

Values in youth literature: The case of Bridge Books

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ABSTRACT

The purpose of this study is to determine the root values touched upon in the youth novels in Turkish literature and their frequencies and to show the distribution of the values by the books. The youth literature books examined within the scope of the study consist of fifteen novels in the series called "Bridge Books" published by a private publishing house and selected by an author group. The research was designed as a descriptive review study. The ten root values (*responsibility, love, helpfulness, self-control, respect, friendship, patience, honesty, fairness, patriotism*) specified in the Curriculum for the Turkish Language and Literature course by the Ministry of National Education were identified in the novels through the sub-values of each root value. The identified values were evaluated in terms of frequency. As a result of the study, it was found that the most frequently touched upon values in the novels were "responsibility" and "love" and that these values were touched upon in all the novels analyzed in this study. It was also found that the other values touched upon in the novels were "helpfulness", "self-control", "respect", and "friendship"; and the least touched upon values were "patience", "honesty", "fairness", and "patriotism", in order of frequency. The books containing the highest number of examples regarding the root values were found to be as follows: *Sokakta Tek Başına [Alone in the Street]*, *Attım Kapağı Yurtdışına [Sydney, Here I Come]*, and *Leylek Havada [Wanderlust]*. The Bridge Books novel series can be recommended to students by teachers due to the diversity and richness of value. Parents can read these novels to explain values to their children and to better understand their children.

Keywords: Values, youth literature, Bridge Books, literary education.

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INTRODUCTION

Although youth literature has different classifications, it includes literary genres that focus on the interests, problems and life experiences of adolescents between the ages of 12-18. Adolescent, in this period of life leaves childhood behind and step into adulthood, undergo various physical and psychological changes. According to Hipple (1997, p.15), youth literature is a genre that focuses on the problems that adolescents write in their own language.

Youth literature is also called transitional literature. The first reason for this is that the hero's search for identity often ends in positive change and awareness at the end of the book. He begins the next by completing one period in the life of the hero. The other reason is that youth literature assumes the role of intermediary for young people to enter the literary world (Abraham, 1998, p.94

cited in Asutay, 2004, p.66). Youth literature is an important step that facilitates a smooth transition of young people to classical literature.

Youth literature is of prime importance for young individuals' future life for many reasons such as seeing different perspectives by encountering different life experiences, developing foresight ability, developing problem solving skills, and improving reading habit and, by doing so, making the transition to the classics easier. But, its greatest importance lies in that it is an invisible guide for the young individuals, who are in search of identity, to discover their personal values and create their characters.

According to Malo-Juvera (2014) and Bushman and Bushman (1997), the reason for using the youth novels is that they ensure a continuity in the readers' reading

behavior. Its other importance is that it provides an opportunity for the young individuals to see different perspectives and develop foresight ability by means of making them encounter different examples of life. Stringer (1997) suggests the following in her study titled "Conflict and Connection: The Psychology of Young Adult Literature": *"Exploring adolescent psychology through young adult literature provides another constructive avenue for individuals to develop 'problem-focused' coping techniques."* Youth books help the young individuals to discover themselves and find their identity. According to Campbell (2000), the main theme of most youth novels is to find an answer to the question "Who am I, and what am I going to do about it?" and, by this means, to become an adult. With their positive aspects, weaknesses, right and wrong decisions, the protagonists in the novel make it possible for the young readers to identify themselves with them. The individuals shape their values by patterning themselves after others who do the same thing, and learn to be themselves. As a part of the identity formation, youth books have an important place in the moral development of the young people and the formation of their values.

Value is the common thoughts, basic moral principles or beliefs that are accepted by the majority of its members as right and necessary for a group or society to survive. Öncül (2000) asserts that values are the norms belonging to the society which the individuals are expected to embrace and are intended to be passed down from generation to generation. That is why this concept, which is called names such as "character education", "moral education" or "values education", has been one of the issues on which too much stress has been laid since the ancient times. Value education begins in the early childhood through supporting the personal development of the child, respecting the right of others, and treating all individuals with dignity. According to developmental psychologists, the moral value codes of children develop during their school years, and their characters are also shaped in these years.

