

Influence of Child's Story Literature on Growth Psychology

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Abstract: The relationship between psychology and literature in the present day is vital. Today's literature is not outside psychology because every single piece of writing is created it must have the spirit and the newness that we call the soul psychology so that a person can and will enjoy the healthy thoughts. Children's stories must be written so that the child can decide on the personality of the stories and even change their destiny. Interacting with a child while reading a story shows the value of teaching storytelling and emphasizes the role of the story as an educational tool for advancing thought and it can increase the thinking of children. The method of this research is a library that has been taken from books and articles. The main goal of this study is to provide a place for children's literature in the interaction of childhood concepts and philosophy and the link between fictional literature and growth psychology. The progenies show that the relationship between psychology and psychology is a two-way relationship. In other words, fictional literature directly affects the child's life, behavior, language, and deeds.

Keyword: Child Literature, Fiction Literature, Growth Psychology, Thinking Education.

Introduction

The story, the main tool for teaching thinking in the philosophy program for children, is the story, because the use of the story provides the opportunity for children to discuss important ideas with each other. The interest in fiction and storytelling is intriguing, and we need stories as we need air, water, sleep and food for life, and we need to tell stories about fiction and storytelling, and we, like living in air, water, sleep and trying to prove the value of the story is trying to prove the obvious thing everyone is aware of (Haven, 2007).

Children are interested in literature for a variety of reasons and communicate well with it. They enjoy it, learn and travel to an unknown world. Rebuilding their imagination with its help and shaping their dreams and, in a word, living with it. One of the goals of the literature is self-knowledge. He searches for humanity as the spiritual element of thought, which originates from consciousness and identification, and uses the power of thought in two directions. One to meet material needs, and another to excellence and to reward his soul, and for this purpose, the need for literature is long and necessary (William J., Grace, 2002).

According to Lesing and Everstein's definition of child literature it can be said: 'The child's literature is said to be a group of books that their being entirely dependent on their relationship with the visitor's account, the child. Therefore, the basis for defining the child's literature is the following: This literature wants something special, because it is this property that connects it with its audience, «that is, the child, that is, by the way in which this literature explicitly and purposefully engages him»

Landesberg, in the role of children's books and literature in the development of childhood personality and socialization, says: «Good books can have many benefits for children. At best, they can create widespread horizons against children, and they create a great sense of complexity in life. No other hobby is so good for

empowering children. No other pleasure can equip the child with the symbols, patterns, depths, and possibilities of civilization(Lesing-Eberstein 2008).

In this research, the relationship between psychology and literature is discussed.

The second part is about the definition of psychology and literature and their history. The third part is about psychology and its relationship with literature. Finally, the conclusion is drawn. The purpose of this research is to investigate the role of child's story literature in the development of psychology.

Part II

Different types of teenage girls

The storytellers in their conceptualization are of various kinds: legends, fairy tales, parables, stories, etc., for example, Hechtat-Fahdvars, Fairy-tales, Orgasm, Humor, Myth-romance. The findings of the study are based on the size of the adult literature and the size of the workforce and the size of the adult population. In the field of children, due to the image of the image, the figures of the age of the adults are different, and often in the form that appears in different forms: A drawing, in which the image is most common, and the text is hardly or substantially absent, And the images are not succession; the book is depicted in it and there are few images associated with it. (For illustrating different illustrative illustrations, see below: Qayyani); comic strips, in which the biographies of their relationship with the chains and chairs are interconnected.

Characteristics and Characteristics of Child Literature

What can be considered as features and peculiarities of the child's literature is:

- 1- The writing style in this type of work should be based on simplicity and psychic so that readers are guided by simple and ordinary questions to understand and get more important and complex issues.
2. The form and content of the works of children have a deep link with their age and psychology.
3. The basic issue to be pursued is to raise awareness among children, and to achieve this through the use of folk and written literature.
4. Moral features should be of prime importance. But it should not be presented in the form of advice and advice in a chilling manner. Because they do not accept dry advice even adults. Hence children are so angry. In other words, they do not want the character of their writer and poet, the instructor and the guides, but they want to see the sorrowful friend to give them songs, stories and stories of sweet and memorable.

