

UDC 002.2-053.2(477)(091)(048.8.064)

doi: <https://doi.org/10.15330/clid.2.1.13-33>

## **EDITIONS FOR CHILDREN IN UKRAINE: TERMS, TYPES OF EDITIONS, PRACTICAL RESULTS**

## **ВИДАННЯ ДЛЯ ДІТЕЙ В УКРАЇНІ: ТЕРМІНИ, ВИДИ ВИДАНЬ, ПРАКТИЧНІ РЕЗУЛЬТАТИ**

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**Abstract.** The article attempts to summarise and structure the current regulatory information on editions for children in Ukraine, describing typical practical results. Such scientific and methodological aspirations were caused by the absence of a stable and generally accepted definition of the term ‘edition for children’ in Ukraine.

This publication mentions the names of the main researchers who considered editions for children through the prism of their relation to literature for children, book publishing for children, illustration of publications for children, press for children, printed editions for children, electronic resources for children and statistical accounting of these types of editions. After a brief overview of the existing areas of research on editions for children, the author of the publication attempts to formulate her interpretation of the term ‘editions for children’. In the future, such an interpretation has a chance to be transformed into an official definition of ‘editions for children’, or at least to be partially used in future updates of regulatory documents.

The research was based mainly on a review of current Ukrainian regulatory documents that directly or indirectly coordinate the production of editions for children. The theoretical basis of the study includes some regulatory documents at different levels of the publishing and printing industries: national (DSTU, DSanPiN), industry (GSTU) and local (SOU) standards. Since there is still a huge problem of professional understanding and practical application of the existing official terminology on the types of editions for children, a selection of items regulating the publishing and printing aspects of editions for children was made from the texts of the standards. All the information identified was summarised and formed into lists according to the logic of practical application.

The practical part of the study is verbalised in the description of typical publishing products presented in the form of various types of editions for children published in modern Ukraine. Digital indicators of editions for children are taken from the official information on statistical accounting of all kinds of editions by the State archive of printing – Ivan Fedorov Book Chamber of Ukraine.

**Keywords:** edition for children, regulatory document, term, type of edition, criteria for editions’ classification.

## INTRODUCTION

In modern Ukraine, there are many different types of editions for children. However, this was not always the case. In the last quarter of the 16<sup>th</sup> century, when book printing began in the Ukrainian lands, nothing was published separately for the children's audience. For this reason, for almost three hundred years, children's reading probably included books of a liturgical and educational nature. In particular, the array of educational editions that Ukrainian children could use probably included such books as *Primer* (Lviv: I. Fedorov's Printing House, 1574), *Primer. The First Teaching to Young Men* by Theophan Prokopovych (Chernihiv: Printing House of the Trinity-Elijah Monastery, 1760), *Primer for Teaching Youth to Read by Higher Command* (Berdychiv: Printing House of the Carmelite Barefoot Fathers, 1793), *Mathematical Geography Derived from Reliable Writers, and Developed for the Benefit of Youth* by Yakov Ruban (Mykolaiv: Printing House of the Black Sea Navigational School, 1802), *Reading for Young Children for School and Home Use* by Markiyan Shashkevych (Lviv: Printing House of the Stavropigian Institute, 1850) and others.

Historically, in the world, and Ukraine is not an exception, books were the first to be published for children, followed by magazines and newspapers. That is why different types of editions for children in Ukraine appeared at different times. The first books for children began to be published in Ukraine in the mid-19<sup>th</sup> century, and the mass publication of books for children (not only educational but also developmental and cognitive) was recorded in the last quarter of the 19<sup>th</sup> century. The first newspaper for children in Ukraine was published in Soviet Ukraine in the early 20s of the 20<sup>th</sup> century.

For quite a long period of time, three main types of editions (books, magazines, and newspapers) constituted the entire range of publications for children in Ukraine. Towards the middle of the 20<sup>th</sup> century mass publishing of posters for children began. Editions for children of original forms and designs appeared in Ukraine after independence. Initially, these were mostly reprinted from foreign publications, and a little later, Ukrainian projects and information products emerged. Non-networked electronic editions, i.e. CDs, rapidly flooded the publishing market in the early 2000s, but quickly became obsolete as a publishing product, unlike networked electronic editions with remote access, which are now becoming more and more common in the information range for children.

According to the State archive of modern printing, Ivan Fedorov Book Chamber of Ukraine, in 2024: 1,899 book titles and 30 magazine titles were published in Ukraine.

## AIM AND OBJECTIVE OF THE RESEARCH

At the beginning of 2025, there is no official definition of the term ‘edition for children’ in Ukraine, and experts’ views on its interpretation differ. There is also no methodological clarity on the interrelationships and distinctions between such concepts as ‘edition for children’, ‘children’s edition’, ‘edition for children’s reading’ and ‘literature for children’. Instead, we consider it indisputable that the key prerequisite for the development of children’s reading in Ukraine is the publishing assortment for children. Editions for children form the basis of the collections of libraries for children, as well as a significant part of the collections of public libraries.

