Aspects that should be Taken Care of in making Children Gain a Reading Habit and Features that Child Books Should Possess

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Abstract: Child Education is a process starting with birth and continuing until death. While children are considered as the base stones of the future they are special and as a matter of fact the education regarding children should also be special. For this reason books prepared and written for children should be handled with special care and attention. But when it comes to the notion of choosing qualified Child books both parents and educators regard themselves as inadequate. The parents are not good readers, they don’t have any idea about this matter and as they don’t read enough books they don’t know the features books should necessarily include, all these items are the reasons for the parents’ inability in choosing the appropriate and qualified books for their children. However parents and teachers have to develop themselves within this area. Even there is a reasonable increase in the writing and publishing of books recently, the due trend is together with the others unable to prevent the publication of disqualified books having no educational features or purposes at all. For this reason both parents and instructors see themselves obliged to be distinguishing. As a matter of fact a good choice in the mentioned area will have a lifelong effect on children.

Key words: Child, the Habit of Reading, the Choice of Books.

1. The Main Features Child Books Must Have:

As the assurance of our future and for the continuance of a healthy public structure, children are extremely important as individuals. Basing the society upon strong backgrounds is only possible by constructing healthy personalities and supplying them with a good education. As a matter of fact education is only one of the most important aspects determining the position of the child in social life. This is why education and the resulting learning process thereafter are very important, even vital for the future of the society.

Education and learning are a process starting with the birth and continuing until the death of a person. But however the period where learning is most intensely realized is the childhood and puberty times. The knowledge and skills children acquire in the due periods are determining the positions which the children are going to take place in within the society. Nevertheless in the due process, books directing children and opening new horizons in front of them are coming to the foreground. These writings are works that make the perception of children easier, offer rich material concerning visuality and make children possess a different point of view. Besides the books mentioned, contribute to the development of children, realize the reinforcement of the knowledge about life, (Winfried, 1996.) provide children with a more enjoyable way of knowledge acquisition as well as make children think positively and beautifully in evaluating the events they are confronted with. In this way books for children come to the front also with their educating feature on children. Especially when we have a look into the content of books appropriate for the pre - school periods, it can be seen that many subjects that are aimed to be taught children take place in those books. Because the rules and disciplines that are desired to be given children take place in all stages and positions of society as well as in books, stories, fairy tales, poems etc, this means they are present in all kinds of children’s literature. And this shows that in the books addressing children there is an educational concern that lies in the background of the purpose of writing those books. As a matter of fact every writer has such like concerns. However the responsibility the writers have to include an educational aspect within the content of the books for children shouldn’t make them feel themselves obliged to educate or deliver information merely. Nevertheless the advices, morals and lessons in the books for children are capable of making the children stay away from books, as they just do so in the case of school books. That’s why the desired habit formation in the behaviours of children should be tried to be given in the natural sequence of the narration of the book. In this situation the child won’t regard the book as a directing, guiding and informing instrument acting upon himself and as a result won’t stay away from it.

1.1. The Features That Reading Enables Its Readers To Attain:

Books are only one of the sources that please, enjoy and make children have a nice time. The due source, with the subjects and pictures it contains, has the ability to attach children to itself and inject children the love and enthusiasm for reading. Therefore books are one of the most loyal friends of children.
Children enlarge the boundaries of their world of imagination with the heroes within the books of their possession and thus activate their minds without being really aware of what they are doing in fact. Because a person imagining what he reads, is able to activate unconsciously millions of neurons in his brain at the same time. (Güneş, 2009.) As a matter of fact the brain that has just been activated has the ability to acquire the new information that is to be learnt more easily. As parents know the fact that reading books make their children more intelligent, they have an insistent desire on their children’s reading books. Because parents take also into consideration the reality that a reading individual shows a much higher performance in the check-up exams he takes. Parents find a correlation between success and the power of thinking and reasoning that books give to an individual of a continuous reading habit and they also believe and know that reading improves the linguistic skills of their children. Additionally a student who has a continuous reading habit will certainly have a much richer capacity of vocabulary and the way of expressing himself will also improve accordingly (Aytaş, 2003.):

