
TURKISH CHILDREN'S LITERATURE IN MACEDONIA AND VALUES EDUCATION IN *TOMURCUK* JOURNAL

Refide Shaini

Faculty of Education, Turkish Language Teaching, International Balkan University, Skopje, North
Macedonia, refide.saini@ibu.edu.mk

Abstract: Although Turkish children's literature in Macedonia starts with poetry, other literary genres like stories, children's plays, lullabies etc. are seen in the following years. However, the writers weren't very successful in writing novels, despite all their efforts. *Tomurcuk* is a children's journal which was published between 1957 and 2004 in Skopje. Although it was published as *Sevinç* and *Tomurcuk* for a while, then it came out as a single journal. The content of the journal which was addressed to primary school children consists of stories, comics, poems, essays, crossword puzzles etc. most of which were about the history, manners, customs, traditions and culture of Macedonian Turks. The primary objective for this was to raise awareness in the children on their own culture and their values. Besides its significant place in Macedonia Turkish children's literature in terms of content, form and diversity of the writers, *Tomurcuk* also plays an effective and active role in regards to the targeted values to be taught. The main aim of this study is to establish the distinct values found in 33 issues of *Tomurcuk* Journals published between 1957 and 1990 to evaluate these values from the point of view of children's literature.

Keywords: *Tomurcuk* Journal, Macedonia Turkish Children's Literature, Values.

1. INTRODUCTION

The existence of Turkish people in Macedonia and the Balkans dates back a very long time ago. Many Turkish folks are known to populate in this region after the Hun Turks. Macedonia which was under Ottoman domination for 540 years went through major political and ethnical changes after the Balkan Wars (Jelavich, 2010:10).

While the majority of these Turks were forced to migrate from this region due to the pressures and oppressions during and after the Balkan Wars, the rest of the Turks were under the domination and tyranny of Serbian-Croatian-Slovenian and Yugoslavian kingdoms depriving many of their rights between 1912 and 1944 (Eren, 1989:65). The same period brings the difficulties of the Second World War as well (Türkeş, 2007:5). Due to all this troubles Turkish publications in Yugoslavia were interrupted during this time (Nuredin, 2008:58).

Republic of Macedonia was founded in 1944 under Yugoslavia. Turks were given many rights on account of their efforts and successes during the wars against Germany and Bulgaria. People teaching Turkish came together and schools providing Turkish education were founded within this time period despite all the impossibilities (Kaya, 2010:134). In this new country called "Macedonia" as the new generation became more important, the children were given the opportunity to have education in their mother tongue and to know their own literature.

2. METHOD

In this current study which was planned as a qualitative research document analysis pattern was used to meet the main aim which is to establish the distinct values found in 33 issues of *Tomurcuk* Journals published between 1957 and 1990 to evaluate these values from the point of view of children's literature. Since the design of the study doesn't require any experimental application, participants weren't included in the study. Likewise, due to the content of the study the literature part was skipped as well.

The steps of the study are as follows: The brief introduction of Turkish publications in Macedonia was followed by short notes on Macedonia Turkish Children's Literature and especially the main scope of this study – *Tomurcuk* Journal. The form of the journal, the writers who contributed to the publication of the journal, the writings in it and the values seen in these writings taking place in the revised issues were discussed respectively.

3. TURKISH PUBLICATIONS IN MACEDONIA

The first periodical publication in Macedonia was *Rumeli Gazetesi (Rumeli Newspaper)* which started its broadcasting life in 1876 in Bitola (Kaya, 2016: 79-114). Later on an increase in the number of the periodical publications was seen in Macedonia especially during the Constitutional Monarchy period in parallel with the other regions of Ottoman Empire.

When the Ottoman Empire withdrew from the region after the Balkan Wars, Turks who suffered in The Kingdom of Yugoslavia couldn't display sufficient presence in terms of religious, linguistic, educational, literary, social and political organizations. Despite the frequent interruptions between 1912 and 1944 due to the above mentioned reasons, Turks tried to publish almost 11 different newspapers in the region (Kaya, 2016: 334).