In this context, it is worth noting that the term ‘children’s edition’ is mostly used in everyday life. Given the professionalism and scientific nature of our research, we will use the correct term – ‘edition for children’. From now on, we will use this phrase with minimal use of its everyday interpretation – ‘children’s edition’. We should also note that our discursive circle does not include educational and training editions for children.

So, in Ukraine, there is a long-standing need to summarise and structure current regulatory information on editions for children with a description of typical practical results. The first attempt to summarise and describe in popular terms as many types of editions for children as possible in modern Ukraine was our publication (Petrenko, 2024) on the electronic information resource – *KLUCH* [BLYR] (Best Literature for Young Readers). However, this popular science publication, published on the blog of the National Library of Ukraine for Children, requires regulatory clarification and methodological refinement. Therefore, by the declared need, the aim and objectives will be not only to summarise and structure the information on publications for children in Ukraine, but also to illustrate the definition of ‘edition for children’, the list of main types of editions for children, and to identify similarities and differences in the classification of editions for children in the current standards of Ukraine and Europe.

## ANALYSIS OF RESEARCH AND PUBLICATIONS

Despite the lack of terminological unity, editions for children in Ukraine come to the attention of Ukrainian scholars, librarians, methodologists, teachers, writers, artists, and most of those involved and not indifferent to such an important educational phenomenon as children’s reading. After all, contemporary editions for children are in one way or another in the context of research by Ukrainian scientists in the following areas:

- literature for children by U. Baran (2014, 2021), T. Kachak (2016, 2017, 2020, 2022, 2025), V. Kyzylova (2012), N. Marchenko (2014, 2024), E. Ohar (2012a, 2012b), O. Papusha (2004), M. Slavova (2002), N. Vernyhora (2015);

- publishing for children by O. Buhaieva & N. Marchenko (2012), N. Marchenko (2022), N. Mykolaenko (2018), E. Ohar (2017), O. Petrenko (2024), M. Yefimova (2014);
- book publishing for children by H. Kornieieva (2005), O. Lytvynenko (2009, 2010, 2011), N. Marchenko (2022), N. Mykolaenko (2018), E. Ohar (2002, 2012a, 2014), O. Petrenko (2004, 2020, 2021), N. Vernyhora (2012, 2013), M. Yefimova (2013, 2015);
- illustration of editions for children by O. Avramenko (1993), A. Matvienko (2011), A. Maiovets (2013), E. Ohar & K. Kopylchak (2018), B. Valuienko (1999), M. Yefimova (2017);
- statistical accounting of editions for children by L. Burdonos (1999), L. Demianova (2004), E. Ohar (2012a), O. Petrenko (2015a, 2016, 2018, 2020, 2021), M. Senchenko (1997);
- printed books for children by K. Kasianenko (2016), H. Kornieieva (1999, 2005), E. Ohar (2002, 2012a), O. Petrenko (2015b, 2020, 2021), N. Vernyhora (2013);
- electronic resources for children by O. Lytvynenko (2011), E. Ohar (2015), O. Petrenko (2011), M. Yefimova (2013);
- press for children by H. Kornieieva (1999), E. Ohar (2022).

As we can see, multidimensionality in scientific and practical research is inherent in almost all scholars who study editions for children in one way or another. In this context, it is worth noting the attempt to systematise educational editions for children by N. Mykolaenko (2018), since in this study she semantically identifies the concept of 'children's editions' with the concepts of 'children's literature', 'literature for children', 'literature for children and youth', 'works of literature that outline the field of literature for children and youth', 'literature of the children's reading circle'. In our opinion, this is an erroneous confusion of the related but separate concepts of 'children's literature' and 'children's edition'. In general, N. Mykolaenko defines 'children's edition' as intellectual and material resources based on pedagogical characteristics and age differentiation.

In one way or another, a huge range of different types of editions for children involves their independent reading by children who already know how to read, or familiarisation with it with the help of adults. In addition, many literary works have been published in editions for children not originally included in the circle of children's reading. This trend was finally consolidated in the second half of the 20<sup>th</sup> century when more and more works originally written for adult readers began to be included in the school curriculum. Thus, today in the world there is a certain array of literary works for adults, with which children get acquainted within the school curriculum, but usually in a simplified version adapted to the appropriate age category of children.

At present, we offer our definition of the term 'edition for children' – a printed or otherwise published product addressed to children, which is designed to take into

account the specifics of content perception by children of a certain age, and the content and form of its implementation has a didactic purpose. Edition for children can be produced on paper and/or non-paper (plastic, textile, etc.) material carriers in flat-print, audio, video or multimedia, 3D volumetric, tactile (embroidered, embossed dot (Braille)) forms, taking into account a set of psychological and pedagogical, cognitive, moral, ethical and sanitary and hygienic requirements (O. Petrenko, 2024).

## THEORETICAL BACKGROUND

There is still a huge problem of professional understanding and practical application of the existing official terminology on the types of editions for children, as the current legislation of Ukraine does not exhaustively cover all definitions of these types of publications. In Ukraine, the production of editions for children is regulated by some regulatory documents at the national (DSTU, DSanPiN), industry (GSTU) and local (SOU) levels.

