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Abstract/ Full Text Article

**AN EVALUATION OF INTERACTIVE TOYS IN TERMS OF THE CHILD RELATIVITY PRINCIPLE AND CHILD COMMUNICATION**

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**Abstract**

*Toys play a significant role in the language and communication skills of children. Therefore, toys should possess certain features that align with the principle of child relativity. The principle of child relativity necessitates considering the child's interests, expectations, needs, language universe, and aligning the written and spoken language data with these aspects (Özdemir, 1983). Interactive toys, which aim to enhance children's receptive and productive language skills, should incorporate the fundamental elements of this principle. Variations such as the child's developmental characteristics at different stages, age group-specific qualities, and suitability to the child's level and preferences are fundamental aspects of this principle. In the literature, this principle has primarily been investigated in relation to reading skills (Özer, 2007; Burç, 2013; Çakır, 2013; Karaca&Temizyürek, 2017; Sezer, 2020). However, during preschool period, language development occurs primarily through listening skills. Therefore, toys should be appropriate for children's semantic universe and development in terms of word selection and expression. Toys with these qualities can enrich the children's vocabulary, and develop their communication skills. This research aims to determine the compliance of interactive toys with the principle of child relativity and child communication. The research database is formed using purposive sampling, specifically critical case sampling. The examination material is an interactive toy "Talking Potato Head," which targets the preschool period. Content analysis is conducted to evaluate the linguistic data produced through this material in terms of child communication, including the characteristics of explicit and implicit messages, word selection, and child relativity principle. To support the reliability of the study, the opinions of preschool teachers selected through convenience sampling will be obtained, and semi-structured interviews will be conducted with a total of 16 children aged between 24 and 72 months, selected through stratified sampling, to assess the comprehensibility of the linguistic data in question.*

**Keywords**

Child Relativity Principle, Educational Messages, Communication, Language Skills.

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