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## Creation and formation of information resources for children

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**Abstract.** It should be noted that according to information obtained from written sources, the first book for children appeared in India in the 6th century BC. This didactic book tells about the moral and political conversations of a Brahmin in order to educate the ruler's son. The book, written in an entertaining style, consists of stories and fairy tales. In some sources, it is possible to find information that Confucius transcribed Chinese classics for children during that period. However, it is noted that this work has not been completed and the work remains unfinished. In the 600s AD, during the Anglo-Saxon period, monks and other scholars wrote a "textbook" for children. Aldhelm, Abbot of Malmesbury and Bishop of Sherborne, went down in history as the first person to write a textbook for children. His book *De Septenario, de Metris, Enigmatibus ac Penum Regulis* contains a long essay on the meaning and use of the number seven in the Bible. Aldhelm assigned 1500 writing samples for children. He used question-and-answer form or wrote in poem form in all his manuals. Bede (673-735) used more imagination than Aldhelm. One of his most famous works was called "*De Natura Rerum*". Containing information on the natural sciences, history, astronomy and botany, this work has been used as an English textbook for more than three hundred years. Much of the content of Bede's works is a repetition of the scientific treatises of Plato, Aristotle, St. Augustine, and others [4, p.1].

**Keywords.** Children's literature, historical sources, resource, formation, development

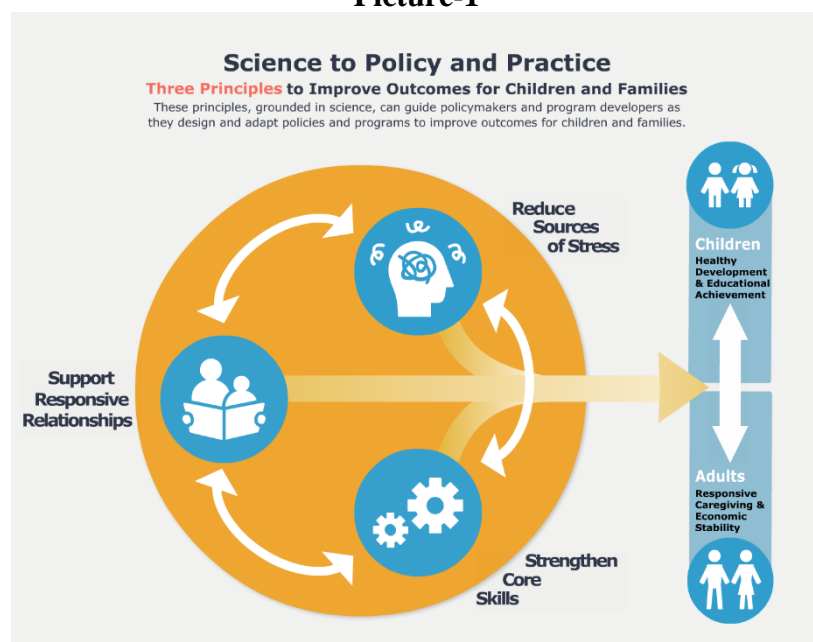
**Introduction.** Aelfric, one of the leading pedagogues in the 9th century, wrote his work called "Golloquy" in the form of questions and answers. He took his subjects from everyday life and used dialogue to ask and answer questions. The first encyclopaedia for children was written by Anselm called *Elucidarium*. The rise of cities and the middle class began to be observed in Europe in the 11th - 12th centuries. The development of education began to be influenced by industry, trade and the state of the city. The revival of classical learning and the Humanist movement gave great impetus to the development of schools and the pursuit of knowledge. It is considered a movement that strives for self-realization and self-expression. Before the invention of the printing press, manuscripts written in the Middle Ages belonged only to the wealthy and were written in Latin. Only highly educated people could read them.

**Main part.** In England, the Middle Ages are characterized as a period in which manuals on manners and morals were published. William Caxton, a busy publisher at this time, was busy designing textbooks for children. However, very few children had the opportunity to use the books he prepared. He published many moral-didactic or educational works to educate and

educate children. In 1484, Caxton translated Aesop's fables. During the Renaissance, the Hornbook, the first book used by many children, was produced. A hornbook was a printed sheet affixed to a square piece of wood with a handle at one end. The surface was about three inches by four inches, and was covered with a clear horn for protection. The title of the book is taken from here. At the top of the book, vowels and their combinations with consonants are listed after lowercase and uppercase letters. The book ended with a prayer. The "Hornbook" had a small support with holes cut through it, through which the strings were passed. This allowed the child to tie the book to his belt. The book continued to be printed until the late 1500s and was almost the only children's book until the early 16th century. From the information given about the beginning of the process of creating concrete information resources for children from the 16th century, it is clear that three main factors influenced the creation of resources for children in this period [2, p.13].