In this way children will be able to change some negative behaviours that are present in them and this will be achieved by a natural process and without showing any special effort. Consequently children will be able to comprehend the society and the people who construct it in a right way and be able to learn a much easier means of communicating with them. Nevertheless the structure of the book comes from life itself and so isn’t unfamiliar for the child. As a matter of fact the due books act as examples for children and teach them to deal with problems they might probably be confronted with in real life. At the same time child books especially help teenagers to easily overcome the problems and difficulties they are facing in their puberty period. As we are individuals of a closed and restricted social structure, children unfortunately have to overcome this problematic period alone. Although parents are expected to prepare their children for this period, they generally do the opposite and expect their children to solve these problems in this difficult period by their own. For this reason children choose to relate the problems they face to their closest friends rather than share them with their parents. But it is a fact that they don’t receive any satisfying response from their friends as for their friends didn’t get any kind of support or guidance from anybody in the time they most needed it and so are inexperienced alike. To reach a conclusion it is books that come to the help of children when they need it. As to the fact that books are responsible for the education of children, they easily offer information covering the needs of them. As a matter of fact books are able to share subjects with children that nobody even dares to mention about. While children are trying to find solutions to their own problems by the means of the books they have read, they improve their power of making analysis and the ability to take decisions on different subjects at the same time and this they achieve in a very natural way.

The sense of curiosity that never becomes less during the learning periods of children may die down as a result of the parents’ unconscious behaviours. Though there can’t be anything more natural than the children’s asking questions in a period they should learn things. While parents, from time to time, show tired attitudes in answering the questions they are confronted with, books are capable of finding an answer to every question of the child and thus is going on to keep the sense of curiosity alive. For this reason the loyal friendship of books shouldn’t be forgotten in periods where even parents can’t set aside enough time for their own children.

1. 2. Things to Be Done To Form a Habit of Reading:

Attaining people habits is a job as hard as changing behaviours already present in them. Nevertheless this can maybe be a little easier when children are the case, taking into consideration the proverb “You can’t teach an old dog new tricks”. Because the habit of children hasn’t become established within their personal construction of character yet. As a matter of fact it isn’t very difficult to change them. But it must be given special attention during the process of forming the background of a positive behaviour. Nevertheless by any behaviour that is desired to be established as a habit, preparations should have been done in advance. First of all the desired action should be thought about thoroughly and then one should take action without coming to rapid decisions. And the habit of reading should be evaluated from this point of view.

The habit desired to be established on children should be figured out according to the construction and habits of children. It is a fact that from time to time it is being argued that the job of completing writings that address children isn’t an easy thing to realize; it is a very hard job indeed. Because of this reason the responsibility upon the shoulders of the writers who write for children increases by this means. In order to turn the reading activity of children into a habit, there are duties that also parents must undertake. Because of this reason we have sequenced some advices for parents and instructors what we hope might help them.

1) There should be endeavours to establish the reading habit in the pre-school period. In order to give this habit the parents can hang a great picture of a tree on the wall of the child’s room. They can draw about ten apples onto the due tree. The child will draw an apple every time he finishes a book. And when all the ten apples are drawn, the child can be awarded with a toy or anything he may need or desire. But the desires of children about the award should be reasonable; otherwise they may face different problems in the following years.

2) In order to give children the habit of reading there are many pleasing ways. Especially boys are very much interested in cars. For this reason, car brochures can be given to boys. In the due brochures there are a lot of
car pictures but a few words, which is a means of attraction for the child. Children will probably read, the
due brochures of their interest, over and over without getting bored with. In the same way brochures can be
given to girls according to their interest too. For example the leaflets of the shopping centers are very
suitable for girls. But parents should frequently provide for various kinds of leaflets so that they can keep
the interest of the child alive.

3) Forming a reading habit on children is like the mumps. The later it is realized the harder it will be. As a fact
the children recover themselves with great ease but the adults might have great difficulties in overcoming it
and the illness may even result in infertility. For this reason the children should acquire the due habit within
the early childhood period. To achieve this, parents should put the book to be read by their children onto
their lap so that the children can see it clearly and start to read the book slowly. During the reading activity
it can be dwelt on the pages the children are interested in for quite a long time and discussions can be
conducted about the pictures present on the pages. When the children get bored the reading activity can be
continued with funny mimics. But when the interest of the children completely disappears the reading
activity should come to an end. In this way children will have had an acquaintance with books. Of course
children might want to touch the book or take it into their mouth while they are on their parents’ lap, as this
is a very natural attitude it should be allowed.