In addition to the features mentioned above, the greatest effort should be made to make illustrated books designed for children. The power of the image is to entertain, convey concepts, educate and enjoy children, very productive and even magical. On the other hand, works created in the field of child literature should be consistent with their language, imagination, expression, and experience, and be seriously prevented from what causes disappointment, pessimism, hatred and malice. If our wishes and wishes are the real support and assistance of the child, then it is essential to live with them, to know their spiritual qualities, and to know what they like. Therefore, it is better to consider the age of that period for each period of the childhood that we create, and realize that poetry or story, story and song for the same child and at the same time. Keep this in mind that if we have a lot of life experiences, we will not get them as easily and without any error. If we did not have children's mistakes, we would not have reached our current age, and now that our growth has been completed, we should not expect them to think like us or act like us. Given the above, the definition of child literature, its characteristics, its goals, its principles, and its significance, we conclude that in general, any definition that applies to literature can include children's literature; but the difference between the two is the same as the difference between the desires and the needs of children with the elders (Turkman, 1992).

Ancestor of childhood teenager in the world.

If the literature of life is part of the child's literature, we can say that the history of the first-year college students in the cave community has begun to spell out; but the childhood literature of its age, since its inception, has begun as a juvenile children's book.

1. The stage of creation of literary works for the sake of life. Few experts, such as the ETHNERCES, believe that they are immortalized by their high degree of knowledge, they can only be seen in the field of children's literature and adolescence.
2. Essays on teaching, religious texts and instructions are in line with the Hieroglyph (ancient Egyptian line) and the line of the niche (the ancient Egyptian dialect of the ancient times). Aesop (Oct. 6, IQ) is the first time he has been nominated as a director and editorial secretary.
3. In this stage, the prospect of finding the school, the advent of writers and publishers interested in children's books, and the views of Jalalak (16321704) and Janjakrosu (1712-1778), are the main themes of the development of childhood literature. In the Indoor Region of Europe, England was the father of children's literature, and in Germany, Sweden, and so on. In France, the Czechoslovakia, with the bookmaker, came to natural science and believed that education should be based on it (Foroughi, 1993).

In the early part of the year, Milladi, with the advent of compassionates, grew at a glance at the popularity of the story. In the middle of the story, he shared the works of the works: the works that have been written by the great-year-olds are well-liked by the children. Like Robinson Crusoe, the effect of Danielle (1731-1660) The writer of English, the myths of Lily of Magnesia and La Fontaine (1621-1695), and the works of the childhood of adolescents; And this should be a point of reference for the history of children and teenagers. In Europe, the first of a kind in the history of the book of the Enlightenment (1713-1767), the English writer, with the name of the book of the arts. The historian and author of the film are the founder of the literary criticism (literature, especially children). At this stage, Hans Christian Andersen (1805-1875), a Danish poet and writer, inspired the Cultural Heritage, wrote a new kind of tales of Feelings. He is one of the best in the world, and some of them are the father of children's literature.

4. The bigger attitude changes to the children and the child becomes a mirror. He is a fairly independent, relatively independent and has a lot of rights. In 1765 (Andersen's two decades), Louis Corral (1832-1889), author of English language, Alice, wrote about the land of the West, who was an admirer of the essence of the stereotypical culture, and had a pedagogical approach, and was embraced by a child. Almost simultaneously with him, Carlo Collodi (1826-1890) in Italy created the eternal effect of Pinocchio, and Rudyard Kepling (1865-1936) created the English Dictionary (Mihradi, 1994).

Definition and subject of growth psychology

Growth psychology is defined as the science of studying human growth from the time of the closure of the spleen cell to death. Growing psychologists try to answer the questions about how they grow and the general principles governing it, There is a difference in the human responses from birth, continuous and gradual or discrete and mutant growth, factors affecting growth, the quantitative or qualitative difference between the child and the adult, the intrinsic or experimental knowledge of children, Also, how to integrate developmental changes in different aspects of human beings as a whole unique. Child Psychology, one of the subsets of Growth Psychology, examines the characteristics of the childhood period, the birthrate to the age of 12-13, Due to the decisive influence of this period of growth on human personality, in the past, only the period of growth defined up to the age of 18 was examined, Child growth studies have been able to provide appropriate scales for predicting or delaying growth, Also, the matching of education with the needs of individuals at each stage of growth. Other terms such as development, motivation, evolution and development are also used in Persian for growth, each of which has its own meanings. It seems that a comprehensive definition and a barrier to growth is that (growth) is the relatively stable, continuous, qualitative and quantitative changes in the capabilities that are influenced by the interaction and interaction with the environment in a coherent pattern.