The first of these is the church. Churches in European countries objected to children reading books other than religious publications, but children also found religious books boring and did not want to read them. This has led to discussions about the writing of literary works suitable for children. However, based on the information obtained from historical sources, we can say that until the 18th century, such sources could not get rid of the influence of the church, teaching and didactic features formed the main line of those sources. The second factor influencing the formation of information resources for children is the children themselves. As it is known, in order for something to be created, it must first be needed. Over time, children's need for written or oral resources for themselves, the fact that many classical works written for adults are being read by children, has formed the demand for writing works suitable for them. The third factor influencing the creation of information resources for children is the cultural renaissance in Europe. This is mainly due to the creation and spread of the printing press. The first book written for children was written by Christopher Auckland in 1582 under the title *Anglorum Praelia*. This book of long narrative poems written in Latin describes England's glorious victories in battle and pays tribute to the monarch. As can be seen from the content of the book, children's books in this period were mainly didactic and educational in nature [5].

**Picture-1**



**Picture-2**



This book contains images that contain encyclopedic information. The *Orbis Pictus* was translated into English by Charles Hull in London in 1664. He translated the title as "Visible World: or A Picture and Nonenclature of all the Chief Things That Are In the World." The text is written in Latin in one column and in English in a parallel column. English translation woodcuts by Michael Endter. Selected fables composed in verse by Jean de Lafontaine (France) in 1668-1694, "New England Primer", the first reading pattern intended for the American colonies in 1690-1886, was first published in print by Benjamin Harris. In 1697, Charles Perrault (France) published the first written version of the folklore sample called "Histoires ou Contes du Temps Passe". That book was published in English in 1729 under the name "The Tales of Mother Goose".

In the 18th and 19th centuries, children's books began to entertain and educate children. This is based on John Locke's idea that "children should enjoy reading" and the adoption of the Law on Education in 1762. In 1690, John Locke's *Thoughts on Education* wrote his work [3, p.40].

Locke believed that the "born mind is a blank page." According to his opinion, "children are not born good or bad. Their first impressions come not from words, but from things." Locke believed that reading should never become a chore, but children should be given illustrated books for entertainment. Although he believed that children should read for pleasure, he did not want the child's head to be filled with "completely useless stuff." John Newbery, guided by the ideas of John Locke, was the first to publish children's books with entertaining content. With this, John Newbery managed to write down his name in history as "the father of children's books". From that period, there was a gradual transition from the purposeful use of purely didactic literature to inculcate moral, spiritual and moral values in children, to the provision of literature to entertain and inform.

The period from the middle to the end of the 19th century has gone down in history as the "golden age" of the formation of sources for children. During this period, the rise of realistic tales based on modern fantasy can be observed. This is not to say that literature suitable for children is not immoral or immoral. Rather, appropriate literature for children today is influenced by the cultural and ethical values of its authors. These values are often revealed as a literary work unfolds, but they are not an end in themselves, but a means to an end. Authors recognize a level of intelligence in their audience that was previously unsuspected. In this regard, children's literature has changed radically since its early days.

In the 20th century, in the field of writing children's books, many outstanding writers with fantastic ideas appeared, children's picture story books, fantastic stories and serial publications began to spread widely. The rise of new realism in children's books began to be observed, different world cultures were studied. Especially after the Second World War, the increase in the number of publications, the international printing and distribution of children's books, the holding of exhibitions and fairs of children's books in different countries of the world, and the organization of conferences in this direction had an important impact on the development of information resources for children. In addition, the creation of the "Union of International Books for Minors" gave impetus to this work. The first meeting of the Board of Directors was held in 1953 and its main purpose was to attract attention to quality children's publications worldwide.