During the last years of the Second World War *Birlik Gazetesi* was the first Turkish published publication written in Latin alphabet in Skopje, Macedonia on December 23, 1944 in which some articles and poems for the children took place as well (Kaya, 2016: 114).

Likewise a journal for women called “*Yeni Kadın*” started to be published in 1949 and a newspaper called “*Pioner*” which was also counted as the first children journal was in broadcast life dating from 1950. Later on in 1951 “*Sevinç*” and in 1957 “*Tomurcuk*” were seen as the first children journals of that time. The publication of “*Sesler*” in 1965 which deals with social, educational and cultural issues triggered a serious action in the literature world. After the independence declaration of Macedonia in 1991 many newspapers and journals engaged in the different attempts with publication objectives (Çelebi, 2015: 119-139). Especially *Tomurcuk* which was also published during these years had a crucial role in Macedonia Turkish children’s literature.

Macedonia Turkish Children’s Literature

Macedonia Turkish literature, and accordingly Macedonia Turkish children’s literature, started rather late due to the political and social chaos in the region. However, having experienced a 30-year gap after the disengagement from Ottoman period Turkish literature, this literature managed to revive starting from 1944.

The new country and the new regime in Macedonia enabled the children to have education in their mother tongue and to know their own literature closely. The reason of this was explained as the perception of having a well-educated young generation in the socialist culture by Isen. Accordingly the fundamental role of education was valued (Isen, 2001:48).

Necati Zekeriya who was the head of “*Pioner*” newspaper and “*Sevinç*” Journal as well as “*Tomurcuk*” Journal defines the attitude of those days towards children as follows: “A child should never be underestimated, on the contrary he/she must be seen as the most serious philosopher and the most important individual; thus essential living conditions had to be presented strictly. The only differentiation can be done via values in the expressions and personalities of the writers.” (Zekeriya, 1967:79).

One of the aspects that can be inferred from this statement is that any child should be taken seriously as well as anything that is comprehensible and perceivable can be passed to them.

Children’s literature in Macedonia Turkish literature had a prominent role until the publication of “*Sesler*” Journal in 1965. Almost all the authors had works on children’s literature within this period (Engüllü, 1997:95). Some of whom can be listed as Hüseyin Süleyman, Enver Tuzcu, Şükrü Ramo, Mustafa Karahasan, Lütfü Seyfullah, Necati Zekeriya, Hümaşah Vardar, Mahmut Kiratlı, Fahri Kaya, İlhami Emin, Recep Murat Bugariç, Esat Bayram, Avni Abdullah, Fahri Ali, Nusret Dişo Ülkü, Sabit Yusuf, Avni Engüllü, Suat Engüllü, Alaettin Tahir, Halise Özgün, Nadire Maksut, Cevahir Selim and Enver Ahmet. Hayber states that most of these authors and poets had started writing in order to meet the needs in the education system instead of performing art (Hayber, 2008:11).

About *Tomurcuk* Journal

Tomurcuk Journal started its broadcasting life in the September of 1957. Necati Zekeriya was the owner and the founder of the journal. The journal was published to teach correct Turkish to the primary school children and to make them use it in their daily lives. The monthly journal published 10 issues annually – excluding July and August. The copyright of the journal was always given at the bottom of the last page. The editorial board of the journal change every year. Finally the address of the journal was Partizanska Street, Novi Zgradi, Skopje, Macedonia.

Form Properties of *Tomurcuk* Journal

Tomurcuk Journal didn’t have regular broadcast life which has several reasons such as financial difficulties, accordingly lack of permanent staff and creating articles. These factors caused disunity in the overall form of the journal. Okumuş et.al saw this fact and the form properties of the journal were listed as follows (Okumuş, Kaçar, 2013:270-271).

Cover Page: The cover page designs were different for each issue. An image depicting the month, season or the content of the current issue was drawn by the illustrator of the journal. As the cover page was generally designed by different illustrators, the name of the journal was seen sometimes on the top of the page and sometimes on the bottom. While there was rarely a poem or a piece of writing on the front page besides the name and issue number of the journal, the rear page was thought as the last page of the journal. Likewise, a poem and an illustration in accordance with the poem, a caricature or comics and riddles were seen on the rear page.