In a democratic society, the purpose of the values education is to educate the young individuals to preserve some social and human moral and democratic values. Therefore, the Turkish Ministry of National Education revised its curricula in 2017 and included ten root values in the curriculum of each course. The values included in the Turkish Language and Literature Curriculum are as follows: responsibility, love, helpfulness, self-control, respect, friendship, patience, honesty, fairness, and patriotism.

Literary texts are one of the important resources that can be used in values education, because the construct of literary texts progresses through the underlying clash of good and evil. The main problem of morality is to reach the good and escape from the evil (Fromm, 1993). Therefore, all kinds of literary texts such as story, novel, biography, memoirs, etc., can be used in conveying the

moral heritage. For example, novels make an important contribution to the reader's sense of morality by examining the conflicts through case studies in a way that the didactic and moral texts cannot achieve. Young individuals can also recognize the moral and ethical dilemma by observing the protagonist's behaviors. Therefore, in order to select the right literary texts to be used in the values education, first of all, it is necessary to determine whether the texts include the messages regarding the values or which values are included.

In his study examining the academic studies carried out on values education between 1989 and 2017, Meydan (2019, p.66) asserted that the second most studied topic in this field was values and their education in the textbooks and the auxiliary teaching materials such as literary works. When the scope of the studies carried out with the literary texts is examined, it is seen that the values were predominantly covered through the children's literature books (novel/poetry), the texts in textbooks, and the literary genres such as novel, poetry, fairy tale, and epic (Meydan, 2019, p.69-70). There were few studies in which youth novels were examined in terms of values (Zengin, 2000; Türkyılmaz, 2012; Sobi, 2019). The values taken as a basis in these studies were different from the root values in the 2018 Curriculum for the Turkish Language and Literature; therefore, it is thought that a study examining the youth novels in terms of the root values specified in the curriculum will contribute to the literature on this field. In line with this consideration, the purpose of the study is to determine how frequently the root values are touched upon in the Bridge Books series, one of the youth novel series in Turkey, and to show the distribution of the values by the books. In line with this purpose, the answers to the following questions were sought:

1. What are the root values touched upon in the bridge novels?
2. How is the distribution of the root values by the frequency of being touched upon?

MATERIALS AND METHODS

Research model of the study

The research was designed as a descriptive review study. Descriptive research is based on defining an existing situation as thoroughly and carefully as possible (Büyüköztürk et al., 2013).

Materials of the study

The documents of the study consist of the accessible fifteen of the sixteen books in the novel selection of the Bridge Books series of a publishing house. The materials

of the study were determined by the criterion sampling method, one of the purposeful sampling methods, and the inclusion criterion was the literary quality. The selected novels were determined by a writer and editorial group (Semih Gümüş and Müren Beykan) and were deemed worthy of a prestigious award (2010 Memet Fuat Publishing Award). In this series, which includes novels and stories, only one book pertaining to each author is included, and thus, it is aimed to introduce young people to the works of both master writers of contemporary Turkish literature and today's master writers. Topics covered in novels; village and city life, separated parents, street children and their life, grandfather-grandchild relationship, brand love, teaching profession and immigration, ideals, friendship, love, love and school life are topics from daily life. This situation shows that the literary quality and subject diversity of the evaluated novels are high. The novels examined within the scope of this study were included in the references.

Data collection and analysis

Document analysis method was used to collect the data of the study. Document analysis method involves the analysis of the written materials containing information about the facts and phenomena to be examined (Yıldırım and Şimşek, 2011, p.187). In this study, the novels were analyzed in terms of root values using descriptive analysis. In the descriptive analysis method, the data

