child generally consists of three areas: physical, cognitive and psychosocial. The physical field is related to sensory capacities, motor skills and physical properties. The cognitive domain includes all mental abilities and activities, even the organization of thought. It includes activities such as perception, causality, memory, problem solving and language. The psychosocial field is concerned with personal characteristics and social skills. It includes the child's unique behavior, feelings and reactions to social conditions (Bayhan and Artan, 2009: 10).

Researchers have reached very important and remarkable findings regarding the cognitive and social development of the child which develops on very sensitive balances. For example, according to Murat Aşıcı, the language development of the child is a mirror of the economic, social and cultural status of the family. If the family reads newspapers, books, and more importantly if there is a library, if the parents and other family members value reading and writing, and if they share what they read, the child raised in such a family is more likely to read and write (Aşıcı 2005: 24).

Objective of the Study

In this study, it is aimed to identify and examine the positive and negative messages conveyed in the context of Turkish Cypriot folk tales. For this purpose, the answers to the following questions were sought:

1. What are the positive and negative messages conveyed in Turkish folk tales?

2. What are the effects of positive and negative messages conveyed through Turkish Cypriot folk tales on child development and psychology?

Method

Model of the research

In the study, qualitative research has been applied as method and document analysis was employed for data collection.

Sample of the study

The sample of the study consists of 15 tales in total selected from Turkish Cypriots. This study is based on convenience sampling which is a type of purposive sampling as a result of which 15 tales which were examined by the researchers previously, about which the researchers were knowledgeable and which included important clues about violent elements were preferred. The examined Cypriot Turkish tales were taken from the books titled "Compilations from Cypriot Turkish folklore-Tales I" (1998) and "Compilations from Cypriot Turkish folklore-Tales II" (2006) written by Oğuz Yorgancıoğlu.

Data collection and analysis method

The data of the study were compiled from 15 tales in total chosen from Cypriot Turks. The tales were analysed by means of descriptive analysis in the study.

Findings

In the findings section, tales that can make positive contributions to child development and that may have negative effects on the cognitive and psychosocial development of the child are reviewed and the elements identified are interpreted below.

1. "Mind yourself, do not trust a beardless" Tale (Yorgancıoğlu, 2006: 96-98)

The positive aspect of the fairy tale: Don't be fooled by people immediately and be cautious.

The negative aspect of the fairy tale: It is a negative behavior for both the beardless and the farmers to lie in order to acquire bread. Lying is a type of behavior disorder (Tuzcuoglu 2005: 109-110). The child's habit of lying will cause difficulties in his / her social life. In addition, the habit of lying can turn into pathological lies (see Yavuzer 2005: 250-254 for more information).

Therefore, under no circumstances should the child be encouraged to lie.

2. "Everything has a solution" Tale (Yorgancıoğlu, 1998: 201-202)

The positive aspect of the fairy tale: Giving advice in the form of "man can solve every problem by using his reason".

The negative aspect of the fairy tale: It is a wrong behavior for a woman in the fairy tale to be thrown into the creek because she is of bad character. Because instead of killing people, it is better to correct their mistakes. This kind of behavior creates the image that the child who reads / listens to the tale can handle his/her work with brute force. In addition, the killing behavior in the fairy tale is an element that can cause significant damages to child psychology.

3. "Diligent Woman and Cursed Bridge" Tale (Yorgancıoğlu, 2006: 149-151)

The positive aspect of the tale: If you do not take measures before you start a job, you may have big troubles. Therefore, before starting a work, it should be planned and started properly, giving a form of advice.

Negative aspect of the tale: Man lying to his wife and killing his wife. While lying is against the rules of ethics, killing is also violent and can cause harm to the child who listens / reads the tale.

4. "Fortune – Destiny" Tale (Yorgancıoğlu, 2006: 192-194)

The positive aspects of the tale: You should always think before speaking. You must be patient and content.

Negative aspects of the tale: The woman wants to commit suicide because she considers herself ugly. Suicidal behavior is often caused by deep psychological reasons. Suicidal behavior in the fairy tale can be encouraging for the child.