Third part

Psychology and Literature

Randolck calls the psychology of literature \Author's psychological study as a type or individual or the study of the process of creation or the study of the types and rules of psychology in the literary works or, finally, the study of the impact of literature on readers of a literary work.

In the psychological way in literature, he tries to perceive and express the internal flow of the poet and the writer, and assess his talent and artistic talent and taste and determine his emotional and imaginative power. And to study the impact that the environment, society, traditions, and traditions have on the development of these currents. Consequently, critics or writers consider psychology to be very important in the understanding of literary works, and it is considered to be the critique of other scholars and critics. In fact, he considers poetry and poetry as a phrase. From the psychology of the poet or the author of the study of literary works, one can find out what the emotions and feelings of the artist are and what his moves are in his thoughts and inspirations. And you can also recognize the predominant emotional qualities of your age and contemporaries.

The study of the spiritual and emotional states of the particular people in the drama or palace is something that writers and poets have given it from the earliest days. And they have looked at it, and whether the search bases of the human soul have existed from the earliest days in dramatic poetry, in Europe such as Shakespeare, Dostoevsky, and in Iran, such as Sa'di, and contemporaries such as Sohrab, Nima Nevertheless, a new philosophical and philosophical process led to the consideration of literature from the point of view of psychology, and it was influenced by the ideas and thoughts of such people as the \In psychology, the task of literature is to create a psychological equilibrium or indeed a balanced mental habit, To the meaning of religion which believes that an artwork produces a special reaction to a viewer or a reader because beauty itself is what brings balance to balance. However, he strives to recognize the value of literary works based on psychology. Today, in literature and psychology, there are three branches that generally consist of:

1- Psychology Writer: The author himself brings his thoughts into his writing or poetry in a manner that is of his or her own surroundings and attracts the reader.

2-- Community Psychology: Today, the author assists in writing to society, while society, if it is psychologically clean, has an impact on the advancement of society and the creation of an artistic work.

3-- Sentimental reader: Today, anyone who wants to write something else looks at his audience, which means that his audience has psychologically what the personality of the Sunni and the audience of the whole creates an effect (Masoumi, 2008).

Aggravating factors in the development of children's creativity

The accelerating factors for the development of children's creativity are summarized in Table 1:

Table 1. Factors that accelerate the development of children's creativity.

The subject	Explanation
Encouragement and encouragement	Children need creativity and creativity to encourage and persuade, and criticism prevents their creativity.
Time	Children have to spend a lot of time building up their minds and thoughts, playing with them and bringing them into new and innovative ways.
materials	Obviously, the presence of various materials, such as paper, dough, etc., is necessary to stimulate creativity in children.
Stimulus environment	The home and school environment should stimulate and encourage children through the use of materials and objects.
Non-exclusive relationships between the child's parents	Parents who are neither extremist nor exclusive monopolist of their child will naturally encourage him to be independent and self-reliant, and these two more impact on creativity.
Baby education methods	A relaxed and easy way to foster children in the home and school promotes creativity, if strictly avoided.
Opportunity to get information	Creativity does not take place in a vacuum, but requires the acquisition of information that is considered to be a building block of creativity (Growth Encyclopedia).

The role of literature in cognitive development of children

Literature plays an important role in children's cognitive development. Children learn a lot of literature through literature. Story, poetry, show and ... Is a good way to teach children. Several studies have shown that the informal education of children is far beyond formal and school education and is more attractive to them. Literature can have an impact on children's cognitive and cognitive development if their creators know enough about the characteristics and how children develop their cognitive development: How do children think and how do they learn? How do you understand the concepts? How does a child's imagination develop in what age? Which are the factors what is the relationship between the age and the cognitive development of children? And children's creativity barriers? What are the phenomena of imagination, sensuality, imagination, etc. in children?

The answer to such questions that arises in the developmental psychology is to create useful and beneficial effects for children.