collected are summarized and interpreted based on the predetermined themes (Yıldırım and Şimşek, 2011). The root values specified by the Ministry of National Education (MoNE) constituted the themes (*responsibility, love, helpfulness, self-control, respect, friendship, patience, honesty, fairness, patriotism*) taken as a basis in the descriptive analysis. The book review form was used as the data collection tool of the research. Different methods are used to determine the values addressed in the texts. One method is to determine values based on specific words, their meanings, and contexts associated with the value being scanned. The other method is to determine the values addressed through the messages accessed from the literary text. In this study, values were determined according to the messages reached within the context of the subject of the novel. The analysis unit of the study was determined as the message, and the messages in each novel were identified in the first stage of the study. The identified messages were classified by the root values specified by MoNE (2018). The attitude and behavior examples specified for each value in the document titled "On Our Works for Renewal and Change in Curriculum" (2017) were used in the coding process. In the analysis of the messages, the implicit coding was also carried out in which the underlying meaning of the text was sought as well as the explicit coding in which the apparent content of the text was encoded (Neuman, 2010). In the data analysis part of the study, the distribution of the root values by the books was revealed and their frequencies in these books were calculated.

Data analysis form sample

Theme (Root value)	Code (Attitude and behavior example)*	Relevant Text (Excerpt)
Responsibility	Being responsible to yourself, environment, homeland, and family; keeping promise, being consistent and reliable, bearing the consequences of your behavior.	"We, five teachers, decided to take advantage of this and tackle the common problem of the village, the problem of toilet. A village without a toilet? No, we couldn't let that happen. Also, there were no toilets for about seventy students attending our school. In the breaks, the students were shuttling back and forth between the school and the pile of gravel, the open area. We, as teachers, were deeply embarrassed. We were educators. If we couldn't teach the basic behaviors at school, they couldn't learn them anywhere else." (Katuna'da Dokuz Ay [Nine Months in Katuna], p. 65) (implicit coding)
Love	Attaching importance to family unity, loving , making sacrifice, feeling trust, being compassionate, being loyal.	Her mom used to love all of her friends. Now, she no longer loves them, but this is because she doesn't know how they are. They were all good. Even Hayri. In fact, no one in the farm could be bad. Everyone loved and respected each other." (Sokakta Tek Başına [Alone in the Streets], p. 157) (explicit coding)

* The attitude and behavior examples regarding the themes were specified in the document titled "On Our Works for Renewal and Change in Curriculum" (2017) published by MoNE in the press release. (http://ttkb.meb.gov.tr/meb_iys_dosyalar/2017_07/18160003_basin_aciklamasi-program.pdf)

Within the scope of ensuring the external reliability of the study, the stages of the study such as the research process, running the research program, the implementation process of the research, carrying out the necessary analyses, and reporting of the research findings and results were described in detail. In order to ensure the internal reliability of the research, both researchers read and coded the novels separately. In case of a dissensus between the researchers, a third scholar who was a subject matter expert in this field was asked for an opinion. In order to prove the research findings, direct quotations were taken from the novels.

FINDINGS AND DISCUSSION

The findings of the study were presented under two headings: The findings regarding the values identified in the novels and the frequency of touching upon these values.

The findings regarding the root values identified in the Bridge novels

The frequency and distribution of the values included in the fifteen youth novels examined in terms of root values were shown in the Table 1.

When the Table 1 is analyzed, it is seen that the value heavily touched upon in Keleş Osman is responsibility, followed by helpfulness, self-control, friendship, love, respect, and patience. However, no example regarding fairness, honesty, and patriotism was included in the novel.

It can be seen that the value most frequently touched upon in Sokakta Tek Başına is love, followed by responsibility, helpfulness, and self-control. On the other hand, the least touched upon values are fairness, honesty, patriotism, and patience. In Katuna'da Dokuz Ay, the most frequently touched upon values are responsibility, helpfulness, and love. The least touched upon values are fairness, patriotism, friendship, patience, and self-control. There is no example touching upon honesty in the novel.

It is seen that, in Yeşil Tatil, the most frequently touched upon value is the responsibility, followed by helpfulness, fairness, friendship, patriotism, and love. However, there is no finding about honesty and respect in this novel.

In Yalancı Şahit, the most frequently identified values in order of frequency are as follows: responsibility, helpfulness, fairness, love, self-control, and honesty. The novel did not mention the values of friendship and patriotism.