In modern Ukraine, there is a clear system of development and approval of various regulatory documents according to their levels. Thus, the State Standard of Ukraine – DSTU 3017:2015 *Information and Documentation. Editions. Basic types. Terms and definitions conceptions*, which apply to all publishing products, including those for children, and set out the terms and definitions of the main types of editions, were approved and issued by the national standardisation body, the State Enterprise ‘Ukrainian Research and Training Centre for Standardisation, Certification and Quality’ (UkrNDNC) (2016). The State Sanitary Rules and Regulations [Sanitary and Epidemiological Standard] – DSanPiN 5.5.6-138-2007 *Hygienic Requirements for Printed Materials for Children*, which cover newspapers, magazines, books and other printed materials for use by children, were approved by a letter from the Ministry of Education and Science of Ukraine and approved by a resolution of the Chief State Sanitary Doctor of Ukraine (2007). The Industry Standard of Ukraine – GSTU 29.6–2002 *Editions for Children. Printing Execution. General Specifications*, which establishes general technical requirements for the printing of book and magazine editions for children without extending to educational editions, was approved by the then State Committee for Information Policy, Television and Radio Broadcasting (Derzhkominform) of Ukraine (2002) [now the State Committee for Television and Radio Broadcasting of Ukraine].

The general technical requirements for the font design and printing of not only book and magazine editions but also newspaper and sheet editions are set by the SOU 18.1-02477019-11:2014 *Polygraphy. Editions for children. General Specifications* approved by the Ministry of Education and Science of Ukraine (2014). However, this standard does not set requirements for the artistic and technical techniques of designing editions for children, which are chosen by the publisher depending on the content of the publication. The font design and printing of editions



for children must meet the requirements of SOU 18.1-02477019-11 for publications for readers of the relevant category.

However, among the current regulatory documents of Ukraine [as of 01.02.2025], there is no official definition of the term 'Edition for Children'. Thus, DSTU 3017:2015 *Information and Documentation. Editions. Basic types. Terms and definitions conceptions* only contain the definition of 'toy-book' (2016, 4.4.5): 'an edition of a special original constructive form intended for the mental and aesthetic development of children'. The footnote to clause 4.4.5 states that 'toy-books are a picture-book, a spinner-book, a book with a game idea, a panorama-book, a trick-book, a figure-book'. It is worth reminding that DSTU 3017 (2016) applies to all publishing products and sets out the terms and definitions of the main types of editions. The text of the standard is systematised by objects of classification and classification criteria for dividing editions into types according to various criteria. In particular, among the general mass of editions, editions for children are primarily distinguished by the readership address 'for children and youth'.

In paragraph 4 *Classification of Editions for Children* of the regulatory documents DSanPiN 5.5.6-138-2007 *Hygienic Requirements for Printed Materials for Children* (2007), GSTU 29.6-2002 *Editions for Children. Printing Execution. General Specifications* (2002) and SOU 18.1-02477019-11:2014 *Polygraphy. Editions for children. General Specifications* (2014), editions for children are divided into 4 groups depending on the age category of readers:

- Group I – editions for children under the age of 5 inclusive;
- Group II – editions for children aged 6 to 10 inclusive (primary school students);
- Group III – editions for children aged 11 to 14 inclusive (students of grades V–VIII);
- Group IV – editions for children aged 15 to 18 inclusive (students of grades IX–XII).

A similar age classification is used in contemporary libraries for children to indicate the targeting of editions:

- for pre-schoolers – code 'D';
- for children of primary school age – code 'M';
- for children of secondary school age – code 'S';
- for children of high school age – code 'St'.

According to the rules for dividing editions into types, as defined by DSTU 3017 (2016), editions for children can be classified according to the following criteria:

- symbolic nature of information: printed text (4.1.1), printed music (4.1.2), cartographic edition (4.1.3) (atlas (4.1.3.1), map / chart (4.1.3.2)), graphic edition (4.1.4) (album (4.1.4.1), picture-card (4.1.4.2), picture posters (4.1.4.3), visual aid (4.1.4.6)), edition for the blind (4.1.5);
- production method: printed edition (4.2.1), electronic edition (4.2.2);

- periodicity: non-periodical edition (4.3.1), serial (4.3.2) (periodical (4.3.2.1));
- material construction: block edition /codex edition (4.4.1) (edition in a book form (4.4.1.1) (tête-bêche / dos-à-dos book (4.4.1.1.1))), magazine (4.4.1.2) (tête-bêche / dos-à-dos magazine (4.4.1.2. 1)), loose-leaf editions (4.4.2) (poster (4.4.2.1), booklet (4.4.2.2), newspaper type editions (4.4.2.3), card editions (4.4.2.4)), loose-leaf encased set (4.4.3), combined editions (4.4.4), toy-book (4.4.5);
- language feature: original edition (4.6.1), translated publication (4.6.2), monolingual edition (4.6.3), multilingual edition (4.6.4), parallel (bilingual) edition (4.6.4.1), parallel edition (4.6.5);
- intended purpose: popular non-fiction edition (4.8.4), popular edition (4.8.5), educational edition (4.8.7), literary fiction (4.8.8), religious edition (4.8.9), reference edition (4.8.10), leisure edition (4.8.11);
- structure of non-periodical editions: single-volume edition, one-volume edition (4.10.1), multivolume edition (4.10.2), series / serial publication (4.10.4), addenda / annex / appendix / supplement (4.10.5);
- repetition of issue non-periodicals: first edition / original edition (4.11.1), new edition (4.11.2) (reissue / new edition / reprint (4.11.2.1) (reprint stereotype edition (4.11.2.1.1), enlarged edition (4.11.2.1.2), revised edition (4.11.2.1.3), corrected edition (4.11.2.4)), republication (4.11.2.2)), new edition (4.11.3);
- volume of non-periodicals: book (4.12.1), pamphlet (4.12.2), leaflet (4.12.3);
- types of periodicals and continuing editions: newspaper (4.14.1), magazine (4.14.2), almanac [calendar] (4.14.4).

