Technology in Fictional Children's Books

RESEARCH ARTICLE

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Abstract

The study was carried out to determine the positive and negative elements of technology in fictional children's books. Document analysis design was used in the study. The study analyzed eight children books, taking into account criteria such as expert opinion, content, topicality and suitability for the child. After the documents used in the study were obtained, the relevant data were subjected to descriptive analysis on the focus of "positive views regarding technological devices" and "negative views regarding technological devices". The study results revealed a significant number of views regarding positive and negative technology. However, the study also concluded that the existence of negative views was more common in the books. It was also argued that the positive views regarding the technological devices in children's books are considered to facilitate life, contribute to personal development and offer to have a good time, while the negative views stand out as emotional distress, psychological harm and physical damage.

Keywords: Türkiye, character, book, children's literature, technology

Kurgusal Nitelikli Çocuk Kitaplarında Teknoloji

Öz

Çalışma, kurgusal nitelikli çocuk kitaplarında teknolojiye ilişkin olumlu ve olumsuz unsurları tespit etmek amacıyla yapılmıştır. Çalışmada doküman analizi deseni kullanılmıştır. Uzman görüşü, içerik, güncellik ve çocuğa uygunluk gibi ölçütler dikkate alınarak 8 çocuk kitabı çalışma kapsamında kullanılmıştır. Çalışmaya konu olan dokümanlar temin edildikten sonra ilgili veriler "teknolojik gereçlerin olumlu görünümleri" ve "teknolojik gereçlerin olumsuz görünümleri" odağında betimsel analize tabi tutulmuştur. Çalışma sonucunda olumlu ve olumsuz teknolojinin pek çok görünümüne rastlanmış ancak olumsuz görünümlerin kitaplarda daha fazla yer bulduğu anlaşılmıştır. Çocuk kitaplarında yer alan teknolojik gereçlerin olumlu görünümlerinin hayatı kolaylaştırma, kişisel gelişime katkı sağlama ve iyi vakit geçirme şeklinde aktarıldığı; olumsuz görünümlerinin ise duygusal zarar, psikolojik zarar ve fiziksel zarar şeklinde öne çıktığı tespit edilmiştir.

Anahtar Kelimeler: *Türkiye, karakter, kitap, çocuk edebiyatı, teknoloji*

Introduction

The sales rates and internet usage rates of technological devices such as phones, computers and tablets exponentially increase every year. The use of these devices and the internet has become widespread as they make everyday life easier and some unexpected events have occurred in the world. As a matter of fact, recent research is in line with this information. For example, Turkish Statistical Institute (TÜİK) 2020 data indicated that the rate of internet use at home has increased by 2.4% compared to the previous year and reached 90.7%. Technology has begun to be used in every moment of life, ranging from ordering food, shopping for clothing/shoes/accessories, purchasing printed books/magazines/newspapers to purchasing cosmetics/beauty and health products.

Just like adults, children have become regulars of technology over time, and technology and the internet have occupied an indispensable place in their lives. Studies by various researchers already confirm this information (Akbulut, 2013; Akkoyunlu and Tuğrul, 2002; Arslan, Bütün, Doğan, Dağ, Serdarzade and Arıca, 2014; Aydın, 2013). When examined specifically, the 2020 TÜİK data draws attention to the fact that the rate of internet usage is 79.0% in individuals aged 16-74, compared to 75.3% in the previous year. While the rate of internet usage in the world was 58.8% in March 2019, it increased by 6.8% and reached up to 65.6% in March 2021 (Internet World Stats, 2021).

It is obvious that technology provides a great number of benefits that make life easier and help to remove borders. The benefits of technology include

communication, access to information (Cesur and Paker, 2007), entrepreneurship (Clements, 1994: cited by Akkoyunlu and Tuğrul, 2002), cooperation, sharing (Clements, 1994: cited by Akkoyunlu and Tuğrul, 2002), creativity (Tarı Cömert and Kayıran, 2010) and offering to have a pleasant time (Bayraktar and Gün, 2007; Kraut, Patterson, Lundmark, Kiesler, Mukopadhyay and Scherlis, 1998; Tsai and Lin, 2003; Yang and Tung, 2007).

Although technology offers many positive views, it is obvious that the use of this uncensored and unlimited world by children leads to a number of negativities. This technological environment, which is accessible to everyone, also has disadvantages mostly for unconscious little users and young people in the development period. These disadvantages include exposure to cyberbullying (Huang and Chou, 2010; Kara and Kaçar, 2017; Özdemir and Akar, 2011), exposure to sexually explicit images (Bushman and Huesmann, 2006; İşbaşı, 2011; Kelleci, 2008), personal information abuse (Aydın, 2013; Canbek and Sağıroğlu 2007) and drifting users into loneliness by disconnecting from social life. (Bacigalupa, 2005; Mustafaoğlu, Zirek, Yasacı, and Özdinçler, 2018) In addition to these views, Hancox and Poulton (2006) also reached the conclusion in their study that the negative views regarding technology include weight gain/obesity.

It is clear that there are many institutions, individuals and non-governmental organizations such as families, schools and RTÜK (The Supreme Board of Radio and Television) that will help the child in the use of technology, which has positive and negative views. Apart from the relevant persons, institutions and non-governmental organizations, it is also possible to consider children's books as an instrument that will help the child reader in the process of using technology. Since the personality of the little reader who encounters the heroes having an important place in children's books coincides with the reading period, the possibility of identifying with the characters in the books he reads is quite high (Dilidüzgün, 2018; Doğan Güldenoğlu, 2018; Erdem, 2011; Karatay, 2014; Lukens et al., 2018; Oğuzkan, 2013; Sever, 2017; Temizyürek et al., 2016; Yılmaz and Yakar, 2018).

