

Analysis of Hasan Latif Sariyüce's children's poems in terms of children's literature and Turkish language teaching

Bilal Uysal^{1*} and Hayati Sariekiz²

¹Department of Turkish Education, Afyon Kocatepe University, Turkiye.

²MEB, Turkiye.

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ABSTRACT

Language serves as a paramount instrument in facilitating interpersonal communication. Beyond its communicative function, language plays a pivotal role in facilitating the transmission of cultural and societal experiences to subsequent generations. Consequently, the realm of language education has assumed a position of paramount importance. Educational curricula have been meticulously designed to impart instruction in various facets, including the teaching of the Turkish language, the conveyance of cultural heritage, the cultivation of values, and the development of literary sensibilities. Turkish and literature support each other in these programs. Children's literature, which has an outstanding contribution to teaching Turkish, is aimed at children and is performed for children's education. Children's literature has various text types, such as fables, fairy tales, and poems. Poetry, one of the most influential text types, is essential in form and emotion sharing. Hasan Latif Sariyüce is a prolific writer who works in many text types, such as essays, fairy tales, memoirs, and poems. This study analyzed 36 poems by Hasan Latif Sariyüce for children regarding Turkish teaching and children's literature. The poems were grouped according to their topics: mother's love, family and kinship, children's world, environment, nature, and animals. Poems were analyzed regarding verse, harmony, meter, title, topic, theme, language and expression, values, and literary arts. Accordingly, it was determined that 19 poems used syllabic meter, and 17 poems were written in free verse. The titles of 33 poems reflect the content, the themes of the 36 poems are compatible with the 2019 Turkish Lesson Teaching Program, the topics of the 36 poems are suitable for children, 35 poems are understandable for children in terms of language and expression, 17 poems have values, and 25 poems have literary arts. Accordingly, it has been seen that Hasan Latif Sariyüce's poems written for children are exemplary in adopting literary values, giving literary pleasure, and transferring the common culture of the society. For this reason, it is recommended for Turkish teachers and students.

Keywords: Turkish teaching, children's literature, poetry, Hasan Latif Sariyüce.

*Corresponding author. E-mail: buysal@aku.edu.tr.

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INTRODUCTION

Turkish curricula have been prepared to teach students the rules of the language they speak and to melt the dialectal differences of the environment where they learn their mother tongue into a common denominator. The aim of the 2019 Turkish Curriculum is stated as "To ensure that

students who complete primary school become healthy, life-oriented individuals who have self-confidence and self-discipline, have acquired the basic level of verbal, numerical and scientific reasoning and social skills and aesthetic sensitivity that they will need in daily life, and use

them effectively within the framework of moral integrity and self-awareness following their developmental level and their individuality" (MEB, 2019: 3). The 1929 secondary school and High School Turkish Curriculum Program's article which states that "Turkish lessons should be taught not as a science but as an art" (Maarif Vekâleti, 1929: 7) expresses the need to pay attention to the process of teaching Turkish.

Children's literature is one of the most effective ways to teach Turkish to students, to give them the desired values, as well as literary pleasure, and to transfer to them the common culture of the society. Literature is an integral part of education. "The most important issue that makes children's literature binding for Turkish language teaching is the threshold of realizing the bridge between literature and education. An education without literature is unthinkable" (Baş, 2015, p. 5). In a way, the emergence of children's literature works is also for education. "Children's literature products emerge to enrich the life of the child, who is the target audience, to develop his/her aesthetic pleasure and to provide him/her with important information and awareness on many issues" (Akdağ and Uçan, 2020, p. 597). However, preparing work for children requires excellent care. "Children's literature requires greater mastery and rigor than adult literature" (Şirin, 2016, p. 28). Not all works written for children are included in children's literature. "The main thing is not to give the child gedunk, worthless, ugly writings; on the contrary, it is to ensure that the child encounters works of value that will arouse a sense of art and a superiority of enjoyment" (Gökşen, 1985, p. 9). According to Baş, 8 of the works features the work prepared for children should have are as follows:

1. It should be capable of conveying and transmitting the pleasure and aesthetics of literature.
2. It should be able to include the child's feelings and thought structure and develop goals in this direction.
3. It should help the child discover his/her talents.
4. It should be able to benefit from all oral and written products of literature.
5. It should give the child the qualities of being selective and sifting.
6. It should provide culture transfer and help the child recognize universal values.
7. It should be exemplary and effective in the child's acquisition of mother tongue awareness.
8. It is essential that children's literature can also prepare the ground for youth literature, which appeals to the youth age, which is a kind of ignition period between childhood and adulthood" (Baş, 2015, pp. 6-7).