Clause 4.2 *Types of editions by the method of production* of DSTU 3017 (2016) defines that editions can be printed (traditional textual paper editions) and electronic (the latest online and offline editions). The above list of options for classifying editions for children according to various criteria applies mainly to printed editions, and only some are acceptable for electronic editions. Printed editions in the library sector may also have another name – flat-printed editions, as there is an opposite form of edition – embossed dot, better known as Braille.

At the same time, the category of electronic editions for children can be divided into local electronic editions, network electronic editions and combined electronic editions by technology of use. For more information on different types of electronic editions, see DSTU 7157:2010 *Information and Documentation. Editions Electronic. Basic types and imprint* (2010). Although this standard does not clearly distinguish publications for children, the classification of types of electronic publications by various features is also acceptable for electronic publications for children. In particular, the latter can be classified according to the following criteria DSTU 7157 (2010):

- availability of a printed equivalent (4.1): electronic analogue (copy, version) of a printed edition, independent electronic edition;
- nature of the main information (4.2): text (symbolic), visual, audio, multimedia;

- intended purpose (4.3): literary and artistic, religious, reference, leisure editions;
- technology of use (4.4): local, network, combined;
- nature of interaction with the user (4.5): deterministic, non-deterministic;
- periodicity (4.6): non-periodic, periodic, continuing, updated;
- structure (4.7): single-part, multi-part, serial.

In its turn, DSTU 8602:2015 *Information and Documentation. Statistical Registration of Publications. Main foundations* (2019) contain provisions on statistical accounting of non-periodical (7), periodical and continuing editions (8), both printed (7.1.1, 8.2.1) and local electronic (7.1.2, 8.2.2), including editions for children, which are subject to statistical accounting.

According to the requirements of this standard, the classification of editions is based on features that largely coincide with the classification according to DSTU 3017 (2016) – non-periodical editions (books and brochures (DSTU 8602, 2019, 9.1.1), fine arts editions (DSTU 8602, 2019, 9.1.2), music editions (DSTU 8602, 2019, 9.1.3) and cartographic editions (DSTU 8602, 2019, 9.1.4)), periodicals and continuing editions (magazines, calendars (DSTU 8602, 2019, 9.2.1) and newspapers (DSTU 8602, 2019, 9.2.2)), as well as local electronic publications (DSTU 8602, 2019, 9.3). However, in DSTU 8602 (2019, 7–8), the systematisation of editions by the sign nature of information and by the method of production is structured differently from DSTU 3017 (2016).

Therefore, the following accounting criteria are applied to non-periodicals (books, brochures) and periodicals and continuing editions for children:

- intended purpose:
  - books and brochures (9.1.1.1): popular non-fiction, reference (reference books, encyclopaedias, dictionaries, guides), leisure, literary fiction (for preschool, primary school, middle and high school age, for youth) and religious editions;
  - periodicals and continuing editions (9.2.1.4): popular science journal, popular magazine, belles-lettres journal and religious magazine;
- reader address (by age):
  - [books and pamphlets] for children (9.1.1.1): popular non-fiction, literary fiction;
  - [periodicals and continuing editions] for children (9.2): magazine and calendar (9.2.1.3), newspaper (9.2.2.5);
- language feature (9.1.1.3, 9.2.1.5, 9.2.2.3): in Ukrainian, in languages of the world, in one language, in two languages, in several languages;
- originality of the work of non-periodical editions (9.1.1.4): original, translated, parallel;
- repetition of issue non-periodical editions (9.1.1.5): new, reprints;
- structure of a non-periodical editions (9.1.1.6): one-volume, multi-volume, serial.



In addition to the traditional criteria for accounting and classification of printed books and brochures for children, systematisation considered:

- by the cover of the book block (9.1.1.7): cover editions, bound editions;
- on the grounds of artistic design, printing and technical production, the following editions are recorded (9.1.1.8): gift, miniature, combined (with an electronic supplement) and complete.

Other accounting criteria are applied to non-periodical pictorial, musical and cartographic editions for children. In general, the classification of sheet music editions (9.1.3) does not have a complex detailed systematisation, so the division is made by the main musical works and types of editions that can be considered suitable for children's audiences.