For this reason, the way children use technology depends on how the characters in children's books use technological devices and how these devices are presented in the books. The literature on technology indicates that the

studies conducted on the views regarding children's books concepts have mainly focused on computer (Akçay and Özcebe, 2012; Dolu, Büker and Uludağ, 2010; Greenfield and Subrahmanyam, 2003), television (Büyükbaykal, 2012; Öztürk and Karayağız, 2007), telephone (Kelleci, 2008; Mustafaoğlu, Zirek, Yasacı, and Özdinçler, 2018), tablet (Mustafaoğlu, Zirek, Yasacı and Özdinçler, 2018) and internet (Akbulut 2013; Çelen, Çelik, and Seferoğlu, 2011). Although there are studies on the concept of children's books and technology in the literature, it is striking that they are limited in number (Aytan and Güngör, 2018; Bilgin, 2020; Karadeniz and Özdemir, 2018). The studies reveal that the relationship between technology and children's books is generally built on technology criticism (Aytan and Güngör, 2018; Karadeniz and Özdemir, 2018). The aim of study conducted by Aytan and Güngör (2018), which is one of the studies focused on children's literature and technology, was to determine the technology criticisms in Behiç Ak's books. The study covered how the technology criticism in children's books written by Behiç Ak is performed and what needs to be done in this regard. As a result, it was pointed out that the author tries to make children perceive what needs to be done to protect our own essence while adapting to the changing world. In their study, Karadeniz and Özdemir (2018) aimed to determine the way Behiç Ak, who is a children's literature writer, presents the media and social media criticisms in his selected books to children. As a result, the important point that Ak draws attention to in his stories is the fact that information, news and comments on social media platforms may not always be absolutely accurate and reliable. In addition, it was suggested that only one study has obtained data on how technology is presented in children's books (Bilgin, 2020). Bilgin (2020) analyzed the views in which the technological elements in contemporary children's literature are presented. The study described technological devices, technological software and applications in children's literature works written for children aged 6-12, the positive and negative views regarding technology reflected in children's works, and the presentation of technology according to the development of the child in the context of children's books. The technology perspectives of the parents and other heroes around the child hero in the works which were examined in the study were discussed in detail. As a result, it was concluded that the most frequently presented technological elements are the use of mobile phones and social media, communication, transportation, and the problems experienced with technological devices.

The studies on the concept of children's books and technology are very limited in international literature as well as in domestic literature (Axell, Hallström, and Hagberg, 2014; Axell, 2015; Butzow and Butzow, 1988: cited in Bilgin, 2020; Rickelman, and Henk, 1990). For example, Butzow and Butzow (1988: cited by Bilgin, 2020) stated that it is possible to apply the Science, Technology and Society (STS) approach, which integrates various disciplines, using children's literature to prepare children for the responsibilities of citizenship in a technological society. In the studies of Axell, Hallström and Hagberg (2014), technological images and the commitment of technology to sustainable development were revealed. Similarities and differences about technology and technological developments were identified in the stories of the Swedish children's writer.

The research problem of this study was the reflection of the technological devices that are widely used in daily life on children's books. Technological devices such as phones, computers and tablets are used by the characters in children's books as well as in daily life. The use of these devices by the characters is likely to lead to some positive views as well as some negative views as a result of their unconscious use. For children who identify with the heroes in the books they read, it is important to see how the characters in the children's books use technological devices and what they experience as a result of this use. The increasing prevalence of technology in children's lives and its reflection in children's literature have been influential in shaping this study. This approach emphasizes the importance of fostering awareness among children regarding the positive and negative aspects of technological tools through children's books. The purpose of this study was to determine the positive and negative views regarding technology in children's books for child readers who identify with the characters in the books they read. Because in the modern world, where technology is used at every stage of life, it is also significant to determine what kind of perception is created about the existence of technology through books. In line with its purpose, the study aimed to answer the following sub-problems arising from the main question "What are the views regarding technology that stand out in fictional children's books?".

1. What are the positive views regarding technological devices in fictional children's books?
2. What are the negative views regarding technological devices in fictional children's books?

Method

Research Design

The study was constructed with the document analysis pattern, one of the qualitative research designs. Document analysis includes the analysis of written materials containing information about the case or cases that the study aims to analyze (Yıldırım and Şimşek, 2016). This design is also functional in that it allows for detailed analyses (Bowen, 2009). In the study, document analysis design was preferred because the purpose of the study was to determine the positive and negative views regarding technological devices in fictional children's books.

Analyzed Documents

The documents to be used in the study were firstly identified and listed with the cooperation of experts working in the field of children's literature by identifying children's books in the focus of technology. Afterwards, the documents in question were limited by paying attention to the fact that they are suitable for the child and, most importantly, that they provide content specific to 'technological devices'. Detailed information about the tags and abbreviations of the books discussed are given in Table

Table 1

Information on the Tag and Abbreviations of the Books Included in the Study

Author name	Book name	Publishing House	Year	Abbreviations
Behiç Ak	Seashell in the Mail	Günışığı Kitaplığı	2017	PGDK
Behiç Ak	Long live the brotherhood of letter "Ç"	Günışığı Kitaplığı	2018	YÇHK
Birsen Ekim Özen	Patlak Zekâ Cemcan- İnternette Başım Dertte (Bright Spark Cemcan- I'm in Trouble on the Internet)	Timaş Çocuk	2019	PZC
Filiz Özdem	Esrarengiz Arkadaşın Fısıldadıkları (Whispers of a Mysterious Friend)	Yapı Kredi Yayınları	2017	EAF
Koray Avcı Çakman	Almarpa' nın Gizemi (The Mystery of Alparma)	Tudem	2012	AG

Miyase Sertbarut	Ünsüz Youtuber'ın Günlüğü (The diary of untitled youtuber)	Altın Kitaplar	2020	ÜYG
Sevim Ak	Gazete Fısıltıları (Newspaper Whispers)	Can Çocuk	2017	GF
Sevim Ak	Gökte Biri Var (There's Someone in the Sky)	Can Çocuk	2018	GBV

Table 1 indicates that the study employed 8 books of 6 different authors, published by 6 different publishers. While paying attention to the diversity of the authors, more than one book was taken from the authors who were found to analyze technological devices in a positive and/or negative way.