4) In general terms children imitate their parents. Because of this fact parents should absolutely read at home
in front of their children to be able to form a reading habit on them. They should take the books they are
reading together with them when they go out of the room and take care that the children notice this detail.
5) Toys have a great place in the world of children and mean quite a lot to them. Toys are one of the most
important means that assist completing the development of children. Due to this fact toys should be bought
for children as gifts. But from time to time books should also be given as gifts.

6) If the children have a room of their own it should be provided that their books and toys are in the same
environment. The child should somehow be able to have his books within sight continuously.
7) The parents should provide for an atmosphere to establish a reading time in the evenings but this should be
done without boring the children. If possible schools should also organize to establish a reading time of
twenty minutes in the first lesson of any day every week. As a matter of fact reading activates the neurons
in the brain. And this will enable students to have a better comprehension of the following lessons. (Güneş,
2009.)
8) Children posses a character of being persuaded very easily. But the method to persuade them may differ
from child to child. Some can be persuaded by toys, some by going on a trip, some by games and some by
money. But when money is the subject matter nearly all the parents and instructors become anxious about
the children’s showing tendencies in the way of getting fond of material means and they fear that their
children won’t do any kind of job without being benefitted materialistically. But in fact this perception is
not a very right one though understandable. As it is a fact that not every child can be persuaded by toys, it is
true that not every child may be persuaded by money either. Considering this every person has different
kind of weaknesses. If children read for the sake of money parents should continue this method affectively
until the reading habit has developed and come to a certain degree. But the due awarding function should be
based on a rule. That is, the child should know in advance the amount of money he will receive for every
book he reads. For example parents can give their children money as the direct price of the book they have
read or twice that much, especially in cash every time. Parents who don’t desire their children’s getting
fond of material means can thus provide for their children in a way earning their own pocket money. In this
situation children will have earned their pocket money as a result of a finished job and they won’t have the
feeling of receiving money for doing nothing.

9) To children who haven’t learnt reading yet, books illustrated with pictures, should be advised. Children
should be asked about what the pictures on the book pages tell them and besides they should also be
questioned about the meanings of the pictures they draw themselves. But this shouldn’t be like “What have
you drawn?” but rather “Can you tell me about the picture you have drawn”. Otherwise the child may suffer
a difficulty in expressing himself correctly. And by this means the vocabulary capacity of a narrating child
enlarges in a natural process (Altunya 1997.)

10) When parents buy books for their children they should take pains in choosing various sizes of books.
Because books printed in various sizes will awaken the interest of children every time they read a new
book.

11) It can be advised by parents or instructors that children who are desired to attain a reading habit should read
in a certain period of time. That means the reading period which is going to be advised should be limited
with certain minutes or certain pages. Otherwise when there is no limit at all, the child may get bored in a
very short time.

12) To be a good example for children considering reading, teachers had better show their students that they are
a constant reader and should rather read especially in front of them.
13) Game is an activity that a child takes most seriously. And due to this very fact of their showing a serious approach towards games they are able to learn many rules and disciplines during the game in a natural processing. With this feature of them games have a great effect on children. Games, by this means have the capacity to change the negative behaviours present in the child as well as the power to provide for the gain of positive behaviours. Regarded from this point of view games can be comfortably used in establishing a reading habit. (Güneş 2010) Parents can organize games appropriate for their children or they can examine the books written on this subject. For example reading by turns, or a reading competition by checking the time can be played. Every game that is regularly played and finally rewarded draws the attention of children. For this reason it should be made use of this power of games.
14) The texts the book consists of should be as short as possible and interesting at the same time. Because children acquire much more information when they read enjoyable books they are interested in.
15) The pictures illustrating the topic should be lively and the objects in the pictures should be drawn in consistency to its original colour. (Gönen, 1991)
16) The cover of the book should be thicker than the inner pages. As a matter of fact children may wear their books out by carrying them around. And worn out books lose their attraction what is actually a natural thing.
17) The pages of the book should be printed of quality paper. First quality paper will have a reflective effect on the eyes of the children, so the usage of mat but quality paper is better for the health of their eyes.
18) The parents should organize, the reading hours they take part with their children, very well. Because the reading hours shouldn’t be realized during the game time.
19) During the reading hour, the subjects that draw attention shouldn’t be dwelt upon and preached on for hours. The child had better be directed to infer a lesson by himself.
20) Children are very fond of glancing through a book. For this reason in order to be able to give the love for reading to children a bookcase should be prepared before the birth of the child.
21) For children in the pre-school period, books that are written with big type size, having simple plots, being illustrated with a lot of pictures and containing not over ten pages should be preferred (Yavuzer, 1992: 2003).