In contrast, in the case of visual (DSTU 8602, 2019, 9.1.2) and cartographic (DSTU 8602, 2019, 9.1.4) editions, the division is made into only two types of editions: sheet editions and book editions. In the visual arts, posters, portraits, art reproductions and postcards can be classified as sheet editions for children, while book editions include atlases, albums, comics, and toy-books. Among the latter type of visual editions, as well as in DSTU 3017 (2016, 4.4.5), there is a mention of a type of edition exclusively for children's readers – toy-books.

In cartographic editions, sheet editions for children include maps, diagrams, and plans; book editions include atlases, guidebooks, contour maps and plans. As we can see, contour maps are mentioned among cartographic book editions, but in the context of our study, we will consider this type of edition to be more educational than children's in terms of its intended purpose.

As for local electronic editions, they are further classified according to the presence of a print equivalent (DSTU 8602, 2019, 9.3): independent electronic edition, electronic analogue (copy, version) of a print edition.

A review of the regulatory documents in force in Ukraine governing the production of editions for children would not be complete without mentioning the international standard ISO 5127:2017 *Information and documentation – Foundation and vocabulary* (2017). It should be noted that the scope of its validity covers not only the leading European countries but also Ukraine. In our country, as part of the harmonisation of national standards with international standards, this standard was adopted by the method of confirmation, after which its name, although it looks like DSTU ISO 5127:2018 (ISO 5127:2017, IDT) *Information and documentation – Foundation and vocabulary* (2018), the main text remains in the original language, i.e. English.

In terms of its semantic content, this international standard can be considered a combination of several Ukrainian standards, in particular: DSTU 3003:2006 *The Technology of Graphic Arts Processes. Terms and definitions of concepts* (2007), DSTU 3017:2015 *Information and Documentation. Editions. Basic types. Terms and definitions conceptions* (2016), DSTU 4419:2005 *Information and Documentation. Audio-Visual Documents. Basis terms and definitions* (2006), DSTU 4861:2007

*Information and Documentation. Publications. Imprint* (2009), DSTU 7157:2010 *Information and Documentation. Editions Electronic. Basic types and imprint* (2010), DSTU 8344:2015 *Information and Documentation. Editions. Basic Elements. Terms and definitions* (2017), DSTU 8602:2015 *Information and Documentation. Statistical Registration of Publications. Main foundations* (2019). The symbolic unification of Ukrainian standards in the form of a European analogue is also evidenced by the size of DSTU ISO 5127:2018 (2018) – 364 pages. The list of Ukrainian standards includes those that are only tangentially related to DSTU ISO 5127:2018 (2018), but some are significantly similar to the European analogue.

For example, when analysing the classification elements that are acceptable for the systematisation of editions for children, it was found that the greatest semantic similarity of texts is between DSTU 3017:2015 (2016) and DSTU ISO 5127:2018 (2018). In particular, there is a coincidence in the main classification criteria for dividing publications into types. It should be noted that the structuring of texts in DSTU 3017 (2016) and DSTU ISO 5127 (2018) has significant differences. However, these differences do not change the semantic division of editions for children by: the symbolic nature of information, method of production, periodicity, material construction, language feature, intended purpose, structure of non-periodicals, repetition of non-periodicals, volume of non-periodicals, types of periodicals and continuing editions.

We consider the texts of DSTU 8602 (2019), DSTU 7157 (2010), DSTU 8344 (2017), etc. to be the next closest in terms of semantic similarity to the text of DSTU ISO 5127 (2018). In our opinion, this state of affairs is due to a certain difference in the system of standardisation of domestic Ukrainian and interstate international regulatory documents.

Finally, according to DSTU ISO 5127 (2018, 3.4), Ukrainian editions for children can be classified as *Documents*:

- General concepts (3.4.1): document type (3.4.1.01), multiplum (3.4.1.03), version (3.4.1.04), continuing resource (3.4.1.05), integrating resource (3.4.1.06), secondary document (3.4.1.07), derived document (3.4.1.08), edition (3.4.1.12), first edition (3.4.1.13), re-edition (3.4.1.14), new edition (3.4.1.15), revised edition (3.4.1.22), primary document (3.4.1.26);
- Monographic resources (3.4.1.1): monographic resource (3.4.1.27.01), monographic series (3.4.1.27.02), subseries (3.4.1.27.03), book (3.4.1.27.04), pamphlet (3.4.1.27.06), brochure (3.4.1.27.07);
- Continuing resources (3.4.1.2): serial (3.4.1.28.01), periodical (3.4.1.28.02), newspaper (3.4.1.28.04), magazine (3.4.1.28.21);
- Derived documents (3.4.2): abridgement (3.4.2.01), translation (3.4.2.02), adaptation (3.4.2.03);
- Photographic and other optical documents (3.4.5.1): motion picture (3.4.5.1.08), video (3.4.5.1.11), slide (3.4.5.1.13);