Data Collection and Analysis

First of all, the works that were considered to serve the purpose of the study were obtained from publishing houses. After the documents that were the subjects of the study were obtained, they were first read without keeping any records. Subsequently, the same data set was subjected to descriptive analysis with the focus of "positive or negative views regarding technological devices". The data set formed as a result of the descriptive analysis was further deepened, subjected to content analysis and revised. As a result, positive views were classified under subheadings as "personal development, offering to have a good time and facilitating life", and negative views were classified under sub-headings as "emotional distress, psychological harm and physical damage". The categories created under these headings were prepared based on the literature.

Validity and Reliability

A number of measures were taken to demonstrate that the obtained data were valid and reliable. Initially, data dominance was achieved by reading the data set more than once in order to increase credibility. Although it was not intended to generalize, information about the tags of the books examined in the study was clearly included in order to transfer the results to similar studies. In order to increase the credibility of the study, the codes considered under the relevant categories were also given by direct transfer, and which pages of the book where these codes were used were indicated in parentheses.

Findings

The study revealed that the positive views regarding technological devices in fictional children's books were conveyed as personal development, offering a good time and facilitating life, while it was seen that the negative views regarding technological devices were conveyed as physical damage, psychological harm and emotional distress.

1. Positive Views Regarding Technological Devices in Fictional Children's Books

The analysis of the frequency of technological devices usage in the children's books demonstrated that four devices come to the fore: computer, tablet, telephone and television. Positive views depicted through these devices were categorized as facilitating life, personal development and offering a good time. The sections related to the positive views regarding technological devices in the analyzed children's books are given in Figure 1.

Figure 1
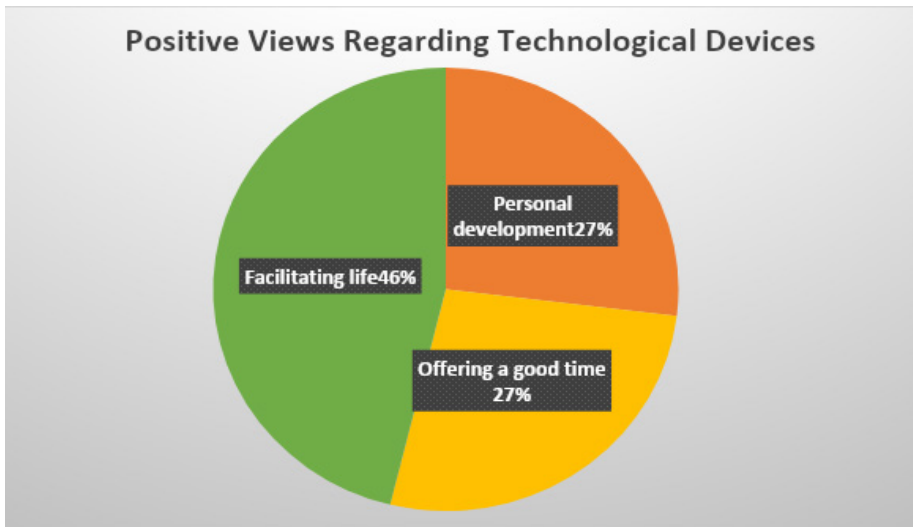
Positive Views Regarding Technological Devices

Figure 1 indicates that the positive views regarding technological devices in fictional children's books are described as facilitating life, personal development and offering to have a good time. The first of the positive views

regarding technological devices in fiction is that technological devices facilitate the lives of the characters and provide financial income. As can be understood from the sentences in the book called 'Whispers of a Mysterious Friend' such as '*As soon as I got home, I texted Gündüz on his cell phone, informing him that we were back home. Gündüz lived in the upper street of my father's house (71).*' technology has made communication between people faster and easier. The concept of easy accessibility is mentioned in the children's book called 'The Diary of Untitled Youtuber' as following: '*While I was in the garden of the apartment, the phone in my coat pocket vibrated. Even though I thought it was a nonsense message from the groups I was made a member of without even knowing it, I couldn't stop looking at the phone (14).*' Thus, it has been conveyed that people are only a phone call away from each other and the events in the world. Although the phone mostly meets the need for verbal and written communication, it is also possible to communicate with some applications that can be installed on it. For example, in the children's book titled 'Long live the brotherhood of the letter Ç!', that the character in the role of the son gave a phone, which has a navigation application, to the character in the role of the father, who constantly got lost due to the problems in his mind is described with the following sentences: '*He opened the package in front of the curious eyes of everyone. Guess what? A cell phone! One of the smartest. 'This is no ordinary phone,' said Uncle smugly. It has a highly advanced navigation. Whoever has it gets never lost. Latest model (48)!*' In addition to making life easier, the fact that the characters have financial income by using technological devices and the internet in the fiction called 'The Diary of Untitled Youtuber' is proof that technology will be used as a means of making money besides all its positive views (ÜYG 6, 18, 45-46). Another positive view regarding technological devices is that it allows the characters to develop themselves. The aforementioned personal development is the ease of obtaining information from technological devices and learning a foreign language. In the books, it is emphasized that the characters make use of technological devices to do their homework and to resort to technological resources to obtain information (EAF 18; YÇHK 16, 18). In addition, it was determined that the concept of online courses is also included under the perception of acquiring knowledge. In the children's book called 'Bright Spark Cemcan', this situation is stated as following '*We turned on our screen again and checked if there were any new students. Someone wanted to take classes from us. We accepted the student who*