All over the world, after the invention of the printing press, there is a rapid increase in the number of information products for children. The first attempts in this direction were made in England, France, Germany and the United States of America (USA). Primarily inspired by folktales such as Robin Hood and Tom Umbe, the products of this period are fairy-tale-like stories with very simple stories and pictures. In addition, fable-type products containing Aesop's (Aesop) animal stories are among the first books offered to children. Another major change in children's publishing during this period is the rise of multicultural children's literature. Until the middle of the 20th century, the world depicted in children's books was predominantly a white world. If characters from non-white cultures appeared in children's books, they were almost always negatively stereotyped. The civil rights movement warned publishers that the public needed books that depicted the America of all children, not just the white majority. Although the percentage of people of color and children's books about them is not the same as the actual population, authors such as Virginia Hamilton, Mildred Taylor, Alma Flor Ada, Walter Dean Myers, Gary Soto, and Laurence Yep, and Allen Say, Ed Young, John Steptoe, illustrators such as Jerry Pinkney and Brian Pinkney have contributed greatly to a more multiculturally balanced world of children's books. Many talented writers and artists from different cultures are starting to work for children. At the same time, the range of topics discussed in children's books begins to expand significantly.

Looking at the history of the development of information resources for children in different countries, it is possible to observe similar and at the same time different features. Therefore, the study of the historical experience of individual countries is considered appropriate, and for this purpose, the history of the creation and formation of children's books in England, France, Germany, America, Turkey, and Russia is addressed. Then the history of development of information resources for children in Azerbaijan is studied. As different types of these resources are discussed in other chapters, only children's literary examples will be included in this sub-chapter.

**France.** The first examples of children's books in France are considered to be books designed to teach the alphabet and language. These books are designed to easily memorize concepts, numbers or objects such as rhyming questions and their answers.

Charles Perrault (1628-1695), known as the father of children's books in France, compiled and published folk tales in 1696 during the reign of Louis XIV. These fairy tales include "Cinderella", "Finger Boy", "Bluebeard", "Little Red Riding Hood", "Puss in Boots", "Sleeping Beauty". Thus, Perrault went down in history as the first writer to understand how important fairy tales are in the world of children. These tales attracted children's attention not only with the simplicity of their language and content, but also with their imagination and contrasting situations. Before Perrault, La Fontaine (1621-1695) wrote fables, albeit for adults, to demonstrate his literary prowess in French to the artistic public. Thus, French children who were fed La Fontaine's tales with animal heroes expanded their worldview with the tales of Charles Perrault [2, p.9].

One of the most important children's educational books written during this period is Fenelon's book entitled "Telemachus", which was prepared using Ancient Greek Mythology for the education of the French heiress. This book is a philosophical book that tries to bring reason and wisdom to the fore.

From the 19th century, entertaining and immersive elements began to appear in French literature. Jules Verne (1825-1905), who is especially noted for his science-fiction adventure novels, is one of the leading writers in this field. Jules Verne, the author of such books as "Journey to the Moon", "Captain Grant's Children", "Twenty Thousand Leagues Under Water", "Around the World in Eighty Days", "Michel Strogoff", "Two Years of School Vacation" is not only for children, but also for adults. managed to attract attention.

**Germany.** In Germany, the first information products for children were formed under the influence of the church. This influence continued until the 18th century. In the 19th century, works that were purely suitable for children's artistic imagination began to be published. An example of these works is the book "The Brothers Grimm" (1824) by Wilhelm and Jacob, who collected the folk tales they got from traveling all over Germany. The German writer who left his name in the history of the development of children's books in Germany is Christoph Schmid, who is known for his nine-volume fairy tales called "Easter Eggs". In addition, Carl Friedrich Mayer, who is known for his adventure novels, takes children to unfamiliar lands in his books "Wild West" (1879) and "Golden Skins" (3 volumes 1893-1910).

**America.** In America, the first information products for children are more educational and instructive and inculcate the idea of nationalism. John Newbery had a great influence on the creation and formation of children's books in America. So many of his books were republished in America by Isaiah Thomas (1749-1831). That is why Thomas is called America's Newbery. Thomas was well known as a printer, publisher and bookseller in Boston and Worcester. What Newbery did in Europe, he did for American children. Although he did not write any books of his own, Thomas was busy importing English versions of children's books. At the end of the 19th century, works called "Little Women" (M. Alcott, 1832-1888), "Tom Sawyer" and "Huckleberry Finn" (Mark Twain, 1835-1910) were written, which are among the first American children's classics. In general, American children's literature is built on two important traditions. The first of these was inspired by England under the influence of John Newbery. Another is the use of European expressionism in American children's books by artists who immigrated to America. Looking at American children's literature today, it seems that children's publishing has come a long way, and children's books have become an important field.

