



## Child and Adolescent Literature

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**Abstract:** *Contrary to what we suppose, our times are not a period of childhood, and in fact, today's civilization does not give the child a childhood opportunity until the new era dates back to childhood. The increasing rate of speculation and production of the older people has led the child to enter the production cycle as soon as possible.*

*Also, their fear of the overthrow of the new generation does not undermine the freedom and creative growth of childhood (Eghlidi, Mohammad Ebrahim, 1996). In this context, the importance of child and adolescent literature becomes more apparent in the personality of the child, as an agent for the growth of culture and independence.*

**Key words:** *child, adolescent, child and adolescent literature.*

### INTRODUCTION

Today's baby and teenage creature is wandering. For example, a small red fish that has been abandoned in the endless ocean. Today, the child pushes the green button to control television or satellite against unlimited imagery, movies and music. Versus a variety of cultures and literature from different countries with all the good and the other. Today, the child bypasses the search engines to the infinite world of information on a computer today. The child today is different with the baby today.

Somewhere in the name of the school and not someone named Mullah and the master. It's not about the third or fifth year of primary school in Farsi. And the lesson is not just a lesson to take the sweetheart of mercy. Now the children are like aphids stepping into the small world of the world. The child's baby quickly spans a light year, perhaps less than an eyelid on a head screw, and we stood at the bottom of the passage of time. Look at them. Of course, it may be a little late, but everyone in their field should think about this and make appropriate choices for this lovely creature, the child. Perhaps one of these paths is literature. A solid shield rooted in the depths of the culture of the children's culture of this border.

This revision is also in the field of child literature. Looking at a variety of young and young children's books, the publication of the book has become a slap. The slip that sometimes becomes destructive and destructive, in which the works of translation can be mentioned, are worthless literally. Some people believe that the child's literature is subject to destruction and destruction in light of the rapid development of the world today. And others also believe in the belief that it is the writer's and child's literature to deal with this flood.

Definition of child and adolescent literature Children's and adolescent literature tells children's and adolescents' special literary texts. This kind of literature also includes a part of the popular oral culture, such as Lullabies, parables, stories, as well as stories, plays and poems, as well as writings in the fields of religion, social science, science and its applications, art and entertainment. Authors and poets create for children and adolescents.

"Defining children's literature with the definition of literature does not mean the same, but the difference between the needs and the facilities of children with adults makes it possible to expect more children's literature, since it is for the little human being to experience, so it should be great Being more productive. These differences and limitations include:

- Limited experience of children (in terms of type, extent, and amount of experience) - Language restrictions (vocabulary limits)- Limited time of accuracy (children cannot think intellectually for a long time in something like reading a story.)- Failure to receive various events at a time. " (Hejazi, Banafsheh , 2006) "Children's literature is said to be a collection of works and writings (books and articles) that are provided by specialist writers for the free study of children, and in all of them the taste and level of development and development of children are considered".

History of child and youth literatureChildren's and adolescent literature. This literary genre means, in the general sense, the works that are appropriate both in terms of the theme, construction and payment, and image, and in terms of language and presentation, and manner of presentation, with the needs, interests, experiences, and abilities of children and adolescents to understand and read.

In this term, the term child is the person who can at least understand them by seeing the images or listening to the text of the books. The age range of this definition continues until the age of fourteen or fifteen. Although the term refers to adolescence, in the present circumstances, due to the fundamental socio-cultural changes in global societies, especially due to the remarkable advances in complex electronic sound and visual instruments, adolescents older than the age of fifteen are practically in the study of works Are for adults.

On the other hand, the promotion of the quality of literary works of these age groups has also increased the tendency of adults to study their works. As far as children are concerned, the element of imagination forms the main essence of their literature. These works are usually read by adults by defining, compiling, illustrating, translating, editing, printing, distributing, evaluating, criticizing, selecting, and even occasionally. Therefore, the adult's view of childhood and adolescence and their perceptions of this age affects the structure and quality of these works. Despite the emphasis on the obvious differences between children's literature and adult literature, the distinction can be made. A group believes that there is a significant difference between children's and adolescent literature and adult literature. Therefore, even the best literary works of these age groups cannot be measured by the standards of adult literature. Another group considers any boundaries between the literature of children and adolescents and adult literature as artificial, and their literature is also part of the literature. Some experts, Peter Hunt, a prominent British children's literature researcher, are representing them to address current controversy, which suggests that it's best to define their literature according to their readers in light of the ongoing transformations that adults experience when it comes to their childhood. And depend on the value of the book to its use. Until the second half of the eighteenth century, children's literature was limited in its developmental stages. At the end of the century, this category was presented as an independent phenomenon, but its real growth was due to the developments of the 20th century, especially after World War II.

In these decades, the literature of children and adolescents reached such a degree of development and perfection of artistic and literary creativity that gained its credibility in the world of literature, as it is currently less important than other branches of literature. History in the world. An overview of the historical process of this phenomenon in the world shows that, for centuries, the childhood period has not been particularly important.