I. 3. Some Advices That Should Be Paid Attention by Purchasing Books:

When parents want to buy some books for their children they are faced with various opportunities. Generally parents try to determine the quality of the book by looking at its cover or its price. Unfortunately expensive books and books with a bright, ornamented cover aren’t able to give a hint about the quality of a book merely. The cover is of course an indicator that affects people in making their choice but it isn’t determinant. For this reason by buying a book there are certainly some other aspects that must be taken care of besides its cover.

One of the important items by buying a book for children is the right choice of a book that is consistent to the development periods of children. (Gürel, Temizyürek ve Şahbaz: 2007.) Nevertheless the subjects of interest may differ at every age of the child. The parents should also be able to follow this process closely. For the sake of this purpose they should first of all give some reasonable time to examine the books they are going to purchase, after that they should try to get information about the opinion of some experts the due books either from the internet or from the newspaper columns or articles. As to the fact that there shouldn’t be any negative aspects within the context of the books that are being examined and are to be advised children. Since children aren’t able to see or find the good example throughout the bad one. For this reason the parallelism of the subject matter within the curriculum will assist children to understand the due plot much easier. In this way the child will have repeated the same subject with different expressions and examples and thus reinforced. As a matter of fact subjects learnt by repetition from different sources can be reinforced much better by children. Though every subject that is going to be repeated shouldn’t bore children but open different doors for them and provide for the gain of a different point of view. Otherwise the repetition of the subjects may make children stay far away from books.

The subjects taking place within the context of the book shouldn’t be preached to children but it should be provided that they take lessons from the subject naturally. That’s why the construction of the plot of the book is also significant. There should be similarity and parallelism between the constructed plot and reality. Nevertheless from time to time there might be some creatures in child books. And as it is known the creatures finding place in books can be accepted to be true by children. The creatures, whose presence is believed in, settle down subconsciously in the minds of children, have a capability of affecting the children deeply and cannot be erased from their memories for quite a long time. For this reason mustn’t be frightening or terrifying items within the book context. Otherwise the due situation might cause great hazards on children via books. In fact the aims of the books written for children are not frightening or terrifying them but conveying information and enjoying them while reading. (Brindley and Laframboise, 2002) Because of this reason a book should include subjects that will affect children and have a positive contribution on their development.
The subject of a book is one of the important aspects that affects the approach of the children towards books. The child wants to unite with the hero in the book he is reading. And the author should be capable of providing for this with the plot he constructs. Heroes that are constantly being oppressed ill treated and tormented as miserable people in the story, can’t be modals for children to unite themselves with. But it is a fact that the due books having such kind of context are preparing a background for children to feel themselves more oppressed and insignificant. For this reason books should be capable of presenting a hero modal from the real life that children can unite with.

Another factor that affects children deeply when reading is the case is the number of the pages. The thickness of the books affects the children at first sight. Because of this reason the number of the book pages that are being written for children should vary according to the age of them. The much the children grow old the more pages the books should consist of.

Some items have been tried to be conveyed above that must be paid attention in purchasing books. The given information is intended to make the choosing process of the parents in purchasing books for their children much easier. But it is a fact that parents know their own children much better than a foreigner does. They can choose the most appropriate books for their children by adding some features themselves to the ones given above.