The role of literature in children's psychosocial development

Literature has a lot of emotional development in children. Children, especially the use of poetry and storytelling, can get to know their feelings and their own states and others, and become familiar with the ways of expressing emotions and expressing emotions properly. Literature can contribute to the strengthening of positive emotions such as hope, happiness, affection, empathy, and so on, as in knowing and modifying negative emotions, including anger, fear, grief, jealousy, hostility, and so on. Effective role But the influence of literature on the emotions and emotions of children is possible if their authors are aware of how emotional-psychological development of children is known:

How do the emotions develop and grow? How do children express their feelings and emotions? How can children's emotions be triggered? Growth Psychology responds to these questions that make it possible for the children to communicate literally with their children and their writers.

Role of Literature in Children's Ethical Social Development

Social and moral development is an important part of the overall development of children.

This aspect of growth is closely related to the literature of children. The studies show that strengthening the positive social-moral behaviors of children is not possible either directly or through advice and advice, but rather providing appropriate patterns in practice or through attractive personalities in stories, poems, stories. But this effect is possible if the creators of the child's works are aware of their socialization process. Understanding the psychology of growth is a way to become aware of these. As part of the compilation of the role of children's literature in their essential aspects of growth and the need to become familiar with the developmental psychology, in working with children, it can be said that the authors of the works of children have two important characteristics:

A) Creativity for the presentation of creative works.

B) Understanding the subject of your work, the child, in order to influence the growth and personality of the child. Unconscious creativity ignores the main goals and content of the works, and ultimately, only the structure of the work is manifested. (Ghasemzadeh, 2009).

The story can create an imaginary world as an intellectual exploration because it has an intelligent structural story that, while leaving us free from the strait now and now, speaks of the ordinary routine of events, it is a tool for understanding the world and itself, and it has human concerns (Fisher, 2003). The role of the story is a metaphor for the real life of humans, and this is the reason for the human connection with it. An important feature of this metaphor is the focus on a specific personality that has a purpose and motivation and faces obstacles to achieve its goal; and it's the same story behind the story. The flow of the characters and the events that are happening to him are also related to the reader (Haven, 2007). It creates a cognitive literary story that enables the child to understand the story, to contemplate the events of the story, and to understand the experiences therein.

The importance of the story of child psychosis

However, the importance of stories in the child's inner growth process is very important. The child's story is entertaining. She enlarges her from within and promotes her personality. At various levels, such concepts can be transmitted to a child, and his life makes it possible for another book to never take that diversity. The story, in the form of fantasy, clearly shows the process of human growth and its details. This process begins with resistance to parenthood and the fear of growing up, and when it returns to its young age and reaches its psychological independence and maturity, and does not feel threatened by the opposite sex, He has come to establish a positive relationship with him, for example, and as Bethlehem thinks. The story of Hensel and Kertl emphasizes the efforts of a child who is heavily dependent on her parents. While the time has come to face the world around it independently (Bettelheim, 2005).

The role of heroes of tales in the minds of children

Typically, the hero of the story is attractive to children and are eager to behave like heroes of stories, dress or talk.

The lower the age of the child is in terms of thinking and understanding more objective, and separates imagination and reality less than that, so the hero believes the story more realistic and believes it. Sometimes, because of the kind of relationship that the child has in real life with her associates, the hero best accepts and follows her stories. Parents and child carers try to control the child because they are more capable, and the child, who has less ability to control the environment, has turned to the fantasy world and sometimes shelters the hero of his stories. They may distract their dreams and interests, and in the world of imagination they will have any relationship they want to make with them, because they have more power here. Parents and coaches may also use this opportunity to educate or follow the child, for example, to tell their instructions or tips from the heroes' language (Bettelheim, 2005).

Conclusion

It can be concluded from this that the child and adolescent's minds are basically a condition and capacity that can be fostered by thinking. Using storytelling as a tool for advancing childhood thinking is essential. The literature of the child with the various literary elements contributes to the child's intellectual coherence, the imagination, concentration, and judgment of the child. Parent's storytelling and the use of heroes and story characters in teaching proper behaviors and cognitive behaviors Also, the inclusion of fictional literature in the educational system has made it possible for the child to think and creativity more than ever before. In other words, they teach them the correct diagnosis and directly influence their behavior, deeds and speeches in their practical life. If we want to make a general conclusion, we must have books or, better, all of our literature is subdivided into a sense of influence and influence on each individual And the relationship between psychology

and literature is a two-way relationship, that is, literature in psychology promotes the development of thought and development of society, and psychology in literature creates a very literary works.

Conflict of interest

The authors declare no conflict of interest.

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