As a child, having been left behind, as soon as he could stand on his feet and run himself, he was present in the economic and social life and, under his own power, took over the share of the administration of life; consequently, from each what would have been achieved was a small share, though. Looking at childhood, in fact, looking at the rest of the time was waiting: waiting for admission and completion. In this long period of time, the argument was that children were only perceived as physically fit (Hejazi, Banafsheh , 2006).

What is the child and adolescent literature?

One of the ways to communicate more and more with children is literature. Literature is "how to interpret emotions and emotions and thoughts by words in different forms and faces" (Hejazi (Farahani) et al.,1995)

Perhaps for the child's literature, it cannot be said more specific. Only the only difference between the literature of the young child and the definition of it can be its specificity for the child and the young. The child and young child's literatures refer to all literary works, both written and oral. . In the definition, we can say that the literature of the young and young is a vast literature that is intended to be of a special purpose. The literary purpose of children is furthered by education.

The writers of the child wanted to create something new to the young and young to create works other than entertainment. This is not only the case in Iran, but also in literary works of the world in other lands. This literature includes educational literature. "Of course, fiction and artistic literature belong to the nearer period" (Puladi, Kamal,2005). And of course, in our time, one can consider that one of the functions of the coming literary types for the child to be educated and educated.

It should now be seen whether there is a difference between the literature of the young and the young with adult literature, and why is this difference? Young and young children have a little bit of vocabulary than adults. When writing for children, we need to use a dictionary that is familiar to them. The child and young child writer must be fully familiar with the world of the child and recognize him. In the language that is being passed, young children and young people have other limitations that can be Children's experiences also mentioned.

The world of young children and young people is a world that has not yet experienced much experience. Time limits should also be considered Young children and young adults, like adults, cannot focus on a subject for a long time, and the literary works of this particular age group should bring them closer to the end sooner. And perhaps, in a more specific sense, the young and young child's literature was defined as: Child and adolescent literature includes literary and artistic works written for young children and young people. The works created in this area should be both literary and artistic and can easily transmit the message of the author. Of course, other than training, one can expect other goals from the child's adjectives, including:

1. Familiarizing the child with the national culture and interest and strengthening global peace.
2. Developing and developing the ability to interpret and express spoken and artistic talents.
3. Leadership to strengthen the thinking force to find the right philosophy of life.
4. Familiarizing the child with his or her own world and life.
5. Share the child in the past and better understand the past by understanding the reality of the future and the future.
6. Educating the child's personality through self-confidence and personal autonomy
7. Help expand the habit of studying in the child's two thighs (Hejazi (Farahani) et al.,1995).

Of course, the works that we have for these goals, both in the past and in the present. But what should be seen in the field of child literature? Are all the works created for the child specific to them? With little care it can be seen that the arenas of child and new literature are not just in their particular field, and in a more precise division, the following types can be found:

A: Books designed specifically for them according to the needs and attachments of the child  
B: Works of classical literature such as Shahnameh, Kelileh and Demneh, Iliad and Vaidah, which have been re-written for children.

A: The stories, motels and riddles in popular culture are recognized for children.

D: Books originally written for adults but also interesting and readable for the young and young people, and belong to the field of literature.

E) Books that are considered to be the official education of children, and with some slight easing, they can be placed among the child's literature.

What is in this article? The use of ancient literature for the child today is, of course, before we must deal with the literary types of the young child:

The young and young child literature is divided into prose and poetic literature.

Prose Literature includes:

Legends, tales, stories, stories, plays, riddles, and non-fiction.

Poetic literature includes:

Lullabies, motels, poems, folk songs, and folk songs.

- The mystery of ancient literature what's in store for this is in our ancient literature, which has been enthusiastic about thousands of years since their creations? Still, by reading the verses of the Shahnameh, we are proud to be proud of us. And the sense of patriotism and courage and courage awoken in us. To be What is the secret that lies in the drop in the drops of the immensity of the ocean of Manabí, which after several centuries still invites us to think and recapture, or else it can be that, if the magic was not in the words of the clay and the demons, why do we repeatedly We are reading and thinking, and we still want to read.

Perhaps the secret of the survival of these works is the same as the time changes. People come and go. But man is human. With all the complexities and changes with all the burgers, man is the same man. What is in him is unchangeable. That's why on one side the world is created by Shahnameh, and somewhere else, Odyssey and the Iliad. On this side of the moon is the forehead and on the other side of Cinderella. Hassan Bass hall comes to his wishes and fingers across the waters.

Old literature and its magic lies in the self and the ones who brought these valuable works into some kind of emotion and familiarity with all human desires. Stories and poems that we admire in ancient literature. It is rooted in our culture and beliefs. By reading these texts, I again feel these roots and believe in us. By reading these texts and a detailed look, we find that the characters of the stories and the events of the poems and testimonies of the analogies and the anecdotes are also at this time. It is not easy to say what is the secret of the survival of ancient literature?