The most frequently mentioned value in Attım Kapağı Yurtdışına is the responsibility, followed by self-control, love, helpfulness, patience, honesty, patriotism, friendship, and fairness.

It is seen that the most frequently touched upon value

in Sınıfın Yenisi is responsibility, followed by the values of love, friendship, respect, self-control, and honesty. It was found that the values of patriotism and patience are not mentioned in this novel.

It is seen that in Yandım Ali, the most frequently touched upon value is responsibility, followed by love, respect, friendship, self-control, and honesty. The book did not mention the values of fairness, patriotism, and helpfulness.

In the novel titled Leylek Havada, the most frequently touched upon values are responsibility, love, and helpfulness. Although the patience is not mentioned in this book, the values of self-control, patriotism, friendship, respect, and fairness values are mentioned.

Thirty-four examples regarding responsibility were found in Yolun Başındakiler. Although less frequent, the following values were found to be included in this novel: respect, patience, self-control, honesty, friendship, patriotism, love, helpfulness, and fairness.

It is seen that the values identified in İçimdeki Ses are as follows in order of frequency: responsibility, helpfulness, love, self-control, respect, friendship, fairness, patriotism, honesty, and patience.

No examples regarding the responsibility were identified in Dört Kozalak. Four examples regarding love, six regarding honesty, four regarding helpfulness, and one regarding each of fairness and friendship were found to be included in this novel. The most common values in Bana Sesini Bırak were found to be as follows: responsibility, helpfulness, love, self-control, patience, fairness, respect, friendship, and honesty.

It is seen that in the novel titled Hayat Pastanesi the values of love and responsibility are the ones most frequently touched upon. This novel was found to include an example for each value except patriotism. While the most frequently touched upon values in Gökçe'nin Yolu are responsibility, helpfulness, and love; no example regarding patriotism is included in the novel. The ranking of all books in terms of the total number of the mentions about the values is given in Figure 1.

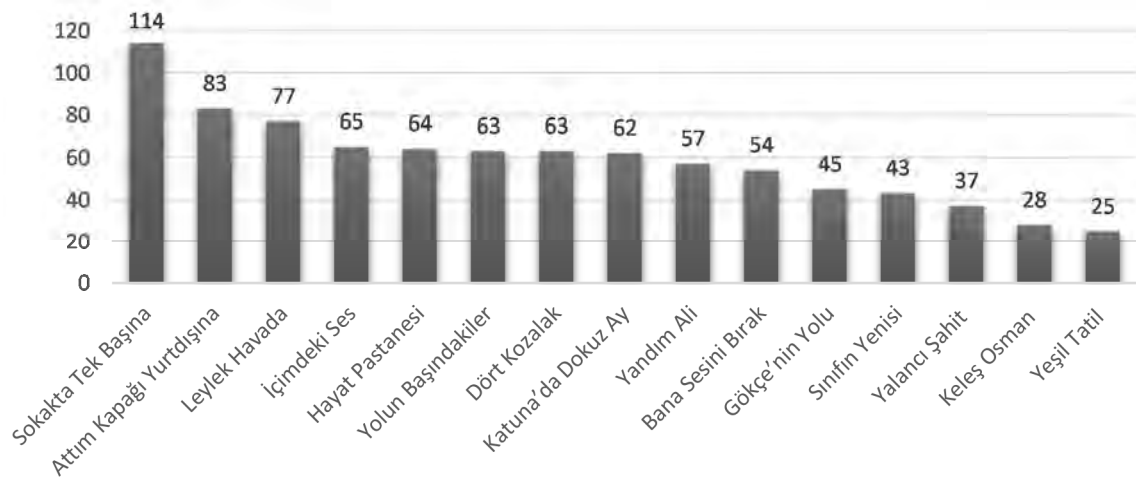
When the novels were analyzed in terms of the frequency of mentioning the root values, it was found that the following novels had the highest number of mentions about the values: Sokakta Tek Başına, Attım Kapağı Yurtdışına, and Leylek Havada. The other novels including the values were as follows in order of frequency: İçimdeki Ses, Hayat Pastanesi, Yolun Başındakiler, Dört Kozalak, Katuna'da Dokuz Ay, Yandım Ali, Bana Sesini Bırak, Gökçe'nin Yolu, Sınıfın Yenisi, Yalancı Şahit, Keleş Osman, and Yeşil Tatil.