Each type of text used in children's literature has its characteristics. The apparent features of poetry that distinguish it from other genres draw attention. *Vocalization* is at the forefront of poetry. "We can say that poetry is the only example of literary genres that needs sound" (Gökşen, 1985, p. 138). This expression

shows the importance of sound in poetry. In addition, poetry is a text that directly appeals to and directs emotions. "Poetry is a product of verbal art that is original in terms of content, essence, transformation into words, and presentation, and is a product of verbal art that has the quality of creation, aimed at influencing and affecting" (Aksan, 2016, p. 14). Poetry is one of the oldest text types and has been used in education. "Poetry is the oldest human educational tool and method" (Akyol and Dikici, 2009, p. 2). Poetry contributes significantly to language development and instills a love of reading. "Children who encounter good poetry use their language more effectively, love reading, and question beyond the visible" (Yener, 2014, p. 505).

In the 2019 Turkish Lesson Teaching Program, there are acquisitions related to poetry: "Reads poetry... Writes poetry... Explains the formal features of poetry... Identifies the rhetoric in the text" (MEB, 2019, pp. 21-41). These acquisitions are aimed at analyzing and teaching poems in terms of form and content.

The objective of this study is to analyze the children's poems written by Hasan Latif Sarıyüce within the domains of children's literature and Turkish language education. In this research, we scrutinized 36 children's poems extracted from Hasan Latif Sarıyüce's book titled "Poems for Children," focusing on various aspects such as verse structure, elements of harmony, meter, titles, topics, themes, language usage and expression, values conveyed, and rhetorical devices employed. Verse means "each of the lines of a poem" (Parlatır et al., 1997, p. 236). Some sentences are not completed in a single verse in the analyzed poems. "In poetry, when a sentence does not end in one line but moves on to other lines. Syn. *enjambemen*" (Çotuksöken, 2012, p. 221). The elements of harmony in unmetred poems, rhyme, and repeated voice in metered poems were analyzed. Rhyme is "a sound similarity repeated at the end of at least two verses" (Karaaliçoğlu, 1980, p. 61). Repeated voice, on the other hand, means "a word or suffix with the same meaning repeated after the rhyme in poetry" (Parlatır et al., 1997, p. 623). In poems written in syllable meter, meter and stops were analyzed. The syllabic meter is "based on the equalization of the number of syllables in poetry verses" (Ayyıldız and Birgören, 2009, p. 125). The title, which is almost the showcase of the texts, means "The text that is placed at the beginning of a writing and the chapters of a book and briefly introduces the topic" (Parlatır et al., 1997, pp. 104-105). The theme can be defined as the impact that an artist aims to evoke in the reader through the subject matter they explore (Sever, 2019, p. 128). The subject matter, which constitutes the content of poems, serves as a means chosen by the artist to communicate their emotions, ideas, and intentions with children (Sever, 2019, p. 127; Kasap, 2023). The poems were also analyzed in terms of language and expression. "Quality children's books are tools that offer children a rich language environment suitable for their development starting from

the early period, and develop their vocabulary, language awareness, and sensitivity" (Sever, 2019, p. 131).

The values desired to be acquired by children are included in the 2019 Turkish Lesson Teaching Program with the following statements: "Our values are the sum of principles that form the perspective of curricula. Its roots are in our traditions and past, and its trunk and branches extend to our present and future by feeding on these roots. Our values, which constitute our basic human characteristics, are the source of the might and power that enables us to take action in the routine flow of our lives and in dealing with the problems we face" (MEB, 2019, p. 4). The arts used in poems are the elements that provide depth in poetry: "Literary arts are the art of using words that weave words in meanings other than their meanings" (Karaalioğlu, 1980, p. 86). While examining the literary arts, prosopopoeia, utterance, hyperbolism, metaphor, and oxymoron arts were considered in the last program for primary school students.

METHOD

In this research, the method of document analysis, a qualitative research approach, was employed. This method involves scrutinizing written materials that contain information relevant to the phenomenon or phenomena under investigation (Yıldırım and Şimşek, 2018, p. 189). Specifically, the study focused on the analysis of 36 children's poems found in Hasan Latif Sarıyüce's book titled "Poems for Children."