wanted to take classes after fixing our clothes (130).' In addition, it was observed that the characters use technological devices in order to obtain information that they cannot reach in the fiction called 'The Diary of Untitled Youtuber' (ÜYG 20, 142). Another positive view is the ease of learning a foreign language, which stands out if information is more easily accessible. In the book called 'Newspaper Whispers', that the children improved their foreign language by reading comics in English with their iPads, which they cannot live without, may be an indication that technology will be used as a tool for language learning (46). Finally, offering the characters to have a good time is one of the views in the books. Among these positive views are that technology eliminates loneliness and enables them to play games in books. For example, in the book 'Sea Shell in the Mail', watching television, one of the technological devices, is presented as an activity with the family with the following sentences: '*One of the rare Sundays when they were all together, they were sitting on the big sofa and watching TV as usual (29).'*

In the books, the characters sometimes relieve their loneliness by means of technological devices. In the book titled 'The Diary of Untitled Youtuber', the sentences *'I think it would be better if he inactivates receiving comment from people. And Poor guy is trying to reply to them. To linger, I went to my Facebook page and changed my profile picture (23).'* imply that Facebook, which is a social media platform, has been described as a distraction tool. The last image that draws attention in the books in terms of having a good time is the characters playing games by using technological elements in the books. As can be understood from the expressions in the book titled The Mystery of Almarpa such as *'Eren said that "Let's talk on the net every day," and "Don't forget to send me the CDs as soon as new games come out!" said Kaan and the two friends hugged each other for a while and said goodbye (14).'* book characters are close followers of the new game CDs and the game takes an important place in their lives.

2. Negative Views Regarding Technological Devices in Fictional Children's Books

When we look at the frequency of use of technological devices in the children's books analyzed, four devices come to the fore: computer, tablet, telephone and television. Negative views depicted through these devices were categorized as emotional distress, psychological harm, and physical damage. The parts related to the negative views regarding technological devices in the examined children's books are indicated in Figure 2.

Figure 2

Negative Views Regarding Technological Devices

Negative Views regarding Technological Devices

Physical damage 27%

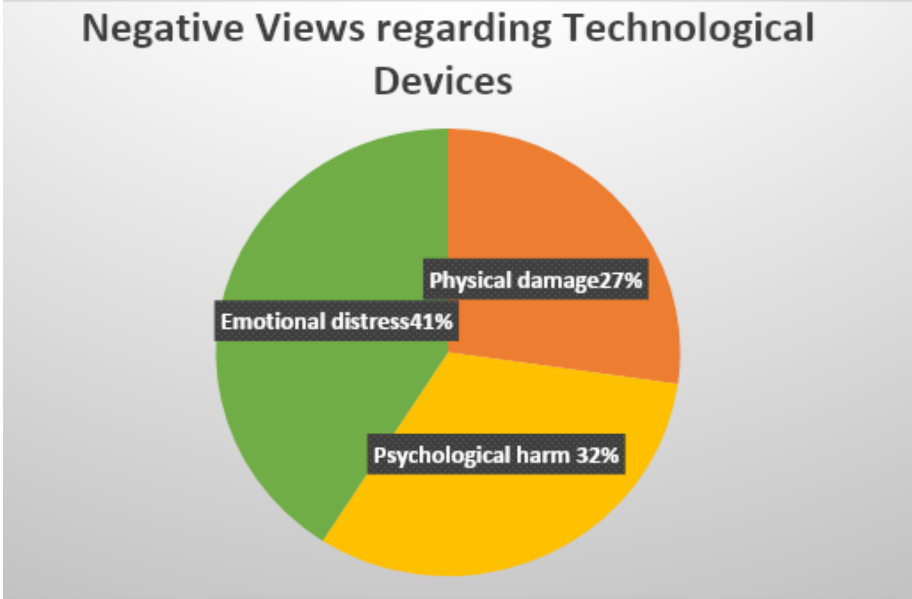Emotional distress 41%

Psychological harm 32%

Figure 2 suggests that emotional distress, psychological harm and physical damage are among the negative views regarding technological devices in fictional children's books. The first of the negative views regarding technological devices in fiction is that technology leads characters to experience emotional distress.

Emotional distress includes asociality (PGDK 17), grouping (YÇHK 25), communication disorder (YÇHK 98; PGDK 27; GBV 53) and violation of privacy (YÇHK 41-42; ÜYG 19).

The first view that draws attention under the category of emotional distress is asociality. In the book 'Sea Shell in the Mail', was stated that as computer use increases, the time spent outside with friends decreases and children doze off at the computer (17). In addition to being asocial, it was also determined that technological devices in the books cause grouping/polarization. In the book called 'Long Live the Brotherhood of the Letter Ç!', it was clearly stated that the only change of the surname to Ç on Facebook divides people into two, and a polarization arises between those who like the surname and those who do not (25).