- Electromagnetic and electronic documents or their carriers (3.4.5.5): sound carrier (3.4.5.5.01), gramophone record (3.4.5.5.02), single (3.4.5.5.03), long player (3.4.5.5.04), disk (3.4.5.5.05), CD (3.4.5.5.13), DVD (3.4.5.5.14), CD-ROM (3.4.5.5.15), audiovisual record (3.4.5.5.17), master tape (3.4.5.5.18), sound tape (3.4.5.5.19);
- Documents by originator and intended purpose (3.4.6): art object (3.4.6.12), literary document (3.4.6.13), religious document (3.4.6.15);
- Documents by main feature (3.4.7): printed document (3.4.7.06), original document (3.4.7.11), reproduction (3.4.7.17), supplement (3.4.7.19), accompanying material (3.4.7.20), textual document (3.4.7.24), graphic document (3.4.7.28), postcard (3.4.7.43), picture (3.4.7.51), painting (3.4.7.52), drawing (3.4.7.53), poster (3.4.7.55), strip cartoon (3.4.7.57), cartographic document (3.4.7.58), map (3.4.7.59), globe (3.4.7.62), audiovisual work (3.4.7.63), serial audiovisual work (3.4.7.64), print (3.4.7.68), tête-bêche (3.4.7.79), loose-leaf edition (3.4.7.80), festschrift (3.4.7.86);
- Reference works (3.5.5): reference work (3.5.5.01), dictionary (3.5.5.02), language dictionary (3.5.5.03), picture dictionary (3.5.5.05), gazetteer (3.5.5.07), encyclopaedia (3.5.5.10), calendar (3.5.5.14).

To conclude the review of the regulatory documents governing the production of editions for children, we would like to emphasise that the terms in English are given exactly as they are specified in the standards. In our opinion, the use of certain variants of English-language terms in Ukrainian standards raises many questions about their equivalence with Ukrainian-language terms. Still, the provisions of the above-mentioned regulatory documents are valid and therefore should be used in the publishing and printing sectors of Ukraine.

The point is that of all the above-mentioned Ukrainian standards, translations of terms into English, French, German and Russian are provided in DSTU 3003 (2007) and DSTU 3017 (2016). It was found that these standards contain terms for which translations are provided only in Russian, but two-thirds of the terms have all the translation options. In turn, the standards DSTU 4419 (2006) and DSTU 8344 (2017) contain translations of terms in English and Russian. In these standards, translations of terms into Russian without English versions account for two-thirds of the total volume of all terms.

In the standards DSTU 4861 (2009), DSTU 7157 (2010), DSTU 8602 (2019) and SOU 18.1-02477019-11 (2014), the titles are presented in three languages (Ukrainian, Russian and English), but the general texts do not have any translations of the terms. In GSTU 29.6 (2002), the titles are presented in two languages (Ukrainian and Russian), and the text of DSanPiN 5.5.6-138 (2007) does not contain any translations at all.

Given that the general publishing terminology of Ukrainian standards is mostly based on the terms defined in DSTU 3017 (2016), we used the English-language

terms from DSTU 3017 (2016) rather than DSTU ISO 5127 (2018) to describe the classification criteria of DSTU 7157 (2010) and DSTU 8602 (2019).

## RESULTS AND DISCUSSION

All editions for children, according to the current legislation (Verkhovna Rada of Ukraine, *On Mandatory Copies of Documents*, the Law of Ukraine, 1999), are subject to state registration (accounting) and scientific systematization. According to the Book Chamber of Ukraine, despite the absence of an official definition of the term 'editions for children' in Ukraine, there are many types of editions for children.

In addition to the largest traditional array of printed textual non-periodical book editions – books for children, many original new editions for children are published every year. In particular, modern publishers seek to bring originality to the established types of editions in terms of their material construction – book and magazine editions. Most often, such editions contain moving elements of material structures (Petrenko, 2024).

The non-traditional array of editions for children also includes independent electronic editions and electronic analogues of printed editions. In the early 2000s, they were represented mainly by local electronic resources in the format of various CDs with audio or video recordings. Later, this array was expanded to include multimedia products. However, in terms of number, all electronic editions for children still constituted the smallest number compared to the number of other types of editions for children (Petrenko, 2024).

At present, offline electronic resources (local electronic editions) for children have almost disappeared from the publishing segment, and their place has been taken by online electronic resources with remote access. It should be noted that sometimes you can still find electronic editions of combined use – editions for both local and online use (Petrenko, 2024).

Over the past decade, a slightly different publishing trend has been observed in Ukraine: for children, not separate text or electronic editions are increasingly being released, but with the addition of various interesting items (CDs, toys, stickers, ropes, etc.) to the main edition for children, as a result of which almost all such editions for children can be considered combined editions in terms of material design (Petrenko, 2024).

A combination of various combinations is typical for most printed editions for children. Thus, editions for children of various types of symbolic information (text, music, cartographic, pictorial and Braille publications) have a specific subject matter in terms of their intended purpose. An example of a successful integrated combination of flat-printed (printed enlarged font size), tactile (dot-relief, another name for Braille), audio (mp3, DAISY) and video formats is the publishing products of the All-Ukrainian NGO for people with visual impairments 'Generation of Successful Action'. In 2021, this organization, with the support of the Ukrainian



Cultural Foundation, released a series of seven illustrated inclusive educational and cognitive editions, *Little Croissant in the Big City*, and seven educational animated films using plasticine animation and sign language dubbing, which aimed to provide tolerant coverage of disabilities of various nosology (Petrenko, 2024).