Print: As all the pages including the cover and rear ones were printed on high-grade paper pulp, the print quality of the journal got better after 1965 and the price of the journal increased accordingly. The headings in the journal were written with different points and mostly in bold since they might get lost among the pattern designs which are seen on all the pages. The page numbers start from the second page and the cover page was considered as the first page. Nevertheless, it is possible to come across to some corrigenda and errata specifically in the names and places in the journal.

Page Setup: The journal which consisted of 16 pages including the cover and the rear pages was printed vertically between 1957 and 1966 and horizontally between 1966 and 1971. In 1971 and 1972 the vertical print was preferred and the print quality improved over the years.

Photographs: The number of the photographs was limited; while there were 15 to 20 illustration and patterns in each issue, there were only one or two photographs in each volume. Actually, this is a rare situation for a children journal.

Sections: It is convenient for the readers to know the sections of the journal and they can check the table of contents to find out the topics and the pages. Likewise, these sections facilitate the classification of the literary genres and evaluation of the articles. The “Karışık Sayfa” (Mixed Page) section consists of parts like crossword puzzles, dot-to-dot activities, riddles, let’s laugh and mirror image. A new column called “Sizin Köşeniz” (Your Column) containing the poems of the readers was added to the content to the third, fourth and the fifth issues published in 1963. While “Yazısız Hikâye” (Unwritten Story) is designed for the children to write their own story, the objective of “Haydi Resim Çizelim” (Let’s Draw) part was to teach the children how to draw. The column called “Kitap Tanıtımı” (Book Introduction) was about the published or to-be-published books of the writers of the journal with the aim of supporting the permanent reading habit in children. “Dilimizi Düzeltelim” (Let’s Correct our Language) was created to boost the Turkish language skills of the children. Every year several articles were included to teach the alphabet and İlhami Emin wrote poems to teach each letter between 1970 and 1971. Later on, alphabet teaching continues with “Resimli Sayfamız” (Our Illustrated Page) in the following years.

The Writers of *Tomurcuk* Journal and the Content of the Writings

Various text types for the primary school children (7 to 14 years) appeared within *Tomurcuk* Journal which was originally intended for children. As the main objective of the journal was to support the educational needs of the children, the journal was published monthly - 10 issues annually – during the school year which started in September and ended in July - the journal wasn’t published during the summer holiday. Therefore, the content of the writings were chosen according to the curriculum.

The pages of *Tomurcuk* Journal were enriched with caricatures and patterns for children and the writings were written in different colors which is an expected attitude from an children journal. There were numerous poems, stories, illustrations and tales to improve their imagination. Although there were mind developing games at the rear page for the mental development of the children, the main scope of the journal was on poems which were written by the poets from Macedonia, Yugoslavia and other Balkan countries. The main themes of *Tomurcuk* Journal between 1957 and 1980 were patriotism, national independence war, as well as reforms, valor and birthdays of Tito, thus the poems and the stories were mostly about the brotherhood and unity of Yugoslavia people. Besides, works of the famous writers of that time were among the frequently seen pieces. Topics on Turkey were seen in November issues which included poems and articles on Atatürk.

Many important names wrote for *Tomurcuk* Journal. In the current study they were classified as poets and authors. The first name to mention is Necati Zekeriya who was also the head of the journal and who was famous with his poems and stories. Other contributors can be listed as Şükrü Ramo, Mustafa Karahasan, Fahri Kaya, Yovan Yovanoviç Zmay, Nusret Dişo Ülkü, Vasil Kunoski, Naim Şaban, Hasan Mercan, İlhami Emin, Sabit Yusuf, Vidoe Podgoreç, Gligor Popovski, Grigor Vitez, Dragan Lukič, Cahit Külebi, Behçet Kemal Çağlar, Tevfik Fikret, Orhan Veli Kanık, Cahit Sıtkı Tarancı, Fazıl Hüsni Dağlarca and Nazım Hikmet.