In the same book, violations of private life are also included under the emotional distress section. In the book in question, the fact that the driver knows everything from the homework of the child character to the events in his family by following the social media platform Facebook points out the fact that there is no private life of the people. This situation is described in the book as '*The driver was a young man. "Welcome, little boy," he said from the mirror, as if he knew Ali. "Did you manage to explain the letter Ç to your uncle?" Ali said, "Yes," to the bewilderment of his father and mother. "You also received a computer as a gift from your father. I think you will continue with your homework." "Yes, I want to have an interview with my grandfather." When the driver noticed the curious glances of his parents, he felt obliged to explain, I haven't met your son yet, but I am following him on Face"* (YÇHK, 41,42).' Another negative view that stands out in works such as emotional distress is psychological harm. The views mentioned as psychological harm in fiction are brainwashing/manipulation (GBV 21; UYG 17), skill loss (PGDK 57), and language disorder (AG 24; PGDK 43). For example, when the work named 'There is someone in the sky' is taken into consideration, it is stated that individuals are brainwashed with advertisements and as a result of this process, people consume the products they see in advertisements (21).

Apart from this part, which points out the negative manipulation function of technology, there are a number of views in the books that express that while it strengthens the virtual reflexes, it weakens the language skills. With this point of view, when the book titled 'The Mystery of Almarpa' is analyzed, the sentences such as 'And what did Kuşçu say at the end of the story: "Now people virtually miss each other. Even if they search, the minute hands cannot find those who are missed!" Kaan suddenly thought of his conversation with Eren on the internet. Every day the two friends chatted somehow "What's up?" Eren was texting. "fineeee" "What about you?" Kaan was saying. Answer: "okayyyyyy..." Actually, they didn't write much other than that (24).' reveal that the written language has deteriorated over time with technology, that technology has developed a unique communication language and that this language is far from depth.

The last of the negative views regarding technological devices in books is physical damage. This physical damage includes screen addiction (PGDK 28, 84; GBV 81) and radiation (GF 43). Addiction of technological devices is described in the book named 'There is someone in the sky' as following: he said ' *"This is something like cigarette and coffee addiction." It can "My feet are dragging*

me in front of the television at certain times (81)." 'As seen in the book, one of the characters of the book called claims that television addiction is equivalent to smoking and coffee addiction. Another situation that appears in the books within the physical damage sub-category like addiction is radiation. In the book called 'Newspaper Whispers', the fact that people are exposed to radiation in all areas of life is expressed in the following sentences: ' *"I am talking about the pollution that you cannot see", "Good thing you found out that I have the onset of myopia. As if radio waves, television, satellite, and mobile phone signals were not enough, people cannot see the end of their nose because of the increasingly common Wi-Fi signals (43).'*

In addition to all these negative views, the characters, who share everything related to them with the world including their private lives on social media, experience some grievances when they encounter malicious people. In the book called 'Bright Spark Cemcan', the author expresses that some people harm children by introducing themselves differently than they are on social media with the following sentences '*Johnny-be-good also talked to us about the dangers of the internet. We heard that these dangerous people surfing on the Internet mostly prefer the sites that children frequently visit. They introduce themselves as teachers, helpful people, sometimes as children (PZC 144).'*

As a result of this damage, families are also worried from time to time. In the book titled 'The Diary of the Untitled Youtuber,' the fact that one of the parents was worried that social media is easily accessible and uncensored is evident from sentences '*Well, so they forced me to write. They would be annoyed that my face would appear on a public platform. Am I so beautiful? No. Am I so ugly? No. The reason is not the physical condition of my face, the reason is that posting my videos on the internet could lead to abuse, and it was unnecessary (6).'* In the book, the parents complain and are concerned about the visibility of their children on a public platform and that this visibility may cause some harm to them.

All of the characters who are exposed to and affected by these negativities mentioned above in the books are children.

Discussion and Conclusion

The study revealed that the positive views regarding technological devices in fictional children's books are conveyed as facilitating life, personal

development and offering to have a good time, while their negative views are expressed as emotional distress, psychological harm and physical damage. It was concluded that the most frequently used technological devices in fictional children's books are phones, computers, tablets and televisions.

The analysis of positive views regarding technology in the books indicated that the characters benefit from technology for purposes such as making their lives easier, contributing to their personal development and having a good time. In the books, the characters use some applications that facilitate daily life, earn money by using technology, do homework, learn a foreign language and play games by relieving their loneliness. It was also argued that the child characters are the ones who are observed to use technological devices in the fictional children's books in the study.

The findings suggesting that the technology in the books is a tool which provides communication and access to information are almost identical with the relevant literature. For example, Cesur and Paker (2007) stated in their study that the reasons for children's computer usage include playing games, drawing and writing, surfing on the Internet and accessing information. In a study carried out within the scope of the European Online Kids Research Project (EU Kids Online II Turkey, 2010), it was stated that the reasons for children's internet use were determined by playing games, reading or watching news, entertainment – watching video clips, downloading music or movies, sharing with friends on social networks and with the purpose of school work and school work.

The relevant studies argue that the views in children›s books and the literature findings are quite similar. Only the aforementioned study implies that the internet, which is also used for reading or watching news, is not included in children›s books. In addition, in the light of the findings, it has been determined that the positive features of technological devices are mostly used by child characters. Another point that should be underlined in the books is the concept of online teaching, which is carried out with an entrepreneurial attitude and has also taken place in a children›s book.