2. The Features That Must Be Present In Books:

The more there is technological development in societies the less is the amount of book reading especially concerning children. So there is a reverse relation between technological development and reading. Depending on this fact, going in parallel to the technological developments both the education of children and their reading books becomes more difficult. Because of the fact that parents can’t keep up with the due technological developments they try to find alternatives to the rapid advancing technology which indeed can be regarded as a very normal attitude. And parents, who regard “reading” also as one of the alternatives, unfortunately find themselves inadequate in determining what kind of books their children should read, that is they are inadequate in the choice making process of the right books. For this reason they expect schools to bring a solution to the problem of choosing the right books. But the due institutions aren’t able to find solutions to this problem depending on various reasons. From time to time teachers may be advising children books which are far away from their field of interest, depending on their inadequate perception of the children’s tendencies and interests. And this means an increase in the problem still present. As for a child that starts reading with a book not drawing his interest will give up reading in a short time and resist to this activity or pretends to be reading in order to get rid of the insistence of his parents. This is the reason why in the following years parents should find some solutions to the problem themselves in order to not having to deal with other prospective problems. Due to this fact parents who believe that their children will be able to improve their future abilities should improve themselves in the choice of the right books. Parents who are constant readers will be capable of choosing those kinds of books covering the needs of their children. But if parents don’t know how to choose the right books, they can either prefer books advised by experts or develop themselves in choosing books by paying attention to what must be present in the context of quality child books.

It is parents who are in the position of knowing the needs and desires of their children for the best. Parents by purchasing books for their children should take into consideration more than a few features. In order to shortly refer to these features;

2.1. Design and Appearance:

The proverb in our culture that can be translated as “People are welcomed with their clothes and bidden farewell with their ideas” can also be taken to be true for books. As to this fact the appearance and design of the books are important factors in the preference of books. Most products pay attention to their packing in order to find good marketing prospects. The same perception is also true for books and especially child books. This is because the outer appearance and design of a book come amongst the very first reasons why children prefer books. Even though children don’t read books at all, they enjoy glancing through the pages of a book just for the sake of the pictures on the cover or the inner pages. (Shaufelberger, 1990) But while glancing through the pages they sometimes may cause the pages to be torn. A book, of which the pages are torn up, loses its attraction very soon. For this reason especially the bindings and pages of a book should be of good condition. As a matter of fact the pages of some books even get torn while glancing through them.

When design and appearance are the matter of course the first items one reminds of are the cover picture of the book, the pictures on the inner pages and the bigness of the typing size. Since visual aspects of the books written for children are really significant. Because it is a known fact that children are able to visualize texts that are in consistency with the pictures that illustrate them, much better. Books that merely consist of texts or books that possess limited number of pictures but are abundant of texts, from time to time may easily bore children and make them stay far away from the habit formation endeavours for reading which is the basic aim in fact. Depending on this fact, pictures completing the plot should be inserted amongst the lines. As for the older the
children get the less should the number of the pages be, the typing size should get smaller and just to the opposite the younger the ages of the children become the bigger the typing size and the larger the number of the pictures should get (Kılıççı, 1992). Since while the child is glancing through the pages, the pictures should attract his attention and interest, the character of writing or the typing size shouldn’t frighten him. Because books should be able to attract children towards themselves via the special features they possess. As a matter of fact pictures are capable of making the act of reading attractive as well as providing for the children’s reading the book until the end. Regarded thus the drawing and design of the pictures present in the books and making the right choice amongst the pictures to be used in them are very important facts.

Another feature that is equally important concerning book design is the quality of the pages contained in a book. Generally taken books prepared for children are printed of first or second quality paper. And books bearing the due features mentioned above might therefore be heavy. Since printing books of quality paper and illustrating them with pictures completing the plot means affecting both its weight and its cost price. The weight of the books affects the physical health of children considerably. Based on this reason it must be given special care to the weight of the books so that they can both be read easily and carried comfortably. And when the cost price is the matter of course, the tendencies of the purchasers are always in the attitude of looking for both cheap and quality books at the same time in their purchase. But as the cost price of the due book is high the publishers most naturally reflect their expenses on the book prices. And this is directly affecting the families. In this situation there are also duties considering the governments. As an educational policy, governments may reduce the amount of tax rates applied on child books or provide for financial support. When this is achieved families will be able to afford more quality books for their children and be at an easy reach to them. As it is a fact that the future vision and prospects of a society is determined by the amount of value and significance it gives to its children.