The second most prominent genre in *Tomurcuk* Journal was story some of which were written both by Macedonian Turkish story writers and writers from other Balkan countries. Yet it was found out that writers of many poems and stories were unknown. The story writers whose works were published in the journal are listed as follows: Necati Zekeriya, Esad Bayram, Sabit Yusuf, Dragan Lukič, Slavço Temkov, Olivera Nikolova, Evgeniya Şuplinova, Vladimir Nazor, Boris Boyaciski, Vidoe Podgoreç, Gligor Popovski, Grigor Vitez, Corci Arsovski. Besides, works of very well-known authors like Tolstoy, Maksim Gorgi, Nazım Hikmet and Aziz Nesin were seen in some of the issues.

The cover and the rear pages of *Tomurcuk* Journal were decorated with various patterns and illustrations distinctively addressed to the children. Mladen Tuniç, Aleksandar Çvetkovski, Aço Kayevski, İvan Velkov, Mile Topuzov, Spase Kunovski, T. Şiyakoviç and Lubişa Ocaklievski are among the contributed illustrators.

The primary objective for publishing such a journal was to enrich the vocabulary of the children via reading and support their ability to express themselves in a better way. Therefore, in order to develop their writing and reading skills all the texts were written in plain and clear language.

4. THE CONCEPT OF VALUE

The concept of “value” which is a common phenomenon for the social scientists has different definitions as it is within the scope of many disciplines including economics, philosophy, sociology and psychology. The concept of

value is regarded as a term of ethics which is originally taken from economics (Kuçuradi, 2003:38). As an economy term “value” is used for the product(s) of human labor, objects or goods and money (Özgen, 2005:6). On the other hand, “values” is about current potentials and human being. In short, value and values are completely different two terms.

The concept of value is attributing superiority to an entity or an occasion from different perspectives (Hitlin, Piliavin, 2004:359-393). However, this definition is subjective. Values education is an important component of education besides being a regulator and protector of the society. Oral culture or nonverbal cultural heritage plays a vital role in establishing these values. One of the significant components of the oral culture is literary works. Although these works address both to the adults and to the kids, the importance of children’s literature in conveying the values to the little ones is non-negligible (Batur, Yücel, 2012:1031-1049).

Human being can internalize, change and modify the cultural environment because of his mind and will. Facts or phenomena and meaning and values in our perception and cognition world intertwine as two different but complementary categories. Our lives gain meaning and make sense with evaluation criteria such as good-bad, correct-wrong, nice-unpleasant, good deed-sin. While we make a connection with the facts using our senses and mind, we pursue the meaningful targets for us and for the whole humanity with our heart and feelings. We explore the values through our relationships with the others and our environment and we realize the dimensions of our own existence and identity through the values. Values are the beliefs and rules leading and guiding our attitudes and behavior. We appraise the superiority of a behavior or an aim over another one based on the values we accept. Some of the value domains are moral, religious, social, economic, scientific, artistic and political. For instance, “respect to elder people” which is a social value is both religious and moral. However, it is surely beyond doubt that moral values are the most important one as all the other values has a connection with the moral values (Özdemir, 2012:17-19).

Since schools are the places where formal education is established in a planned and systematic way, they are regarded as the most efficient environments for conveying values. Teachers who are the coordinators of the curriculum also undertake a serious responsibility for are responsible for teaching the values after the family and inner circle of the child. Teachers act as role models of the students in the classroom with their attitudes and behaviors. Attending the class on time and being well-prepared (responsibility), paying attention to his/her appearance and outfit (neatness), keeping his/her promise (honesty) reinforce the values such as responsibility, neatness and honesty for the students (Şen, 2007:15). The classification of the values underlined in *Tomurcuk Journal* depicted that all the writers were very careful about the emphasis of these values in their work.

Values in *Tomurcuk Journal*

Although it is not feasible to make a distinction among the values, the current study tried to categorize the values taking place in the examined issues of *Tomurcuk Journal* based on the content of the writings. The analyzed values are as follows: Justice, family love, respect to elder people, using correct, nice and effective Turkish, diligence, love of nature, animal love, being responsible, valor and bravery and helping each other.