The analyzed poems were divided into six distinct groups, which encompassed themes related to mother's love, family and kinship, children's world, nature, the environment, and animals. To provide illustrative examples, the study presented only one sample poem from each category. These poems were not presented in verse format but were instead displayed in lines with a single slash "/" separating the verses and a double slash "/" marking the boundaries between stanzas. The selection of poems for analysis was carried out using a simple random sampling technique.

FINDINGS AND COMMENTS

Hasan Latif Sarıyüce's children's poems contain many pedagogical values for children. In these poems, we mainly witness expressions that instil in children the love of mother and relatives, and responsibility for nature, the environment and animal. The six titles identified in the research are as follows:

Poems about mother's love

In Hasan Latif Sarıyüce's poetry book "Poems for

Children" the poems about mother's love are as follows: "The Most Beautiful of Mothers," "If My Mummy Would Just Come Out," "Only My Mother Caresses Me Best," "My Mummy," "Thank You Too," and "I Remember my Mother."

In the poem, "The Most Beautiful of Mothers", the poet addresses the mother through the mouth of the child as follows:

"Annelerin en güzeli / Sensin, benim güzel annem / İlik esen bahar yeli / Sensin, benim güzel annem // Işık, rüya, bahar, sevgi / Güneş yüzlü, altın kalpli / Meleklerin eşi sanki / Sensin, benim güzel annem // Açan çiçek, çağlayan su / Gülümseyen engin duygu / Evimizin mutluluğu / Sensin, benim güzel annem" (Sarıyüce, 2002, p. 12).

The poem "The Most Beautiful of Mothers," consists of 12 lines in quatrains. The second and fourth lines of the first stanza are repeated in the last lines of the other stanzas. Each section has an enjambement. In the first stanza, "-el" sounds are full rhyme, and "-i" sounds are repeated voices. The second and fourth lines are repeated. In the second stanza, the "-i" sounds are half rhyme, and the last line is a repetition. In the third stanza, the "-u" sounds are half rhyme, and the last line is a repetition. The rhyme scheme of the poem is abab, cccb and ççççb. The poem is written in 8-syllable meter with 4+4 stops. The title of the poem is compatible with the content. It is sufficiently short and attention-grabbing.

The topic is mother and the theme is mother love. The theme is compatible with the theme of "Our National Culture" in the 2019 Turkish Curriculum. The child, who is the narrator, expresses his love for his mother and the importance of his mother through various metaphors. The topic is suitable for children. The poem has a language that children can understand. The value of love is emphasized in the poem. The art of metaphor is used in the verses "Warm blowing spring wind; Light, dream, spring, love; Sun-faced, golden-hearted; As if like is the wife of angels; Blossoming flower, cascading water; Smiling vast emotion."

Poems about family and kinship

Poems about family and kinship include: "My Loved Ones," "Our Family," "My Grandmother," "I Had a Brother," and "My Grandfather and My Aunt".

In the poem "My Loved Ones," the poet uses the following expressions from the mouth of a child. *"Ninemi severim / Dedemi sevdiğim kadar // Dedemi severim / Ninemi sevdiğim kadar // Annemi severim / Hem ninemi, hem dedemi / Sevdiğim kadar"* (Sarıyüce, 2002, p. 20).

The poem, "My Loved Ones," consists of two couplets and a three-line canto, totaling seven verses. Each section has an enjambement. Since the poem is written in free

verse, there is no regular rhyme in the poem. The title of the poem is compatible with the content.

The topic is family elders and the theme is the love of mother, grandmother, and grandfather. The theme is compatible with the themes of "Emotions" and "Our National Culture" in the 2019 Turkish Curriculum. The poem's child narrator talks about his love for his mother, grandmother, and grandfather. The topic is suitable for children. The poem has a language that children can understand. The value of love is treated in the poem.

Poems about children's world

Poems related to Children's World are "Aysel's Dreams," "Kite Tree," "My Baby," "Lullaby for My Toy Baby," "Let's Play Games" and "Sellers".