Another type of complexity can be seen in the parallel production of two types of media: printed and electronic. This is most often seen in periodicals. For example, the magazine *DZHMIL* [RPML] (Research, Painting, Music and Literature) offers children to get acquainted with its materials both in print and in electronic format – electronic supplements to the magazine's publications. This combination offers readers not only a significant parallelism between the texts of the printed and electronic formats of the edition but also significantly complements each other. Each format has its separate sections: 31 sections in the print edition and 4 sections online (Petrenko, 2024).

For non-periodical editions for children, parallelism is more common in terms of language rather than production method, although until recently there were many newspapers and magazines for children published in separate parallel issues in Ukrainian and Russian. At present, this trend prevails in the Ukrainian-English publishing segment of publications for children (the release of translated publications for children under licenses from such world-famous brands as: Disney, DreamWorks, Harsbro, Mattel, Pixar, etc. In Ukraine, such products are published by Egmont International Holding's representative company, LLC Egmont–Ukraine (Petrenko, 2024).

Usually, the lion's share of parallel, translated or multilingual editions are published within thematic series, for example: *Time with a Book*, *Reading in English and Ukrainian*, *Paw Patrol*, *Activities+*, etc. In particular, the series that includes books for children based on animated or feature films is called 'Developmental Books'. Occasionally, editions for children are published within two series at once. For example, in the early 20s of the 21<sup>st</sup> century, the publishing house 'Knigolav' published some books as part of the main series 'Children's Shelf' and some of them as part of another additional series: *80 Questions and Answers*, *Dino Babies*, *Good Growing Up*, *Little Researchers*, *Paper World* or *I love English. My first library in English* (Petrenko, 2024).

Sometimes, the seriality of editions is determined by their size or the parallelism of languages. For example, during the 10s of the 21<sup>st</sup> century, the publishing house 'Smart Child' published large educational encyclopedias united in the conventional series *The Educational Book for a Smart Child*, *The Useful Book for a Smart Child*, *The First Book of a Smart Child* and *The Favorite Book of a Smart Child*. In particular, *The First Book of a Smart Child* (originally published in Ukrainian in 2007) was published in 2011 in English, German, Russian and Hebrew. Other parallel editions were published only in Ukrainian and Russian. However, their common feature remained in large format (Petrenko, 2024).



Among textual non-periodical book editions, there is a significant array of various reprints of both translations from foreign languages and masterpieces of national literature. Publishing house 'A-BA-BA-GA-LA-MA-GA' is a leader in this field with a series of translated editions of Harry Potter (Petrenko, 2024). Thus, at the end of 2024, the 48<sup>th</sup> edition of the first book about the boy wizard, Harry Potter and the Philosopher's Stone by J. K. Rowling, was published, although the 40<sup>th</sup> edition was published at the beginning of the same year. On the list of Ukrainian bestsellers, the top spot belongs to fairy tales *The Newest Adventures of Hedgehog Kolka Kolyuchka and the Bunny Kosi Wukhanya* by V. Nestayko, which were first published by A-BA-BA-GA-LA-MA-GA in 2009 and reprinted for the 21<sup>st</sup> time in 2023.

In general, at the beginning of the 20s of the 21<sup>st</sup> century, the number of printed non-periodicals for children significantly exceeded the number of printed periodicals for children, and among the array of children's periodicals, there were far fewer printed newspapers than magazines, however, these publications contained decent content for children of all ages (Petrenko, 2024).

According to the statistical data of the Book Chamber of Ukraine, calendars are the least published among editions for children. In DSTU 3017 (2016, 4.14.4), this type of edition is classified as periodicals and continuing editions, however, as practice shows, calendars for children fall under the exception to the rules, as they have nothing to do with periodicity except that they are published annually but with new content (Petrenko, 2024).

## CONCLUSION

A review of the current regulatory documents of Ukraine and Europe allowed us to identify a range of national, sectoral and local standards that directly or indirectly regulate the production of editions for children in Ukraine:

- DSanPiN 5.5.6-138-2007 *Hygienic Requirements for Printed Materials for Children* (2007);
- DSTU 3003:2006 *The Technology of Graphic Arts Processes. Terms and definitions of concepts* (2007);
- DSTU 3017:2015 *Information and Documentation. Editions. Basic types. Terms and definitions conceptions* (2016);
- DSTU 4419:2005 *Information and Documentation. Audio-Visual Documents. Basis terms and definitions* (2006);
- DSTU 4861:2007 *Information and Documentation. Publications. Imprint* (2009);
- DSTU 7157:2010 *Information and Documentation. Editions Electronic. Basic types and imprint* (2010);
- DSTU 8344:2015 *Information and Documentation. Editions. Basic Elements. Terms and definitions* (2017);

- DSTU 8602:2015 *Information and Documentation. Statistical Registration of Publications. Main foundations* (2019);
- DSTU ISO 5127:2018 (ISO 5127:2017, IDT) *Information and documentation – Foundation and vocabulary* (2018);
- GSTU 29.6–2002 *Editions for Children. Printing Execution. General Specifications* (2002);
- SOU 18.1-02477019-11:2014 *Polygraphy. Editions for children. General Specifications* (2014).