Value of Justice

Justice is defined as “being in accordance with rights and law, protecting rights of the others, being true” in the Turkish Dictionary. Likewise, the same concept is defined as “the quality of being fair and reasonable” in Oxford Dictionary and as “the establishment or determination of rights according to the rules of law or equity” in Merriam-Webster Dictionary. As all of these definitions highlights justice is a fundamental concept for our social life. The difference between right and wrong occurs with justice. In general the concept of justice is about the accordance with provisions of law. Justice is related to moral and religious principles as it is relevant to the behavior of the people in the society. Therefore, it is among the most essential values that should be taught to the children in the first place.

Since the most frequently encountered value in the scanned journals published between 1957 and 2004 is justice, it can be stated that “the concept of justice” comprises one of the most significant topics in this study on the values that took place in *Tomurcuk Journal*. An Indian Folk Tale called “Akıllı Yargıç” (Clever Judge) is about finding a thief and then bringing him to justice. While a wealthy farmer is going back to the town, it becomes very late and he decides to stay at an inn. All his money was stolen that night and he goes to the judge in the morning. The judge questions everybody in the inn but he can’t find any clues. Then he gives a saz (a musical instrument) to every single person in the inn and says:

“-... Everybody should wait till tomorrow; the saz of the thief will be one span longer in the morning.” When the thief cuts his saz one span to hide himself, the judge finds the thief quickly and returns the money to the wealthy farmer.”

Being fair value is emphasized with this story and the attentions of the students who read this story are attracted to the significance of justice.

Value of Family Love

All the children grow up in a “family” which is the foundation of a society. They understand the importance of the advices while they are listening to their parents. Likewise, they learn the values that strengthen the family bonds by observing the behaviors and attitudes around them. The short story called “Tatlıcı Dükkânı” (Sweet Shop) from the fourth issue of *Tomurcuk* Journal published in 1961 draws attention to the value of family love as follows:

The hero of the story Zoran is waiting impatiently for the buns his mother is baking. Despite his mother’s warnings Zoran eats two of the buns right after his mother takes them out of the oven. So the mother asks: Zoran, tell me! Who ate the buns? Zoran answers back jokingly saying that: “If two buns are missing, some must have eaten it and that someone must be me, mom.” Instead of yelling at Zoran, the mother’s approach is very benignant emphasizing the “tolerance” attitude as it should happen in a family. Eventually such loving and compassionate attitudes of a mother and mutual tolerance sustain the family structure.

Value of Respect to Elder People

Each family member deserves respect; in addition esteem for elderly people in Turkish customs and traditions is very dominant. The respect within the family sets a good example for the children. When children observe and notice this at a young age, it is quite likely that they become distinguished individual in their later lives – as the saying goes today’s youth is tomorrow’s future. This value can be identified with a citation from *Tomurcuk* Journal. The text taken from the second issue of 1960 “Övmek Olmasın Ama O Böyledir” (With All Due Modesty it is This Way) consisted of notes under the illustrations. A value was written under each illustration and two of which were about respect to elder people:

“One should give up his/her seat to elderly anywhere. He/she walks very carefully on the street.” The students reading this text were supposed to display similar behavior.

Value of Using Correct, Nice and Effective Turkish

While spoken language plays a key role in the improvement of a language, written language occurs with the development of the civilizations. Every individual in a society, especially the parents and the teachers, are responsible for using correct, nice and effective language. Besides, recognition of the frequently used words is crucial in creating awareness for “correct spelling and correct pronunciation” to improve the quality of spoken and written communication.

The article from the second issue of 1960 *Tomurcuk* Journal called “Söylediklerinize Dikkat Ediniz” (Watch Your Words) is considerable on the ground that Macedonian Turkish writers underline the mistakes of spoken and specifically written language.

The correct pronunciation and spelling of the words were given by emphasizing the misuse of frequently used words and phrases in colloquial language. By doing so paying ultimate attention to protect Turkish and hand it down the next generations correctly was pointed out.