The findings regarding the frequency of touching upon the values in the novels

The distribution of the values included in the fifteen novels analyzed by the frequency of being mentioned is shown in the Figure 2.

Table 1. Distribution of the root values touched upon in the books.

Value	Responsibility	Love	Helpfulness	Self-control	Respect	Friendship	Patience	Honesty	Fairness	Patriotism	Total
	<i>Sokakta Tek Başına</i> [Alone in the Streets]	23	36	21	15	4	5	3	2	2	3
<i>Attım Kapağı Yurtdışına</i> [Sydney, Here I Come]	41	9	8	13	1	2	4	2	1	2	83
<i>Leylek Havada</i> [Wanderlust]	37	15	8	5	2	3	-	2	1	4	77
<i>İçimdeki Ses</i> [The Voice in Me]	19	10	12	8	7	3	1	1	3	1	65
<i>Hayat Pastanesi</i> [Life Patisserie]	20	20	11	3	4	2	2	1	1	-	64
<i>Yolun Başındakiler</i> [At Life's Onset]	34	2	2	4	7	3	5	3	1	2	63
<i>Dört Kozalak</i> [Four Pine Cones]	30	20	4	-	-	1	-	6	2	-	63
<i>Katuna'da Dokuz Ay</i> [Nine Months in Katuna]	25	8	16	1	6	1	1	-	2	2	62
<i>Yardım Ali</i> [Lovelorn Ali]	34	11	-	2	4	3	1	2	-	-	57
<i>Bana Sesini Bırak</i> [Lend Me Your Voice]	24	5	9	5	2	1	4	1	3	-	54
<i>Gökçe'nin Yolu</i> [Gökçe's Way]	22	6	8	1	3	2	1	1	1	-	45
<i>Sınıfın Yenisi</i> [New Kid in Class]	17	9	1	3	5	6	-	2	-	-	43
<i>Yalancı Şahit</i> [False Witness]	16	4	7	2	1	-	1	2	4	-	37
<i>Keleş Osman</i> [Bonny Osman]	11	2	4	4	2	3	2	-	-	-	28
<i>Yeşil Tatil</i> [Green Vacation]	9	2	5	1	-	2	1	-	3	2	25
Total	362	159	116	57	48	37	26	25	24	16	

**Figure 1.** The total number of the indications about the values in the books.

When the root values identified in the bridge novels are evaluated as per the Figure 2 in terms of frequency, it can be stated that the most frequently touched upon values are “responsibility”, “love”, and “helpfulness”; followed by, in order of frequency, “self-control”, “respect”, “friendship”, “patience”, “honesty”, and “fairness”. On the other hand, the least touched upon is the patriotism.

The books that mention the responsibility the most and the least are *Attım Kapağı Yurtdışına* and *Yeşil Tatil*, respectively. It is seen that while the responsibility to

family is frequently mentioned in the novels, other types of responsibilities such as the responsibility to school, responsibility to self, responsibility to country, and responsibility to profession are also dwelled on. It is seen that the young individuals who do not fulfill their responsibilities to their family, profession or school at the beginning of the novel become mature and realize their responsibilities at the end of the novel. According to Gander and Gardiner (2004, p. 480), in the adolescence period, the young want the adult privileges but reject the adult responsibilities. It is seen that the protagonists in