In the poem, "Aysel's Dreams," the poet describes a child's dreams with the following expressions:

"Ağaç olsam anneciğim / Şu bizim küçük bahçede / Bir gözüm geçen bulutta / Bir gözüm senin üstünde // Çiçek olsam anneciğim / Penceredeki saksıda / Yeni yapraklar açardım / Söylediğin her şarkıda // Bir kuş olsam anneciğim / Uçardım senin çevrende / Kanadımı pek severdin / Güzel yüzüne değdikçe // Rüzgâr olsam anneciğim / Serinletirdim suları / İpek kanatlı eserdim / İncinmezdi benden arı // Bir çiy olsam anneciğim / Üzerinde karanfilin / Tanır mıydın kokladıkça / 'Sen misin Aysel' der miydin" (Sarıyüce, 2002, pp. 22-23).

The poem, "Aysel's Dreams," consists of twenty lines in quatrains. Each section has an enjambement. In the first stanza, "-DA" sounds are in full rhyme. In the second stanza, "-i" sounds are half rhyme, "-Im" sounds are full rhyme, and "-da" sounds are repeated voices. In the third stanza, the sounds "-e" are half rhyme, and harmony is provided with the sounds "-in" and "-im". In the fourth stanza, "-arı" sounds are rich, and "-im" sounds are full rhyme. In the last stanza, "-in" sounds are full of rhyme. The rhyme scheme is xaaa, bcbc, bçbç, bdbd, xexe. The poem is written in 8-syllable meter. The title of the poem is compatible with the content.

The topic is exuberant dreams and the theme is to make her mother happy. The theme aligns with the "Children's World" theme in the 2019 Turkish Language Teaching Program. The narrator, named Aysel, tells about her dreams. The topic is suitable for children. The poem has a language that children can understand. The value of love is emphasized in the poem. Metaphor art is used in the line "I was a silk-winged creature" of the poem.

Poems about nature

Poems about nature include "Reach for a with Flowery Branch," "Beautiful Dream," "It is Raining," "Little Cloud," "Spring is Here," and "First Snow and Rainbow".

In the poem, "It is Raining," the poet describes the rain

through the eyes of a child with the following expressions.

"Yağmur yağıyor / Annemin sesi gibi / İllik / Yumuşacık // Yağmur yağıyor / Nasıl da sevindi / Bahçede çiçek / Tarlada başak // Yağmur yağıyor / Her tarafta / Mis gibi / Koktu toprak // Yağmur yağıyor / Birazdan / Çağıl çağıl / Seller akacak" (Sarıyüce, 2002, p. 65).

The poem, "It is Raining," consists of sixteen lines in quatrains. There are enjambments in some parts. The poem also has repeated lines and lines consisting of a single word. Since the poem is written in free verse, there is no regular rhyme. The -k sounds in the first and second sections are harmonious. The title of the poem is coherent with the content.

The topic is rain, and the theme is the reflections of rain on the inner world of the child. The theme is compatible with the "Children's World" theme in the 2019 Turkish Language Teaching Program. The child describes the reflections of rain in his/her inner world and the changes in nature after the rain. The topic is suitable for children. The poem uses a language that children can understand. Metaphors are used in the verses "It is raining / Like my mother's voice," "It smells / Like the earth," and *prosopopoeia* are used in the verse "How it rejoiced / Flowers in the garden / Gleanin in the yard."

Poems about the environment

Poems about the environment are: "Our Environment," "Gardens," "Rillet," "Dry Rill," and "Sea Song".

In the poem, "Rillet," the poet addresses the stream as follows:

"Kaynağın karlı dağ mı / Ey çağlayan derecik / Sesin bir şarkı gibi / Şırlı şırlı incecik // O dağlardan aşağı / Çağlayanlar atlادين / İndin düz ovalara / Duruldun rahatladın // Ağaçlar arasından / Şimdi yavaş yavaş ak / Gökyüzü aynan olsun / Gece yıldızlara bak // Sesler götür buradan / Kokular renkler taşı / Kıvrılıp bükülerek / Ak oynaşı oynaşı" (Sarıyüce, 2002, p. 104).

The poem "Rillet" consists of 16 verses in stanzas. There is an enjambement in some parts. In the first stanza, the sounds "-e" and "-i" are half rhyme, and "-cik" is a repeated voice. In the second stanza, "-at" sounds are full rhyme, and "-ladın" sounds are repeated voices. In the third stanza, "-n" sounds are half rhyme, and "-ak" sounds are full rhyme. In the last stanza, "-aşı" sounds are rich rhyme. The rhyme scheme is abab, xcxc, çdçd, xexe. The poem is written in 7 syllable meter. The title is compatible with the content.