Value of Diligence

Working or being active is an inseparable part of the life and thus it is encountered at every stage of life. Everybody from adults to children work to survive. Even the children go to school, do their homework or help their parents. Every task has its own significance and each of which is done with this sense of responsibility. Every child should stand on his/her own two feet and take responsibility. As individuals who do not gain such values at early ages experience serious challenges in their lives, these values should be introduced to the children from very young ages. Not only would a lazy child become an irresponsible individual but he/she wouldn’t also be beneficial to the society. “Bülbülün Öğrencisi” (Student of a Nightingale) taking place in the ninth issue of *Tomurcuk* Journal published in 1961 implied this value through the story of a lost sparrow.

“The mother sparrow woke up. The father sparrow woke up too. They are looking for their children but they couldn’t find them anywhere.” The sparrow is waiting for the nightingale for the class.

“... he was waiting impatiently for the old nightingale when he was wearing his glasses. The nightingale was flapping his wings and teaching him folk songs.” The animals in the forest congratulate the sparrow as he was taking classes from the nightingale.

The strenuousness of the sparrow would set an example for the students reading this story which refers to the value of diligence.

Value of Love of Nature

As we are sharing the same planet, protecting our Earth is one of the prominent values that should be taught to any individual regardless of their language, religion, race or sociocultural position. Considerate and caring individuals know that the Earth belongs to everyone and even to the next generations and through this awareness and common sense they do their best to protect the nature. In the third issue of 1961 journal a forest tells that forests have been helping people from time immemorial:

“People benefit from the forests even in the ancient times, they used the trees for making houses, guns and so on.”

Thus, being nice to the forests is being emphasized with this text:

“Today, the forest says: If you want to make use of me, you shouldn’t rob me, you shouldn’t burn me, and you shouldn’t cut me.”

It was also underlined that charcoal was once wood as well and that there were many underground mines in the forests. Finally the forest calls the people as follows:

“Dear human friend, I have many resources. The pencil, paper and notebook of your child are mostly made from me. Actually, I feel sad when I see thrown away paper, pencil or notebooks on the streets. Please tell your children to avoid such behaviors.”

The children reading these sentences would realize that forests can talk like a human being and it would be easier to understand a forest talking like him/her and accordingly to make empathy. Individuals would be more sensitive towards the forests after they understand the forest. Therefore, it can be stated that the love of nature was tried to be given to the children throughout the text.

Value of Animal Love

Although human beings believe that they are the only owners of the Earth, they actually share the planet with animals and plants. If a family doesn’t have a pet in their house, the parents should be more cautious about teaching value of animal love to their children. Likewise, parents have to be more careful when dealing with the small children and do not let them harm the animals. For instance, adopting a pet and then leave it in the street or in the forest is not a model behavior. It is known that adults growing up with animal love have better relationships in their personal and professional lives. In short, loving the animals positively affects the human life. The story of Orhan who loves birds is told in “Orhan’ın Hürriyet Anlayışı” (Orhan’s Sense of Freedom) in the fifth issue of *Tomurcuk* Journal published in 1964. Orhan is very happy that morning:

“Why? This morning is Orhan’s birthday. That’s why. Orhan wants a bird for his birthday. His mother says: ‘Birds cannot live if they are not free....’ And when Orhan asks, she tells him about what freedom means. Orhan understands this in his own way and tells them to his friends. But he cannot give an example for this.”

“Meanwhile, the father came in with a golden yellow nightingale in a cage. Orhan thanks his father and takes the nightingale to the garden. He opens the door of the cage and frees the bird. All his friends are surprised; Orhan says, ‘don’t be surprised, this is what we call freedom. From that day on Orhan loves freedom.”

Orhan’s realization and respect towards the necessity of freedom for the birds are significant examples for the young readers of the journal who are expected to be more sensible to the animals around them. Thereby, the value of animal love is given to the readers.