2.2. The Content Of The Books:

The content of the quality books suitable for the development of children are very important. Because children unite themselves with the heroes taking place in the books they read. They in a way try to imitate the heroes in repeating their actions in their own lives. Due to the above mentioned cause the steps authors will take considering this subject is of utmost importance in child education. Because wrong examples may drive children into very hazardous and dangerous situations. For this reason writings should be able to enter into the world of imagination of the children and make the children chase after them without endangering them. Although most cartoons include violence, they are presented innocently to children, which unfortunately is a fact that is commonly known. Just as it is the case in cartoons also in child books there may be from time to time some violence in their contents. Authors’ ideas may differ from each other considering the placement of violence within child books. While some authors defend the placement of violence as a must in child books (Sever 2003) other authors claim that they mustn’t take place at al., (Yağm ve Aytas, 2005). Even to the fact of how much violence is a part of real life and even to the defence of some authors about the presence of violence in the books for children, reflecting violence to the writings just as it is, will considerably affect the subconscious of children. If the presence of violence is seen as a must in child books it shouldn’t be presented as a pleasant or nice thing due to the above mentioned reason, and with the very words by Gülten Dasyoğlu “They should be given wrapped up in a pink tulle” (Güneş, 2005)

Otherwise the child might perceive this as way of life. This depends mostly on the children’s having the ability to unite themselves with the scenes they read. They are able to visualize every event they read in their minds and believe in its being practicable in real life. It is just for this reason that children from time to time jump down from balconies or out of windows and in this way endanger themselves. To come to a conclusion, extraordinary events like magic or sorcery shouldn’t take place in books for children if possible, and if this is not possible they should be given within the acceptable limits of reason. On the other hand fear will be settled unnecessarily into the subconscious of children. Books shouldn’t apply a pressure on the subconscious of children but educate them and make them naturally take lessons from what they read.

The contents of books are important considering the way they shape children. The children’s appropriation of the books they read means in fact putting the information present in them into their own lives. For this reason content has another important place concerning this subject. While contents of bad examples may lead to a negative change in the child’s behaviour, contents of good examples will act in assistance to the positive change in the behaviour. Depending on this fact parents and instructors should pay attention to the features mentioned below to be regarded in choosing the right books for children.

1. Books have an aspect that activates the intelligence and thus make it work. This is achieved owing to the open-ended subjects books include. Generally taken books take children from their own world and bring them into a world of imagination. And as a matter of fact the brain modules of a person who imagines becomes active. This means the person uses his intelligence with high capacity. Considered thus should be able to enable children to think. And children who start thinking about the events in the book will in this way have assimilated the book.
2. The content within the book is as important as the design. While the design of the book affects the child at the point of choice making, the content affects the whole life of the child deeply. For this reason the content of the book and the responsibility the content carries are extremely high. As a matter of fact the special care taken on determining the content of the book by looking at the features sequenced will have a great contribution in the name of child education.

3. The choice of books shouldn’t be merely left to children. Books should be purchased together with the parents. Because it is parents, who know the interests and likes of their children, for the best. But in following times children should be allowed to choose their books themselves.

4. Books written for children should attract them toward themselves and shouldn’t exceed the time of concentration a reader possibly has. And due to this fact the number of the pages should be arranged according to the age of children. Sentences should be short, simple and clear. Because of the fact that long sentences may go wide away from the general plot that is desired to be given.

5. Books shouldn’t tell children what they should or shouldn’t do but rather provide for their taking lessons from the plot by presenting the events in the form of a story. The subjects in the contents should most certainly be taken from real life. Otherwise the child will neither unite with the plot taking place in the book nor be able to create solutions to the matters. That is why subjects that may be found in real life should be preferred for child books. Otherwise children may believe that monsters might exist in reality and far worse that they might only be annihilated by magic. And unfortunately it may not be possible to erase these creatures from the minds of the children since they assimilate and place the creatures very strongly there. And this fact can probably cause troubles in their further lives. As a matter of fact events that settle down in the subconscious can’t be erased very easily from the minds (Freud, 1993).

6. Child books shouldn’t consist of long stories. Because long stories may cause a lack of concentration on children. For this reason it must be paid attention that they are presented in chapters. So every chapter should be able to have a unity within itself and keep the child’s curiosity alive.