But it is a pleasant feeling that by reading these works, we are blessing our country's culture and literature. And, of course, it makes it so difficult for us to protect everyone from this great wealth wherever it is. And it is clear that the most the burden is on the hands of writers and writers (Mohammadi, Mohammad Hadi et al.,2005). The need to pay attention to the children's literature the construction of the natural system of man is such that his education or training is necessary throughout life. "Children's Literature", which is more than ever considered by educators, and countries that believe in the value of mankind and the need for continuous education throughout life, especially in childhood and adolescence, have a significant impact on the development of children's and adolescent literature, and in addition to the publication of newspapers And its special journals Conferences and conferences with the participation of technical experts to discuss the desirable exploitation of this important factor in indirect education and its expansion and enrichment.

Causes of the need to pay attention to children's literature

1. The curiosity of children's curiosity to gain new experiences and information on various issues (Bond, Guy L. et al., 1966).
2. Assistance in teaching and learning the national language (Bond, Guy L. et al., 1966).
3. The development and development of the ability to interpret and express spoken and written arts (Bond, Guy L. et al., 1966).
4. Lead, reinforce and train the power of thought by reading and telling different stories (Bond, Guy L. et al., 1966).
5. Familiarizing the child with their own world and their place of life (Bond, Guy L. et al., 1966).
6. Growth and expansion of children's well-being (Bond, Guy L. et al., 1966).
7. The moral counseling of the child is compulsory without any obligation or encouragement and punishment (Bond, Guy L. et al., 1966).
8. Growth and development of social desire and honest and sincere cooperation in children through the stories in which several or more animals will succeed as a re 9. The child's personality is raised by self-confidence and personal autonomy, when it reads a narrative or recounting a story (Bond, Guy L. et al., 1966).
10. Satisfy some of the mental and emotional needs (Bond, Guy L. et al., 1966).
11. Help create and expand the habit of studying in childhood (Bond, Guy L. et al., 1966).

#### Important features of child and adolescent literature

- 1 - By language and expression, the ability to understand, and the language, imagination and experience of children and adolescents is proportional.
2. Helps to develop the character of the reader.
- 3- Writes the importance of the image to the child and the adolescent of importance and always part of the message with the image.

#### The most important goals of child and adolescent literature

- A) Prepare the child to know, love and create the environment.
- B) To introduce the child to himself, to create respect for human dignity and the desire for continuous improvement.
- C) Entertaining and enjoyable.
- D) Making the child interested in studying and making it habitual.
- E) Creation and strengthening of peace in the world (Imen, Leily et al.,)

Author of child literature The writer of the child and adolescent literature, or the person who creates the work with the intention of the former, and considers the predetermined audience, or the author who, while writing, has acted freely and without regard to a particular audience, while writing, The child is activated and his work is either measured by critics and experts in the literature of the child and adolescence, or by the taste and taste of adolescent children and adolescents.

In order to identify this audience, attention should be paid to the characteristics of childhood and adolescence, which are: Limitation in knowledge and knowledge ".Mentality (in the early years); Self-centered (in childhood); Limitations in the vocabulary treasure;

Severity, speed and instability of emotions; Imagination and fantasy, curiosity; Desire for play and vitality and mobility; imitation, inclusiveness and replicability; Interest in the image ".

#### The Importance of Children's and Youth Literature

a. Children are vulnerable. Often, your age is emotional, apparent and simple. Basically, they have no minds and their judgments are more sensual. Hence, their vulnerability to cultural products is high. B. The kids are impressive. And this influence is both deeper and more durable and more extensive than the influence of the larger, as in the prophetic hadith: C. The population is higher in children and they have more leisure time, especially in our country, where child and adolescent literature has the most potential or actual audience.

Types of child and adolescent literature this literature is either prose and includes fictional literature (story, story);

Dramatic literature \* (plays, script);

Literary Prose (literary plot, essay)

or non-native, and includes poetry, poetry, verse.

History of children and teenagers literature in all countries of the world First: Creation and transmission of literary works orally.

Second: Collecting and writing oral literary works.

Third: the creation of literary works inspired by oral works.

Fourth: Creation of special literary works for children and adolescents.

Background of child and adolescent literature (Unknown, 2001) in Iran Perhaps it is not an exaggeration to say that Iranians have long paid special attention to the issue of child rearing, which is one of the important tasks of the parents, so that less literary writing can be found that does not mention the child's education and its necessity. The child's literature became faster in the 1950s and 1960s. Increasing population growth and youthfulness, and rising student populations and relative improvements in economic conditions, increased the attention of children and adolescents. The victory of the Islamic Revolution in 1979 increased the social awareness of Iranian children and extended the scope of their experiences and provided other fields for the work of writers and poets. In these two decades, especially after the revolution, it is not a poet and a writer or illustrator (Hejazi, Banafsheh, 2006).

The children's literature in the 1970s, with the deepening of past decades, enhanced the ability to carry out activities, facilitated international communication, as well as access to information, the presence of children and adolescents in Iran and the activists of this field in the global arena. During this decade, the activity involved all children and adolescents; children with disabilities - begun to work for them in the decade before - to refugee children in Iran or the children of the Correctional Center. One of the basic and decisive steps of this decade is the preparation and creation of a children's and adolescent cultural dictionary by the Children's Book Council, which was issued in the summer of 2000, sixth volume. The beginning of the "History of Children's and Adolescents Literature" is also the course (Hejazi, Banafsheh, 2006).

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