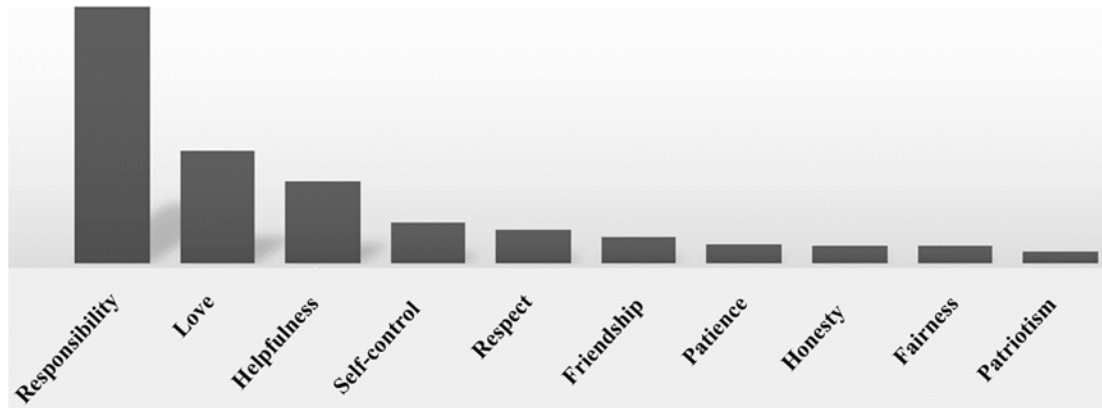


Figure 2. The values' frequency of being mentioned.

the novels also demand the adult privilege of independence but reject their responsibilities to the family, school, and profession. It is seen that the protagonists in the novels do not fulfill their responsibilities at the beginning of the plot, but they gain a sense of responsibility as a result of what they experience. According to Malo-Juvera (2014), these novels show the responsibility to the young individuals, in other words, they tell the young adults that they should bear the consequences of their own decisions. The results of Eskimen (2018) study examining the values touched upon in the textbooks covered in the 9th and 10th grade Turkish Language and Literature course also support this finding. She found that the love, responsibility, and patriotism were the most frequently touched upon values in the textbooks, in order of frequency. The responsible individuals are those who can account for what they do and think, assume an obligation, and account for this obligation when deemed necessary (Demirel, 2006, p.191). It is thought that frequently touching upon the responsibility in youth books and textbooks is very important for the adolescent to grow up as an individual who can stand on their own feet.

Love is the most frequently exemplified value after responsibility, and the book in which this value is exemplified the most is *Sokakta Tek Başına*. It is observed that love is mentioned together with the concepts of caring for family unity, trust, loyalty, and sacrifice. Within the scope of love, it was found that the love for family members (usually mother), friends, and opposite sex is mentioned frequently, followed by other types of love such as love for profession, teacher, children, animals, nature, and objects. This finding is in line with studies by Türkyılmaz (2012), which examined the values in youth books, and by Eskimen (2018), which examined the values in 9th and 10th grade textbooks for the Turkish Language and Literature course. Also in the study by Türkyılmaz, the most exemplified value was found to be the love, which was mentioned the most in the form of love for opposite sex; and this shows that this

value is included in the youth novels quite a lot. This finding is important in that it shows that the emotional development characteristics of adolescence are reflected in novels. In her study, Sobi (2019) also asserts that the examples of love for parents, spouse, daughter/son, and friends are encountered in all the novels examined in the study, but love of God is touched upon only in one novel. According to Koç (2004, p.235), it is observed that the emotional intensity of the young individuals increases in this period and they experience some emotional fluctuations such as falling in love, embarrassment, timidity, and over-imagination. This finding is in line with the values touched upon in the textbooks.

Helpfulness ranks third in terms of frequency. The book having the highest number of examples for this value is *Sokakta Tek Başına*. Helpfulness, which refers to a situation where the individual is happy to do a favor to others, also develops a sense of unity and togetherness in the individuals who gain this value. It is seen that the helpfulness is generally mentioned along with the attitudes and behaviors of cooperation and compassion. In the novels, the helpfulness is touched upon within the scope the subjects such as helping the elderly, helping the mother, cooperating with friends, helping those in need, and the importance of helping each other.