7. The subjects that are being dealt with should be in conformity with the child’s capacity of comprehension.

8. Pictures should enrich the texts. However neither texts nor pictures should dominate each other.

9. The writing should motivate children to think.

10. Books should be in conformity with the age and field of interest of the child (Gürel, Temizyürek ve Şahbaz: 2007).

11. The aims of the books written for children should be entertaining, teaching, educating (Laframboise, 2002.) and raising children according to the social rules and disciplines. Whatever the aim might be raising children as ideal identities in the world we are living should also be one of our targets. Due to this reason writers should provide for the children’s uniting themselves with the heroes they characterize in their books.

12. Books should be capable of enabling children to achieve a connection with real life.

13. The things that the author wants to convey should be comprehensible by the children in a right way. For this reason the events in the book should be given clearly.

14. The construction of the events within the book should be dealt with considering the features children possess in the development period.

15. Children especially like books where animals and other children have been taken as subject matter (Gönen, 1991.) Depending on this reason it should be paid special attention to purchase books that contain subjects children may enjoy.

16. The story taking place in the book should convey a message to children.

17. Spelling is also a factor that should be taken with great care. As a matter of fact another feature that people attain by the means of reading is being able to write faultless. That means a person who reads a lot has a perfect kind of writing cleared off mistakes.

18. The stories in the child books should be educational and enable children to think and contemplate on events.

19. It can also be paid attention to the fact that the lines of a book have a rhyme. This fact may provide for an increase of interest and joy on the child.

20. In child books the priority shouldn’t be given on loading children up with knowledge or inspecting what they know or don’t know. The child books should have the aim of entertaining children and providing for their having a good time. Depending on this reason the information that is desired to be given to children or whatever is aimed to be conveyed should be endeavoured to be given partially by texts and partially by pictures.

21. New vocabulary should be added into the stories within the books by stages. In this way children will be able to improve their capacity of vocabulary every time they finish a chapter or a story.

22. Local culture as well as international subjects should also take place in child books. Because while reading local culture children will learn social rules and disciplines of their own community and by reading international culture they will gain different point of views and new horizons will be opened in front of them. But this shouldn’t be exaggerated. As it is a fact that children from time to time may not be able to comprehend the foreign culture that is being given. As a matter of fact the traditions of a foreign culture...
may not conform with the traditions of ours. This kind of situation may cause a lack of comprehension on children, a feeling of confusedness and so result in the children’s giving up reading.

23. Books should be preferred that would make children be aware of their own power. And the due choice making process of a book should be realized by people who know the child closely.

24. The heroes taking place in the books shouldn’t always be shown as intelligent, powerful or as having the capacity to overcome everything. It should be provided for the children’s distinguishing that heroes are people just like us. Because to the fact that children should be able to achieve assimilation with their hero.

25. The passing from one subject to the other should be realized within the frame of reason and there shouldn’t be any break offs. Otherwise the child may lose connection and cease reading.

26. The stories that are contained in a book should cover the fields of interest of children.

27. The fact of the child books having high prices doesn’t completely show their having a more qualified and more educational aspect.

28. Reading hours that are being carried out regularly may give children also the habit of listening. For this reason it should be paid special attention so that the reading hour is carried out regularly and permanently.

29. The books written for children should also be capable of entertaining the adults. Because the adults shouldn’t get bored during the reading hour activity. A person who gets bored might spread out negative energy and thus affect other listeners.

30. The language of a child book should be in a soft tone.

**Conclusion:**

The importance given to child books is the major sign of the importance the due society gives to its children.

Parents and teachers desire their children to read books that are beneficent for them and that at the same time will have a contribution to the education they receive. But there are some problems the parents are faced with in the choice of the due books having the above mentioned features. However parents and teachers have the responsibility to make children meet qualified child books. Even though parents may not have the capacity and knowledge concerning this matter, every individual who is considerate about the future of his children or the society he belongs to should improve himself in the choice making process of the right books for their children. If they don’t know where to begin they should look at the articles written on this subject, improve themselves in this way in choosing the most useful books for their children and should endeavour to be equipped with qualifications required to achieve this aim.

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