Value of Being Responsible

Each family member has to take some responsibilities according to their social roles. Working, earning enough money for the family, cooking, going to school, doing homework, cleaning are some of the responsibilities for the family members all of which should be fulfilled by the family members to create a shared living space and to live together. This value is given in the first issue of *Tomurcuk* Journal published in 1961 through a text called “Otobüsler Neden Durmuşlar” (Why did the Buses Stop) which is about the first school day of Little Orhan. The value of being responsible was implied with a dialogue of two drivers as follows:

“One driver handed the breakfast to the other one from the window and then said “Today we have to be careful, the manager ordered as today there are some students who go to school for the first time.”

It is stated that because of the excitement of the students for the first school day and their carelessness due to their age, the drivers would be more careful that day which implies that both the drivers and the managers are responsible.

Value of Valor/ Bravery

Societies need a country to sustain their existence. While the entity of a homeland consists of a community, the maintenance of a country leads to the occurrence of a homeland. Feeling of patriotism has diminished in the globalizing world. A piece of land becomes a homeland when its citizens fight for it. The people fighting for their countries are called heroes. One of the key elements of patriotism is heroism and love and respect towards the heroes. An individual who loves his country will show respect to the devoted heroes as well and he will try to look like them. Children growing up with such heroic feelings sacrifice themselves for their country whenever necessary and thus do their best to protect their country. Tito and his bravery is the theme of the text called “Sevimli Misafir” (Lovely Guest) taking place in the fourth issue of *Tomurcuk* Journal published in 1961. The students said to Tito:

“We would like to thank you as we are learning our mother tongue, we are going to new schools, we have new houses and new playgrounds... we have FREEDOM.”

The main aim to talk about Tito, his deeds and his valor is not only to emphasize the values of bravery and patriotism but also to motivate the readers.

Value of Helping Each Other

Helping each other is one of the common values of the humanity. It is possible to see occasions where people help people, people help animals, animals help people and animals help animals all over the world. This universal value should be taught from the family and should be underlined throughout the first school years on all occasions. In the text called “Duvardaki Ödev” (Homework on the Wall) published in the third issue of 1961 *Tomurcuk* Journal, a student wrote his homework on the wall of a corridor. However, everyone was looking for the student who did the homework as the homework was wrong. As a result, the wall got dirty and the homework wasn’t correct:

“A voice saying that ‘whoever did this should show up was heard. Svetlana, said ‘Me’ quietly, ‘I wrote it.’ ‘Okay, Svetlana! Then please clean this and do not do such things again.’ Mišo said ‘I will help you voluntarily.’ Another little girl said, ‘I will help you too.’

Mišo and the other girl said that they will help Svetlana. Therefore, helping a person having a hard time was encouraged. Friends should help each other and this text emphasizes the significance of helping value.

5. CONCLUSION

Macedonian literature which consists of written works within the framework of today’s literature of Rumelian Turks has been developing and will develop in the following years. Macedonian Turkish authors and poets tried to use the Turkish used in Turkey in their works which were published in *Tomurcuk* Journal. However, on examining the texts in the journal for the current study, it was observed that Balkan languages affected the language of Macedonian Turks. Although this effect was more prominent in the beginning, with the introduction of democracy in 1990s Turks living in Macedonia had a chance to have a closer relationship with Turkey and to reach Turkish literary works; thus they improved their Turkish. As a result, today the effect of Balkan languages is much less in today’s literary works. Unfortunately the new generation writers couldn’t show their Turkish after the closure of *Tomurcuk* Journal in 2004.

Tomurcuk Journal was very famous among Macedonian Turks between 1957 and 2004 was essentially aimed for the Macedonian children. There were various texts on education, culture, literature, history and especially poetry in *Tomurcuk* Journal. The journal with the main target of supporting the education of the children between 7 and 14 inspired and encouraged many young writers and poets.

The journal aimed to enlighten the children on several topics. While moral and cultural values were implied and taught, an exemplary student model was tried to be set for the readers. In consequence of the interaction between *Tomurcuk* Journal and its readers many children had a chance to publish their piece of writings in this journal. In other words, a lot of poets and writers had their first experience and thus first excitement via *Tomurcuk* Journal. Including the writings of Turkish poets and writers besides the works of Balkan poets indicates that *Tomurcuk* Journal always had good relationships with Turkey and accordingly got supported by Turkey.

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