With the COVID-19 pandemic experienced all over the world, the concept of online education has occupied a place on the world agenda and once again emphasized the importance of technology in education. The fact that the concept of entrepreneurship (Clements, 1994: cited in Akkoyunlu and Tuğrul, 2002) is

considered among the positive views regarding technology in the literature is due to the fact that the findings align with the literature. In a children's book, it has been observed that a profession can emerge through the internet. In this regard, Bilgin (2020) stated that these new generation professions, which are called 'Youtubers' in children's books, should be included more in the books and the negative situations that child youtubers will experience and the ways how to keep themselves safe are required to be presented. While it is a positive perception that a new profession has emerged as a youtuber in the books, it is important to keep in mind that the profession has a possibility to contain a number of negativities for children who do this job unconsciously and at a young age.

In addition to the positive views that stand out in the books about technology, it is necessary to mention the existence of a number of negative views that technology causes. When the negative views regarding technology are analyzed in the books, it is revealed that the characters are exposed to emotional, psychological and physical harm through technology. Asociality, grouping, communication disorder, violation of privacy brainwashing/manipulation, dexterity, language disorder, and screen addiction and radiation exposure are some of the technology-related negative views that stand out in the books.

In the analyzed books, the child characters that use social media or the internet in general with their personal information outside of adult supervision have been exposed to cyber bullying due to a number of material and moral fears by communicating with malicious people without realizing it. As can be understood from the general of the works, those who are exposed to cyber bullying are usually child characters.

Even though the data on how technology makes life easier is present in the books, it is observed that what is emphasized and feared is the harm that these devices can cause. This perception may lead families and children to develop a negative attitude towards technology. Just as there is no mention of unlimited freedom when using technology, it is considered that it would be more accurate to stay away from messages that will distance children from technology especially in the period when technology shapes the new world. A large part of the negative views regarding technology stem from the fact children are very likely to use it unconsciously. The analysis of literature in question revealed a significant number of negative views. Çelen, Çelik, and Seferoğlu (2011) describe the grievances

experienced by children during the communication phase as being confronted with various threats by communicating with the wrong people. The findings related to the use of the internet in children's books argued that child users have bad experiences as a result of communicating with strangers and violation of private life. The studies in the literature are in agreement that violating the privacy of private life can lead to bad results and if communication tools are unconsciously used, it is highly easy to interact with malicious people (Aydın, 2013; Canbek and Sağıroğlu 2007; Çelen, Çelik and Seferoğlu, 2011). A large number of studies in the literature point out that the concept of cyber bullying is used to explain the existence of these malicious people and the victimization that children may experience (Aydın, 2013; Çelen, Çelik, and Seferoğlu, 2011; Kara and Kaçar, 2017; Özdemir and Akar, 2011). The fact that children who are vulnerable in the virtual world encounter such situations in children's books has the potential to raise awareness of how they can keep themselves safe in the virtual environment. In this regard, it is a situation that deserves special attention that the messages in the books are built on the idea of using technology safely, not in the form of staying from technology. In addition, although there are more than one study on abuse that can be called sexual bullying in the literature in question (Aydın, 2013; Canbek and Sağıroğlu, 2007; Cesur and Paker, 2007; Çelen, Çelik and Seferoğlu, 2011; İşbaşı, 2011; Kelleci, 2008) it is noteworthy that technology-related sexual abuse does not exist in the analyzed books. Due to the sensitivity of the this topic, children's book writers refrain from addressing it and the related field is still considered a taboo in Turkey due to its social and cultural structure. Another aspect that is not among the negative views regarding technology in the books but is frequently emphasized in the relevant literature is violence. In the studies, it is emphasized that technological devices can cause children to be affected badly by showing them concepts such as blood, violence and fighting (Büyükbaykal, 2012; Cesur and Paker, 2007; Dolu, Büker, and Uludağ, 2010; Kelleci, 2008). However, it has been observed that the technological devices in children's book are not associated with such violence features. This may be due to the fact that violence, like sexual bullying, is a difficult topic. However, when it is considered books have the function to prepare people for life, the violence caused by technology can be included in the books so that the child reader can prepare themselves for life.

As a result, the study conducted to determine the data on the positive and negative views regarding technological devices in fictional children's books revealed a great number of views regarding positive and negative technology. However, it was observed that negative views were more prevalent in the books. As it can be understood from the relevant findings, technology is presented as a dominant factor that can cause anxiety and harm in general. It is possible to note that this attitude was developed as a reaction against the technological devices that have a place in all areas of life, partly with the effect of ecocritical perspective. On the other hand, it is quite inevitable to include the negative views regarding technology in books, and this is required in order to enable the child reader to be aware of reality. However, it is necessary to take into account the same reality when presenting the positive views regarding technology in the books. Because, although it is still under discussion, technology shapes today's world and is used by everyone from all ages as an important instrument that facilitates people's work. In this respect, the messages given over the negative views regarding technology in the books should not lead to anti-technology and the belief that it is a bad thing. In the light of the children's books discussed in the relevant study, it is possible to note that in a period when people continue their lives with pandemic conditions in the world and in Turkey, children's books are required to be reevaluated under the light of a discourse that invests in technology, emphasizes its importance, supports more entrepreneurship, does not distort reality and is open to innovations.

In this context, book authors should address not only the negative but also the positive aspects of technology in a balanced way, and raise children's awareness about technology through creative and solution-oriented stories. Both teachers and parents should develop children's critical thinking skills by introducing them to books that discuss the benefits and harms of technology, and by organize technology-themed activities. Finally, the Ministry of National Education (MoNE) should include balanced books on technology in the curriculum and create programs that encourage technology literacy and entrepreneurial spirit.

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Ethical Statement: We declare that the rules specified in the "Directive on Scientific Research and Publication Ethics of Higher Education Institutions" have been followed in this study and that we have not taken any action based on "Actions Contrary to Scientific Research and Publication Ethics". At the same time, we declare that all authors contributed to the study, that there is no conflict of interest between the authors, and that all responsibility for all ethical violations belongs to the authors of the article.