5. "Süleyman the Long Tail" Tale (Yorgancıoğlu, 1998: 176-177)

The positive aspect in the fairy tale: In the fairy tale, if you steal someone else's property, you will be punished.

Negative aspects in the tale: Talking about sexual contact in the tale can be a bad example for

children. The killing of all rats is also example of bad behavior.

6. "Friendship of the Crow and the Fox" Tale (Yorgancıoğlu, 1998: 173-175)

Positive aspects in fairy tales: Making a recommendation that people should not be ridiculed due to their deficiencies.

Negative aspects in the fairy tale: It is a bad behavior for the crow to deceive his friend, the fox and the fox deceives the shepherd. Both situations may damage the child's sense of trust. In Erikson's psychosocial development theory, the importance of trust based on mother-child relationship can be clearly seen (Yavuzer, 2005: 78).

7. "A Giant Tale" (Yorgancıoğlu, 2006: 18-20)

The positive aspect in the fairy tale: If we make an effort, we can win everyone's love.

Negative aspects in the fairy tale: The blasphemy in the fairy tale (Sentence in the text: Ah, you son of a bitch, what a nice appetizer, but if you've sucked my milk, I will not eat you). Another negative aspect of the fairy tale is to mention cannibalism in the narrative. Such a negative situation will also terrify the child and affect him/her negatively.

8. "Fair Brothers" Tale (Yorgancıoğlu, 2006: 32-34)

The positive aspects of the fairy tale: Help other people and the elderly, be respectful, do not touch the rights of other people, whether you are rich or poor.

Negative aspects in the fairy tale: It is inconceivable that the man in the fairy tale cuts and bakes his child in the oven for another person; it is an evil behavior, and it infects the child with fear and insecurity and disrupts his psychology.

9. "I Hope You are Crushed Under the Boiler" Tale (Yorgancıoğlu, 2006: 56-57)

The positive aspects in the fairy tale: Don't consider everything is done before a job is finished (do not count your chicken before they are hatched).

Negative aspects in fairy tale: In the fairy tale, curse is said, bad words are told; all of these can set a bad example. In any case, one should not curse, say bad things and people should be approached with love. The attitude of approaching people with evil thoughts and feelings should not be shown to children as a type of behavior.

10. "The Wife of the Rakish Doctor" Tale (Yorgancıoğlu, 2006: 142-143)

The positive aspects of the fairy tale: The advice that people should not deceive each other and that this is not a good thing.

Negative aspects in fairy tale: Sentence in the text: "Ula he said, this pimp is not human, he must be the descendant of a donkey. He pulled his razor and slashed his dick." In the fairy tale, cursing and passing the word "dick" can disrupt the child's moral development. Cutting the genitals can also cause trauma for the child. Again in the fairy tale, it is morally wrong for the wife and husband to cheat on each other which can devastate the child's sense of trust.

11. "Young Camel Foreman" Tale (Gökçeoğlu, 2005b: 167-171)

Positive aspects in fairy tale: It is advised that when children turn away from their parents, they can cause bad things to happen to them. So, the children should listen to the words of their parents.

Negative aspects in the tale: In this tale, there are many negative factors such as Young Camel Foreman and his friends going to the forest without telling their parents and lighting fire and entering the house of the giant mother with the darkening of the air, the desire of the giant wife to eat the children, and the killing of the oxen. It is wrong to do anything without the permission of parents and break into a house. Again, eating and killing children are violent behaviors that may harm the psychological development of the child.

12. "Daughter of Underground Sultan" Tale (Gökçeoğlu, 2005b: 64-76)

Positive aspects in fairy tales: Even if you are young, you can do great things.

Negative aspects of the story: The youngest of the sons of the sultan separated the giant's head from his body and killed him, which includes tremendous violence with the potential of

undermining the child's psychological development. Another negative element in the tale is the slander. Jealous slander of the older brothers may cause suspicion and fear in relations between siblings.