Self-control is in the fourth place in terms of the frequency of being mentioned in the novels. Whereas the self-control is exemplified the most in *Sokakta Tek Başına*, there are no examples about this value in *Dört Kozalak*. Self-control means nurturing the child in a positive way by means of setting up rules for the child to acquire appropriate behaviors. It is thought that the fact that the protagonists in the books control or restrict their behaviors since they are afraid of certain authority figures is a reflection of the punishment-based discipline rather than the self-control skill.

Respect is in the fifth place in the books in terms of frequency of being mentioned, that is, it has a medium frequency. The examples are generally about the respect for family, the elders, the aged, and religion. This finding

is different from that of Türkyılmaz's (2012) study in which the respect was found to be among the frequently mentioned values. The novels mentioning this value the most are as follows: *İçimdeki Ses*, *Yolun Başındakiler* and *Katuna'da Dokuz Ay*. Ekinci (2018, p. 116) defined respect as accepting the other individuals as is and making them feel that it is worth listening to their thoughts. However, in the novels examined within the scope of this study, it was seen that the respect was shown to the interlocutors for reasons such as their position, age, status or characteristics, and the formalistic respect patterns based on the stereotypical behaviors were criticized.

Friendship ranks sixth in terms of frequency. Whereas *Sınıfın Yenisi* and *Sokakta Tek Başına* include the highest number of examples regarding this value, there is no example in *Yalançı Şahit*. It is stated that the most important indication that a person is a sound individual in its adulthood is the friendships they develop in their childhood and adolescence (Avcı, 2006). Having a group of friends, being loved and liked by them are important for developing self-confidence. Furthermore, an egalitarian social relationship is of great importance for the young individuals who generally have an authority-based relationship with their parents. It is thought that since the moral virtues in social areas such as *pacta sunt servanda*, generosity, and loyalty (Koç, 2004, p.26) are important within the context of moral development in adolescence, this value is frequently used in the youth novels. In Sobi's (2019) study, it was asserted that the friendship was shaped within the framework of the values such as love, loyalty, attachment, trust, and helpfulness in all the works examined.

Patience ranks seventh in terms of frequency. Whereas *Yolun Başındakiler* mentions patience the most; *Leylek Havada*, *Dört Kozalak* and *Sınıfın Yenisi* never mention this value. It is noteworthy that, in the novels, patience is touched upon by putting emphasis on enduring difficulties and waiting for the process to end; however, the resolution is mentioned less. In the study by Eskimen (2018) examining the values in the textbooks for the Turkish Language and Literature course, it was found that the least value touched upon in the textbooks was patience. Unlike the results of this study, Sobi (2019) reported that patience was included in all the books examined, and the reward of the world and the hereafter to be obtain at the end of patience was emphasized. It is thought that giving more place to patience in the youth books is important for the young individuals' cognitive and affective development in adolescence.

Honesty and fairness are among those values mentioned less in the youth novels examined in this study, and they are emphasized by means of behaviors such as not lying and being honest with family or friends. The situations caused by lying to family and friends are emphasized within the scope of honesty covered especially through the behaviors of truthfulness and

reliability. While the novel mentioning honesty the most frequently is *Dört Kozalak*, those that never mention it are *Katuna'da Dokuz Ay*, *Keleş Osman* and *Yeşil Tatil*. According to Koç (2004), one of the issues to which the young individuals are sensitive in adolescence is honesty. For example, if someone pretends to be honest and behaves in line with their own interest, the adolescent cannot square this with their own morale criteria and reacts to this. In the Character Education Report (2015) in the UK schools, which prioritize the character in the values education, it is stated that, for a good character development, the individuals need to have moral virtues such as honesty and compassion, civil virtues such as social service, intellectual virtues such as curiosity and creativity, and performance virtues such as resolution and effort.

Fairness and patriotism are the least mentioned values. The book mentioning fairness the most frequently is the novel titled *Yalançı Şahit*. It is seen that honesty is touched upon through the behavior examples of fairness, equal treatment and sharing. This value is exemplified in the books through the unfairness of the adult attitude, the lack of equal rights for adults and children as family members, the inequality among friends, and the thought that the young are being treated unfairly.