After forming the list of normative documents on editions for children, the information regulating the publishing and printing aspects of editions for children was identified and summarized. The analysis of the lists of key standards has revealed both similarities and differences in the systematization of editions for children according to different classification criteria. Thus, it was found that the greatest semantic similarity of texts is between DSTU 3017:2015 (2016) and DSTU ISO 5127:2018 (2018). In particular, there is a coincidence in the main classification criteria for dividing editions into types by the symbolic nature of information, the method of production, the periodicity, the material construction, the language feature, the intended purpose, the structure of non-periodical editions, the repetition of issue non-periodicals, the volume of non-periodicals, the types of periodic and continuing editions. We consider the texts of DSTU 8602 (2019) and DSTU 7157 (2010) to be the next most similar in terms of semantic similarity to the text of DSTU ISO 5127 (2018).

However, there are global differences between ISO 5127 (2017) and purely Ukrainian standards. In addition to the difference in the structuring of the texts of the international and Ukrainian standards, in our opinion, there is another global difference. In the international standard ISO 5127 (2017), an edition for children is presented and variously classified as a ‘document’, while in DSTU 3017 (2015) ‘edition for children’ is a semantic derivative of the term ‘edition’. By the same principle as in DSTU 3017 (2016), ‘edition for children’ can be distinguished in other regulatory documents of Ukraine. In our opinion, this state of affairs is due to a certain difference in the rules for systematizing domestic Ukrainian and interstate international regulatory documents. Our author's vision is that further harmonization of national standards with international ISO standards by consolidating the developments of international and Ukrainian information and documentation systems is relevant. This regulatory and legal aspect requires intensification of research activities to bring Ukrainian standards in printing and publishing in line with international regulatory standards.

The positions on editions for children identified in Ukrainian standards were illustrated using typical examples of publishing products. The description of various types of publications for children published in modern Ukraine was made with an emphasis on maximum coverage of all possible examples from the publishing assortment. It should also be noted that the explanation of practical results includes

not only the characteristics of various types of Ukrainian editions but also the names of top publishing products.

In conclusion, it should be noted that the publishing segment for children requires not only further development of the scientific and methodological apparatus but also the introduction of more detailed tools in the regulatory documents of various levels of the publishing and printing industries of Ukraine. We believe that the formation of the publishing assortment for Ukrainian children should be professionally influenced by the reasonable and productive interaction of state regulatory factors with educational and cultural centres.

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**Петренко-Момотенко, О.** (2025). Видання для дітей: терміни, види видань, практичні результати. *Дитяча література: інтердисциплінарний дискурс*, 2 (1), 13 – 33.

У статті здійснено спробу узагальнення та структурування сучасних нормативних відомостей України про видання для дітей з описом типових практичних результатів. Такі науково-методичні прагнення були спричинені відсутністю в Україні сталого і загальноприйнятого визначення терміну «видання для дітей».

У цій публікації згадано імена основних дослідників, які розглядали видання для дітей крізь призму їх дотичності до літератури для дітей, книговидавання для дітей, ілюстрування видань для дітей, преси для дітей, друкованих видань для дітей, електронних ресурсів для дітей і статистичного обліку цих видів видань. Після короткого огляду існуючих напрямів досліджень щодо видань для дітей автором публікації здійснено спробу сформулювати власне трактування терміна «видання для дітей». В подальшому таке трактування має шанс на трансформацію в офіційну дефініцію «видання для дітей», або ж принаймні на часткове використання в майбутніх оновленнях нормативних документів.

Проведене дослідження здебільшого базувалося на огляді чинних нормативних документів України, які напряму чи побіжно регламентують випуск видань для дітей. До теоретичної бази дослідження увійшов ряд нормативних документів різних рівнів видавничої та поліграфічної галузей: національні (ДСТУ, ДСанПіН), галузевий (ГСТУ) та локальний (СОУ) стандарти. Оскільки досі існує величезна проблема фахового розуміння та практичного застосування наявної офіційної термінології щодо видів видань для дітей, з текстів стандартів проведено вибірку позицій, які регламентують видавничий та поліграфічний аспекти випуску видань для дітей. Усі виявлені відомості узагальнено та сформовано в списки за логікою практичного застосування.

Практичну частину дослідження вербалізовано в описі типових видавничих продуктів, представлених у вигляді різноманітних видів видань для дітей, які побачили світ у сучасній Україні. Цифрові показники випуску видань для дітей взято з офіційної інформації про статистичний облік всіх видів видань державним архівом друку – Книжкова палата України імені Івана Федорова.

**Ключові слова:** видання для дітей, нормативний документ, термін, тип видання, критерій класифікації видань.

**Petrenko-Momotenko, O.** (2025). Editions for Children in Ukraine: Terms, Types of Editions, Practical Results. *Children's literature: interdisciplinary discourse*, 2 (1), 13 – 33.

**Received:** January 08, 2025; **Accepted:** Mart 12, 2025.