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Genişletilmiş Özet

Giriş

Telefon, bilgisayar, tablet gibi teknolojik gereçlerin satış oranları ve internet kullanım oranları her geçen yıl katlanarak artmaktadır. Gündelik hayatı kolaylaştırması ve dünyada beklenmedik kimi olayların yaşanması bu araçların ve internetin kullanımını yaygın hale getirmiştir. Nitekim yapılan son araştırmalar bu bilgiyi desteklemektedir. Söz gelimi TÜİK 2020 verilerine göre evde internet kullanım oranını önceki yıla göre %2,4 artarak % 90,7'ye gelmiş, yemek siparişinden giyim/ayakkabı/aksesuar alışverişine, basılı kitap/dergi/gazete alımından kozmetik/güzellik ve sağlık ürünleri alımına kadar hayatın her anında teknoloji kullanılır hâle gelmiştir. Tıpkı yetişkinler gibi çocuklar da zaman içinde teknolojinin müdavimi olmuş, teknoloji ve internet onların hayatında da vazgeçilmez bir yer almıştır. Zaten çeşitli araştırmacıların kaleme aldıkları çalışmalar bu bilgiyi doğrulamaktadır (Akkoyunlu ve Tuğrul, 2002; Akbulut, 2013; Aydın, 2013; Arslan, Bütün, Doğan, Dağ, Serdarzade ve Arıca, 2014). Özel olarak incelendiğinde ise 2020 TÜİK verileri internet kullanım oranının 16-74 yaş grubundaki bireylerde %79,0 olduğu, bu oranın bir önceki yıl %75,3 olduğu dikkat çekmektedir. Dünyada internet kullanım oranı ise 2019 yılı mart ayında %58,8 iken %6,8 artarak 2021 yılı mart ayında %65,6 olmuştur (İnternet World Stats, 2021).

Bu araştırmanın problemini, günlük hayatta yaygın olarak kullanılan teknolojik gereçlerin çocuk kitaplarına yansıması oluşturmaktadır. Telefon, bilgisayar ve tablet gibi teknolojik gereçler, günlük hayatta olduğu gibi çocuk kitaplarında da karakterler tarafından kullanılmaktadır. Bu gereçlerin karakterler tarafından kullanımı sonucunda ortaya olumlu birtakım görünümler çıktığı gibi bilinçsizce kullanımının bir sonucu olarak ortaya olumsuz birtakım görünümler de çıkabilir. Okudukları kitaplardaki kahramanlarla özdeşim kuran çocuklar için çocuk kitaplarındaki karakterlerin teknolojik gereçleri nasıl kullandıkları ve bu kullanım sonucunda nelerle karşılaştıklarını görmek çalışmayı önemli hâle getirmektedir. Çalışmada, okudukları kitaplardaki karakterler ile özdeşim kuran çocuk okurları, teknolojinin çocuk kitaplarında olumlu ve olumsuz görünümlerini tespit etmek amaçlanmaktadır. Zira teknolojinin hayatın her aşamasında kullanıldığı modern dünyada kitaplar aracılığıyla teknolojinin görünümlerine ilişkin nasıl bir algı oluşturulduğunu tespit etmek ayrıca değerlidir. Bu amaç doğrultusunda çalışmada "Kurgusal nitelikli çocuk kitaplarında öne çıkan teknoloji ile ilgili görünümler nelerdir?" sorusu altında aşağıdaki alt problemlere cevap aranmıştır.

1. Kurgusal nitelikli çocuk kitaplarında yer alan teknolojik gereçlerin olumlu görünümleri nelerdir?
2. Kurgusal nitelikli çocuk kitaplarında yer alan teknolojik gereçlerin olumsuz görünümleri nelerdir?

Yöntem

Çalışma, nitel araştırma desenlerinden doküman analizi deseniyle kurgulanmıştır. Doküman analizi, araştırılması hedeflenen olgu veya olgular hakkında bilgi içeren yazılı materyallerin analizini kapsamaktadır (Yıldırım ve Şimşek, 2016).

Çalışmada kullanılacak dokümanlar, öncelikle alan uzmanlarının iş birliğiyle teknoloji odağındaki çocuk kitapları tespit edilerek liste haline getirilmiştir. Sonrasında belirlenen dokümanlar, çocuğa uygun olmasına ve en önemlisi 'teknolojik gereçler' özelinde içerik arz etmesine dikkat edilerek daraltılmıştır.

İlk olarak çalışmanın amacına hizmet edebileceği düşünülen eserler yayınevlerinden temin edilmiştir. Çalışmaya konu olan dokümanlar temin edildikten sonra öncelikle herhangi bir kayıt tutulmadan okunmuştur. Devamında

ise aynı veri seti "teknolojik gereçlerin olumlu veya olumsuz yansımaları" odağında betimsel analize tabi tutulmuştur. Betimsel analiz sonucunda oluşan veri seti daha da derinleştirilerek içerik analizine tabi tutulmuş ve yeniden gözden geçirilmiştir. Bunun sonucunda olumlu görünümler "kişisel gelişim, iyi vakit geçirme ve hayatı kolaylaştırma" şeklinde alt başlıklar altında, olumsuz görünümler ise "fiziksel zarar, psikolojik zarar ve duygusal zarar" şeklinde alt başlıklar altında sınıflandırılmıştır. Bu başlıklar altında oluşturulan kategoriler ise literatürden yola çıkılarak hazırlanmıştır.