Patriotism is the least exemplified value and mentioned in seven books out of fifteen books. It was found that patriotism was touched upon in terms of being sensitive to the historical and natural heritage, caring about the society, solidarity, unity and togetherness. This finding is similar to that of the study by Türkyılmaz (2012), which examined the values in youth books, but not similar to the results of the study by Eskimen (2018) in which it was reported that patriotism was the third most frequently mentioned value in the textbooks. Based on this result, it can be asserted that there is a difference between the textbooks and the youth novels in terms of touching upon root values. This difference is thought to stem from the values taken into consideration in selecting text for the textbooks. In Zengin's (2000) study examining the novels in "*Dünkü Türkiye Dizisi* [Yesterday's Turkey Series]" in terms of youth literature and educational values, it was asserted that the value that was heavily touched upon in the novels was patriotism and these novels could be used to convey the values such as national consciousness to the young individuals.

CONCLUSION AND RECOMMENDATIONS

In the books labeled as "youth literature" or "transition period" literature, the protagonist's search for identity usually ends up with a positive change and awareness at the end. Protagonists' completing one period of their life and starting another, means that the readers also begin a new period with new awareness in their lives. This attainment often includes the sense of value and morality

for the young individual's identity formation. According to Manning (1992), the construct in youth novels helps the young readers understand and define their own ideas about morality and enables them to think thoroughly about the moral confusion. When evaluated from this point of view, it can be said that these books can be used in the value education process since almost all of the books examined contain many and various values. In particular, the fact that every novel touches upon the values such as responsibility and love is very important in terms of the young individuals' personality development, being an individual, and participation in society.

The values most frequently touched upon in the bridge novels are as follows in order of frequency: Helpfulness, self-control, respect, friendship, patience, honesty, fairness, and patriotism. Most of these values were exemplified in almost all of the books analyzed within the scope of this study. In particular, the fact that every novel touches upon the values such as responsibility and love is very important in terms of the young individuals' personality development, being an individual, and participation in society. It seems that the needs of the young individuals in adolescence and these values, which are frequently mentioned in the youth novels, are similar. Therefore, these books should be directly benefited from in the values education. Because adolescents like to read something about their own wishes and feelings and expectances from life.

Adolescents begin to make various decisions about their worldview, moral understanding and life in their youth period. Therefore, the youth period is extremely important in terms of life and professional career decisions. In this period, the values acquired implicitly through youth literature texts will positively affect young people's forming their worldview and planning their professional careers. One of the most important problems of adolescents is not being able to set and make decisions regarding their life goals. Values such as responsibility, which they will adopt based on the quality youth novels they read in their youth, make it easier for them to gain the ability to make decisions and to set their goals at an early age.

The novels examined within the scope of the study can be used as a treatment tool in bibliotherapy studies in line with the intensity of the values they deal with. Youth novels can bring young people and their families together within the framework of certain values. Parents can create a selection from the selected books in line with the values they want to bring to their children. In this way, the values discussed in the novels will not only enable young people to get to know the adult world and themselves, but also make it easier for adults (parents, teachers) to better understand the young people's feelings and thoughts.

Based on the results obtained, various suggestions can be made for teachers, textbook authors and lecturers. Regarding the teachers; In this period when students need many and various literary book suggestions due to the disappearance of book proposal lists such as one

hundred basic works, the "bridge books novel series" can be recommended to students by teachers due to the diversity and richness of value. Because, values and norms are cultural factors that are effective in shaping cultural identity (Tural, 1992). Regarding the textbook authors, since the texts in the textbooks are insufficient in education of values and the most important teaching materials that can support literature teaching are youth books, textbooks can be included in the textbooks from these novels. Furthermore, the students' needs for the literary and high quality books can be met with a selection of bridge novels due to their value-rich nature and literary quality. Regarding the lecturers; In order to improve the pre-service teachers' awareness of the use of youth books in values education, examples of values education should be included in the content of the youth literature course.

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