**Turkey.** Here, the history of the development of information resources for children is divided into two periods.

1. Information resources for children before the establishment of the Republic;
2. Information resources for children after the establishment of the Republic;

The primary sources of information resources for children in Turkey are riddles, riddles, fairy tales and legends. The emergence of "Karagöz games" in the XIV century indicates that specific sources for children began to appear in this period.

The development of children's books in Turkey is similar to the processes going on in this direction in the world. Although the poet Nabi's "Kheyriyya" (1702) and Sumbulzadeh Vehbi's "Lutfiyyah" (1791) were written for children, they are not studied as children's books because they are addressed to adults in terms of subject and content. The first book written directly for children is the alphabet book "Nuhbetü'l Etfal", which means "The most chosen of children", prepared by Hakim Rüştü from Kayseri in 1859. Examples of the stories and fairy tales here are "The story of the pumpkin and the peasant", "The story of the fish going to the sea", "The story of the ant and the dragonfly", "The story of the cat and the mouse". The translation of foreign books is considered the most important step in the formation of children's books in Turkey. Shinasi is considered the first person to carry out this work in Turkey. After Shinasi, Rejaizadeh Mahmud Akram (1847-1914), Ahmed Mithat Efendi (1844-1912) and Çelik Naci (1850-1893) contributed to the development of Turkish children's books with their fairy-tale translations from La Fontaine in French. In addition, Ziya Pasha translated "Emily" by J. Russo for children. Yusif Kamil Pasha's translation of Fenelon's Telemachus (1862) is considered the first example of translations from world children's classics. However, due to the weight of the language in the translation, it made it difficult for children to understand the work. Later, the translation of western children's classics continued. Examples of these are "Translation-i Hikaye-i Robinson" (1864), "Gulliver's Travels" (1872), "Travel Around the World in 80 Days" (1880), "Journey to the Center of Arza" (1887), "Little Women" (1878) can be cited.

Since the beginning of the 20th century, scientific research on children's books has been started. In 1908, Ali Nusret talked about the characteristics of children's books in "Sûra'l Ummat" newspaper, and Satı Bey in one issue of "Tedrisat-ı İptidaiye Majmuası (Primary Education Magazine)" which started to be published in 1910, touched on the language problem in these books. .

With the beginning of the "National Literature" movement in 1911, it was emphasized that literature should also be a means of education for children. Ziya Gökalp's "Red Apple" (1915), Ali Akram Bolayir's "Children's Poems" (1917) and "Demeti" are poems written under the influence of this period, and many stories written by Omar Seyfeddin are considered the main works of this period.

With the announcement of the Republic on April 23, 1920, the process of inculcating national values and forming this consciousness in children was started. Although the importance given to education in the early years, in parallel, the level of literacy increased, there was stagnation in the field of children's literature for a short period of time. During this period, children mostly read books by writers such as Khalida Edip Adivar, Yakup Kadri Karaosmanoglu, Rashad Nuri Güntekin, and Aka Gunduz, who wrote books for adults. In addition, Abdullah Ziya Kozaoglu is another writer who attracts the attention of children especially with his historical novels. He wrote the works "Kızıltug" (1923), "Atlı Khan" (1924), "Turkish Pirates" (1926) and "Gültekin" (1928).

In 1928, due to the change of the alphabet, books were reprinted with the new alphabet. During this period, measures were implemented that gave more importance to children and emphasized that they occupy an important place in society. Under the leadership of the Minister of National Education, Mustafa Necati Ugural, three different series of publications related to children and youth were prepared: "Examples from World Literature", "School Tales", "World Children's Classics" [2, p. 13].

**Azerbaijan.** During the research on the history of the creation and formation of information sources for children, it is known that the history of this type of sources in Azerbaijan is calculated with the history of the creation of oral sources. These sources include riddles, riddles, anecdotes, lullabies, counter words, fables, proverbs, parables, and seasonal and ceremonial songs. Examples of sources of information for children in the Middle Ages are some stories in Nizami Ganjavi's "Treasure of Secrets" and "Seven Beautiful" poems, Muhammad Fuzuli's book "Dog and Cat", "Bangü-Bade", "Health and Disease", "Sohbatul-Asmar" " representation can be shown.

