



Impact of Stories and Storytelling on Children

Reza Khatami^{1*}, Faezeh Ebadi Ghahremani²

¹Department of Persian Literature, Teacher Training collage, South Tehran Branch, Islamic Azad University, Tehran, Iran.

²Department of Persian Literature, Faculty of Humanities, Shahr Rey Branch, Islamic Azad University, Tehran, Iran.

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ABSTRACT

Objective: Story and storytelling is a phenomenon that emerged as long as human beings are lived on the earth. Such that somewhat there is no nation and people that have not any kind of religious, epic, social and alike stories. In all centuries story was an instrument to satisfy mental needs of children, even though adults. **Methodology:** In general, the story is most effective instrument to educate children, provided that it is selected in a right way. **Results:** he story can eliminate the root of many deviations in children and teenagers, and having most effects on them. The children can access to their civilization and cultural heritages by reading and listening the stories, be familiarize with the customs of their society and the world and prepare themselves to their future lives. **Conclusion:** In this paper, we try to examine the effect of the story and storytelling on transferring and intermodals of the values and education concepts to the children and teenagers.

1. Introduction

In our country, despite the stories and legends of the great treasures of knowledge and wisdom and learning ,parents most of their time devoted to issues of children and most of the time the students spend in school learning disabled, and suffer because of the hardness of the courses and test anxiety and grades, so that the main goal of education of most parents and teachers will be disabled to foster creative, innovative and efficient individuals (Wells, 1964).

The literature causes the emotional growth of children in different ways. Science fiction stories, brings them to reflect and to think about the future. New children's stories realist to know the man and his relationship with the environment, and today's human makes them curious. Children using the literature learn to deal with people, practices and difficulties in their lives and be familiar with the similar stories of the characters learns how to solve problems and to understand the feelings of others.

Plato says: "We just have to get mothers and nurses anecdotes that have accepted to tell the stories for children and have realized that nurturing children gains through telling stories ,that is far more sufficient than the education that will be the object of the exercise. " (Khosronejad, 2005).

Legends and stories are always subjective to the cultural development and perfection of human beings and have been shown the kind of social and cultural life of the people, how they work and their production and behavior, thoughts, feelings, beliefs, morals and beliefs of each community. Humans to escape the frustration and inequalities of various socioeconomic deprivation said their desires with peace of mind in the form of fables, tales, motels, songs and lullabies.

There has been tales from the beginning of creation, and perhaps the first story, and the story of Adam and Eve, and the first story teller may be the Prophet Adam told the story that he was driven out of Eden to children (Eghbalzadeh, 2005).

The storytelling is used as a way to teach social and ethical values. Plato and Aristotle's emphasis on storytelling for children is the same aspect.

"Stories encourage them to learn about people and objects in different and with a pleasant languages. The original source of tales have been and is the dreams and the desires of people. In fact, humans tell their needs with a simple and understandable language in the stories. Designing and the emergence

* Corresponding author: Reza.Khatami@gmail.com

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of exciting and exotic, natural, unnatural, and the metaphysical the issues causes listeners to hear stories and enjoy them more motivated to learn. " (Eghbalzadeh, 2005).

Children with hearing the legends, myths and folk tales about the world acquire information they and in his mind form their wishes and desire. Almost all the legends of various peoples have this feature. In this paper we discuss the corners of the impact of this on children (Sheikh ol-eslami, 2001).

2. Materials and Methods

1- What is the children's literature?

"Children's literature, includes fiction, poetry, drama, fiction. Children's literature is an artistic effort in word format, to guide the development of children with language and proper manner that is worthy of his understanding. In other words, literature is how to interpret and express feelings, emotions and thoughts through words in various shapes and forms. "

Literature fosters the children at all times and the farming life. It is the cause for joy, breadth of imagination and the power of his thought and also gives him the initiative and innovation force. Stories and poems that children can read and hear has a profound effect on their mind and the spirit, and prepare them to meet and socialize with others to make things grow and also helps them in understanding the problems of life. Children's literature has a crucial role particularly in the fields of language and learn new words to children (Norton, 2003).