Geçerlik ve Güvenirlik

Elde edilen verilerin geçerli ve güvenilir olduğunu ortaya koymak için birtakım önlemler alınmıştır. İlk olarak inandırıcılığı artırabilmek için veri seti birden fazla okunarak veri hâkimiyeti sağlanmıştır. Her ne kadar genelleme gayesi olmasa da sonuçların benzer çalışmalara aktarılabilmesi için çalışmada incelenen kitapların künyelerine ilişkin bilgilere açıkça yer verilmiştir. Yine çalışmanın inandırıcılığını artırabilmek için ilgili kategoriler altında düşünülen kodlar doğrudan aktarımla verilmiş, bu kodların hangi kitabın hangi sayfasında geçtiği parantez içi ifadelerle belirtilmiştir.

Bulgular

Çalışmada kurgusal nitelikli çocuk kitaplarında yer alan teknolojik gereçlerin olumlu görünümlerinin kişisel gelişim, iyi vakit geçirme ve hayatı kolaylaştırma şeklinde aktarıldığı tespit edilirken bunun yanı sıra teknolojik gereçlerin olumsuz görünümlerinin fiziksel zarar, psikolojik zarar ve duygusal zarar şeklinde aktarıldığı görülmüştür.

İncelenen çocuk kitaplarında teknolojik aletlerin kullanım sıklığına bakıldığı zaman bilgisayar, tablet, telefon ve televizyon olmak üzere dört gereç öne çıkmaktadır. Bu gereçler aracılığıyla betimlenen olumlu görünümler hayatı kolaylaştırma, kişisel gelişim ve iyi vakit geçirme şeklinde kategorize edilmiştir.

İncelenen çocuk kitaplarında teknolojik aletlerin kullanım sıklığına bakıldığı zaman bilgisayar, tablet, telefon ve televizyon olmak üzere dört gereç öne çıkmaktadır. Bu gereçler aracılığıyla betimlenen olumsuz görünümler duygusal zarar, psikolojik zarar ve fiziksel zarar şeklinde kategorize edilmiştir.

Tartışma, Sonuç ve Öneriler

Çalışmada, kurgusal nitelikli çocuk kitaplarında yer alan teknolojik gereçlerin olumlu görünümlerinin hayatı kolaylaştırma, kişisel gelişim ve iyi vakit geçirme; olumsuz görünümlerinin ise duygusal zarar, psikolojik zarar ve fiziksel zarar şeklinde aktarıldığı tespit edilmiştir. Kurgusal nitelikli çocuk kitaplarında en fazla yer alan teknolojik aletlerin telefon, bilgisayar, tablet ve televizyon olduğu saptanmıştır.

Kitaplarda teknolojinin olumlu görünümlerine bakıldığında karakterlerin hayatı kolaylaştırma, kişisel gelişimlerine katkı sağlama ve iyi vakit geçirme gibi amaçlarla teknolojiden faydalandıkları görülmektedir. Sonuç olarak çalışma, kurgusal nitelikli çocuk kitaplarında teknolojik gereçlerin olumlu ve olumsuz görünümlerine ilişkin verileri tespit etmek amacıyla yapılan çalışmada olumlu ve olumsuz teknolojinin pek çok görünümüne rastlanmış ancak olumsuz görünümlerin kitaplarda daha fazla yer bulduğu anlaşılmıştır.

Sonuç olarak, kurgusal nitelikli çocuk kitaplarında teknolojik gereçlerin olumlu ve olumsuz görünümlerine ilişkin verileri tespit etmek amacıyla yapılan çalışmada olumlu ve olumsuz teknolojinin pek çok görünümüne rastlanmış ancak olumsuz görünümlerin kitaplarda daha fazla yer bulduğu anlaşılmıştır. İlgili bulgulardan da anlaşılacağı üzere teknoloji genel açıdan kaygı duyulacak, kötülüklere neden olabilecek başat bir unsur olarak sunulmaktadır. Bu tutumun hayatın her alanında yer edinen teknolojik gereçlere karşı biraz da ekoeleştirel bakışın etkisiyle bir tepki olarak geliştirildiği düşünülebilir. Öte yandan elbette teknolojinin olumsuz görünümlerinin kitaplarda yer bulması son derece doğaldır ve realiteyi çocuk okura göstermek açısından olması gereken de budur. Ancak aynı realite, teknolojinin olumlu boyutu kitaplarda sunulurken de dikkate alınmalıdır. Zira artık kimileri tarafından hâlâ tartışılsa da teknoloji, günümüz dünyasını şekillendirmekte ve insanların işlerini kolaylaştıran önemli bir enstrüman olarak yediden yetmişe herkes tarafından kullanılmaktadır. Bu açıdan kitaplarda teknolojinin olumsuz görünümleri üzerinden verilen iletilerin teknoloji karşıtlığına ve onun kötü bir şey olduğuna dair inanca dönüşmemesi gerekir.

Bu bağlamda, kitap yazarları teknolojiyi sadece olumsuz yönleriyle değil, aynı zamanda olumlu taraflarıyla da dengeli bir şekilde ele almalı, yaratıcı ve çözüm odaklı hikâyelerle çocukları teknolojiye dair bilinçlendirmelidir. Öğretmenler ve ebeveynler, teknolojinin faydalarını ve zararlarını tartışan kitapları çocuklar ile

buluşturarak onların eleştirel düşünme becerilerini geliştirmeli, teknoloji temalı etkinlikler düzenlemelidir. Son olarak Millî Eğitim Bakanlığı (MEB), müfredata teknolojiyi dengeli ele alan kitapları dâhil etmeli, teknoloji okuryazarlığını ve girişimci ruhu teşvik eden programlar oluşturmalıdır.

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