Until the 19th century, unlike the rest of the world, there were no specific information sources for children in Azerbaijan. With the establishment of schools in Azerbaijan in the 19th century, the foundation of specific publications intended for children was laid. Textbooks were the main part of these publications. Examples of these textbooks are A. Bakikhanov's "Grammar of the Persian Language" (1831), Mirza Kazymbey's "Comparative Grammar of the Russian-Turkish-Azerbaijani Languages" (1837), M. Sh. Vazeh and I. Grigoriev's two-part "Muntakhabat", I. "Tatar Alphabet" compiled by Radionov in Azerbaijani and Russian (1856), M.A. Vazirov's "Grammar of the Tatar-Azerbaijani Languages" (1856), "Book of Recitation" (1863), Rabiul-Atfal (1878) , "Tajul-kutub" (1893), "Motherland language" by A.O. Chernyaevsky and S. Valibeyov, "Muntakhabat" by Said Unsizade (1882), "Textbook of the Motherland" by Mehdi Hasanoglu (1894), "Kindergarten" by Rashid Bey Efendiyev (1898). , N. Narimanov's "Comprehensive grammar of the Turkish-Azerbaijani language" (1899), "Easy book for Russians to learn Turkish without a teacher" (1899). In addition, A. Bakikhanov's works "Tahzibul Moral", "Kitabi-Nashihat", "Mishkatul Anvar", "Miratul-Jamal", "Fox and Sheep", "Wolf and Snail", "Misplaced Pride", G.B. Zakir's " "Camel and Donkey", "Wolf, Jackal and Lion", "Fox and Lion", "Snake, Camel and Tortoise", "Fox and Wolf", "Tortoise, Crow, Cutthroat and Deer", S.A. Shirvani's "Lion" and two oxen", "Goose and crane" figures are considered products of this period.

At the end of the 19th century, there was a turning point in the creation of information resources for children. Thus, the textbooks prepared in this period began to differ from the previous ones due to their layout. In addition, the foundation of the children's press was laid in this period. Together with N.Narimanov and S.M.Genizade, the publication of the illustrated children's magazine "Gift" (1896) and the scientific-pedagogical monthly magazine "School" (1900) expanded the activities of poets and writers who created literary examples for children.

At the beginning of the 20th century, literary examples for children were collected in the "First Year", "Second Year", "Third Year" textbooks, "Children's Eyes", "Gulzar" and two-part "Mother Tongue" compiled by A. Shaig. In addition, "Dabistan" (1906-1908), "Rahbar" (1906-1907), "School" (1911-1920), "Maarif", "Red Sun", "Aydinlig", "Golden East" were published in this period. , "Golden Youth", "Young Worker", "School", "Pioneer" periodical press examples have gone down in history as the main sources of information for children. It should be noted that S.S. Akhundov's "Scary Tales" was published in "Maktab" magazine in 1912-1914. In addition, during this period, M.A. Sabir's songs "Child and Ice", "School East", "School Targib", "Science Targib", poems of Abbas Sahhat, "Blood Spring", "Lamp of Hope",

"Sacrifice of Ignorance" by S.S. Akhundov. ", "Killer child", "What for", "I'm going to the village" by M. Huseyn, "Hophop", "Aydin" by A. Mammadkhanli, "Nana's skill" by M. Jalal, "Gulgaz and Agil", "Shor" by S. Valiyev "Cullutu" works, A. Shaig's "Khasay" story, etc. forms part of the child's information sources. In September 1933, the decision called "Children's Literature Publishing House" led to further expansion of information sources for children [1,p.14].

**Conclusion.** Thus, it is clear from the above that the history of the development of information resources for children is divided into two directions: the world and Azerbaijan, and although the history of information resources for children in Azerbaijan goes back to more ancient times, the resources intended for specific children's reading are almost 3 centuries later than the world in the 19th century. began to appear in the century. During the conducted research, it is known that various applications have been created in Azerbaijan to ensure the mental development of children. Examples of such applications are "Religious knowledge for children", "Children's knowledge portal", "Native language: I am learning the alphabet", "Talking book", "My library", "Audio stories", "Know your child" (intended for parents), "Mathematical formulas", "Instructive stories", "Learning numbers", "Riddle", "Millionaire - history of Azerbaijan", "Walk with me" applications can be given as examples.

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