The topic is the exuberance of the rill and the theme is that the flow of the rill stirs the heart. The theme is compatible with the "Nature and the Universe" theme in the 2019 Turkish Language Teaching Program. The

addressed entity is the rill. What is desired from the rill is conveyed. The topic is suitable for children. The poem has a language that children can understand. There are metaphors in the verses "Your voice is like a song / flowing with a pleasant noise " and prosopopoeia in the verses "You descended to the flat plains / You calmed down and relaxed."

Poems about animals

Poems about animals include: "My Father's Horse," "My Cat," "Colorful Birds," "Sharing Birds," "Bird on a Branch" and "Little Hedgehog".

The poet used the following expressions in the poem "Sharing Birds":

"Bir kuş senin olsun der / Ablam / Bir kuş benim // Ben / Neyleyim tek kuşu / Tek kuşlar tek tek uçar // Oysa / Sürü sürü uçmalı kuşlar / Sürü sürü // Hep birden / Dönmeliler üstümde / Ben okuldan gelirken" (Sarıyüce, 2002, p. 127).

The poem, "Sharing the Birds," has 12 lines in three-line sections. There is enjambement in some sections. Since it is written in free verse, there is no regular rhyme. The "-m" sounds in the first part and "-en" sounds in the last part are harmonized. The title of the poem is compatible with the content.

The topic is birds, and the theme is that birds should be together. The theme is compatible with the "Nature and the Universe" theme in the 2019 Turkish Language Teaching Program. In the poem, the narrator, the child, opposes the sister's request. He explains that birds should not be shared. The topic is suitable for children. The poem has a language that children can understand.

DISCUSSION AND CONCLUSION

Hasan Latif Sarıyüce's poems written for children were analyzed in terms of children's literature and Turkish teaching. As a result of the analysis, it was determined that 18 of the poems were rhymed, 19 of them used syllabic meter, and 17 poems were written in free verse.

In 33 out of the 36 poems, the choice of titles is successful. Three titles needed to reflect the content or be shorter. The titles identified are "Only My Mother Caresses Me Best," "Kite Tree," and "Reach for a Flowery Branch".

All the 36 poems on the topic are suitable for children. The poet emphasized the topic and chose topics suitable for children's lives. All 36 poems were compatible with the themes in the 2019 Turkish Curriculum.

A total of 35 of the 36 poems are appropriate for children's level of language and expression. Only the poem, "Only My Mother Caresses Me Best," is ambiguous due to the difficulty in making sense of its title and the irregularity of its verses. The other poems are clear,

understandable, and simple for children.

A total of 17 values were identified in 36 poems. The poems include *love, sharing, respect, unity, and togetherness*.

A total of 25 rhetorics were identified in 36 poems. Examples of all the arts in the 2019 Turkish Lesson Teaching Program (metaphor, prosopopoeia, utterance, hyperbolism, and oxymoron arts) were identified. Based on these data, it is hereby affirmed that Hasan Latif Sarıyüce's poems written for children are productive in terms of children's literature and Turkish language teaching and teaching literary values to children. The poems are recommended for children to acquire knowledge of poetry, to show the difference between the language of poetry, to teach rhetorical arts, and to make their education and training process efficient.

LIMITATIONS AND RECOMMENDATIONS

One limitation of this study is its focus on the analysis of Hasan Latif Sarıyüce's poems for children within the context of Turkish teaching and children's literature. While this analysis provides valuable insights into the literary and educational aspects of these poems, it does not explore the reception or impact of these poems on actual child readers. Future research could consider incorporating feedback and reactions from the children themselves (Kasap and Dagdemir, 2020) to provide a more comprehensive understanding of the poems' effectiveness in achieving their educational and literary objectives.

Based on the findings of this study, it is highly recommended that Turkish teachers and students explore Hasan Latif Sarıyüce's poems for children as exemplary educational resources. These poems demonstrate a strong alignment with literary values, offer literary enjoyment, and effectively transmit the shared culture of society. Integrating these poems into Turkish language teaching programs can enhance students' appreciation for literature, values education, and cultural understanding. Moreover, educators should consider involving children in the evaluation and interpretation of these poems to ensure their relevance and impact in the classroom.

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