13. "Vixen" Tale (Yorgancıoğlu, 2006: 178-180)

The positive aspect in the fairy tale: The father sends his child to the fountain for cleaning, but he warns him not to go into the water and look at where the water comes out. The child does not listen to his father and he gets himself into trouble. Here the advice is that we should listen to the words of our elders.

Negative aspects in the fairy tale: In the fairy tale, it is an evil behavior for the mother to kill her children. (Sentence in the text: The vixen burned 12 of the children in the oven in the moment of anger and the 13th child hid in a flour jar.) Many negative and harmful elements, such as the vixen wanting to cook the child, cutting and killing the servant, killing by the child of the vixen at the back of her neck with a chopper killing her are mentioned in the tale. It can be said that this tale, which is full of ferocity and violence, can harm the psycho-social development of the child.

14. "Giant and the Daughter of the Sultan" Tale (Yorgancıoğlu, 2006: 164-167)

The positive aspects of the fairy tale: It is advised that we should not refuse the wishes of people and animals waiting for help from us, we should help them. This goodness will return to us again as goodness.

Negative aspects of the fairy tale: The devil's eating the dead can adversely affect children. (This part is mentioned in the fairy tale as follows: The Giant came back from the graveyard and ate a dead one. There were traces of blood; he did not wipe his lips well as he was in a hurry.) Reading or listening to a fairy tale in this way may have adverse effects on children.

15. "Küllücü Fatma" Tale (Gökçeoğlu, 2005a: 84-92)

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The positive aspect in the fairy tale: It is advised that if you are good and honest in spite of everything, you will surely see what it is worth.

Negative aspects in the fairy tale: In the fairy tale, the elder and the middle girl chop their mother's slices, burn her and cook the meat until the bone is left. Then they sit down and eat her flesh. This violence and brutality shown to the mother may

harm the child's psychological development. In addition, this situation may create a fear of losing their mother in children who see their mother as a sacred being.

The other negative element in the fairy tale is that the elder and middle girl beat their youngest sister, Küllücü Fatma, to have her do all the work of the house. Beating a person is by no means correct and can set a bad example for a child.

Conclusion and recommendations

There are two kinds of harmful elements in the fairy tales that will be seen in the examined texts: First, to act from wrong to show the truth. (For example, a child should be punished after lying, and in this way the child is told that he/she is not supposed to lie.) Second, the harmful elements being included directly in the fairy tale (killing, cutting, swearing, violence, etc.). In this article, we tried to identify and examine the second type of elements. In this direction, it is seen that Turkish folk tales can accommodate both positive and negative elements. For this reason, tales to be used in child education should be carefully selected by folk and educational scientists (pedagogues) and presented to children in this way. A folk tale to be used and archived as a scientific examination material must be recorded with scientific methods as compiled from the source persons and should be written without making any change in the text. Folklore and folk literature products should be consulted and included in the education process in order for the child raised in a country to understand and absorb the culture of that country. However, if folk tales are to be presented in the context of children's literature, they should be arranged and published in this way.

In terms of preserving and maintaining and transferring the Turkish Cypriot culture to new generations, not only fairy tales but also all other cultural elements, such as history and literature, should be included in the education system and the curriculum should be shaped accordingly. The growth of a child and young person born and / or living in Cyprus unaware of Turkish Cypriot history, literature, culture, and geography will eventually lead to the collapse of culture and loss of identity. For this reason, all elements of Turkish Cypriot geography and culture, including fairy tales, should be actively involved in the education system. The cognitive (language development, etc.) and psychosocial development of the child mentioned at the beginning of the study should be taken into consideration in the process of including tales in

non-formal and formal education. Fairy tale texts and books should be prepared in this way. In addition, a project called "reviving the tradition of fairy tale mothers and grandmothers" should be developed and the fairy tales should be presented to the children in the traditional way by reviving the tradition of female fairy-tale narrators who acquired the tradition of telling fairy tales in the past. In addition to this, animation films and voice recordings about Turkish Cypriot folk tales should be prepared and children's interest should be drawn to the tales more intensively. Besides, parents, the child's immediate environment and teachers should be made more conscious about the subject and care should be taken to raise healthy individuals for a solid social structure.

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