One of the problems that now threaten children's literature in Iran is that children is not fully known to an author of adults. It is notable that the writer is known, is not necessarily a compelling reason for children to writer. Because of this effect, the audience do not communicate with the child. One of the problems that raises the crisis, this is the traditional conception, the child has to grow up by emulating the adults and the author does not consider him as an independent entity. While the childhood is an independent period and is an incomplete adulthood, from this perspective, the effect should only be appealing to children (Westbrook & Oliver, 1991)

"Children should communicate with impact, it knows and in the words of Roland Barthes to understand and enjoy it. That is a work full of taste and understanding for the child presents. Writer before the child is able to bring this knowledge, need to know the children accurately. In other words, he must understand the psychology of the child. " Unfortunately these days regardless of the fact numerous stories are written and illustrated that are not suitable for children who have no artistic value. They have no aspect of creation, and not to teach. Child gives a rather different look and another problem is that the hero is a child's story and is not compelling reason to this subset of children's literature. The definition of children's literature can be said as the writings, poems and discourses that is provided of the adult population for the children, or their children's author. Child grow more confident and interested in making her the freedom and social justice. Meet the emotional needs of the child and prepare him to receive messages of morality and human well-being and citizenship (Chambers, 1986).

The children literature in the sense almost began in the seventeenth century. Attention to man, to the child, humanism, rationalism, individualism and ... all are effective in intellectualism era in shaping the children's literature. Of course, the genre in its earliest form goes back to the tradition of storytelling. In the ancient tradition of storytelling goes back to the tradition of storytelling. In ancient Iran also, the storytelling and traditional story attached to these current, and then with the arrival of Islam, the schools became a specific entity to teach children. In this era, some books like Al-Sabyan al-Tabiban, in Safavid period books like couplets of children, teaching children and illustrated ethics and so on set out in competition with the books like legends of La fountain in Europe. The current exists with a specific view that is special for any social period until modern period. 1300 was considered a fruitful period for contemporary Iranian literature. After the constitutionalism, following the social changes, the literary arena also changed. Then, something like Renaissance have been raised in Europe with regard to the rights of the child in serious manner. Sheikh Mohammed Tehrani wrote of constitutional heads to children in a book entitled "Political morality". Others such as Iraj Mirza, Yahya dowlatabadi, bahar and Nima also move up the speed of the current. Jabar Baghcheban had made the first kindergarten in Iran, and the literature was flourished with his poems and stories in those days. In 1940, for the first time the storytelling began in radio for children. The first journal for the children, Keyhan Bacheha, seriously was issued in 1958. But before it, in 1928, the children's journal entitled "Sar Fandogh" also was published. The child literature development was very important in Higher Teacher's College (Today's Training Teacher University). In 1987, for the first time Child's Special Issues was published in the Journal of the Faculty.

After 1950s, two major currents influenced on children's literature in Iran. Current literature that tries to create circuit training, and the other was the translation for the children's book. Gradually, the Children's Book Council formed in 1962 to oversee the process, and then in 1964 formed the Institute for the Intellectual Development of Children and Young Adults.

The aim of the education program for elementary school children's literature are:

"The expression to help foster of emotions and thoughts of children.

Strengthen and develop the children's imagination.

Stimulate inventiveness and creativity in children.

Making love to the children's literature. "(Belthaym, 2005)

With a brief look the elements of the story for children is the same as other stories, but according to the psychological needs of children, some elements are more or less in the emphasize. Because with an imaginary expression, language games and simplicity can be more favorable effect they had on them. The child in these stories should be familiar with the actual concepts and help him in language development and it is formed during the process that considers this genre scientific but not purely sentimental and romantic inverted. Children's Literature takes its own look of the story. For example, the imagination, the plot of the story that needs to be age appropriate, Characterization, point of view, setting, time, place, dialogue and the language and vocabulary usage, tone, atmosphere, beginning and ending stories and long stories and events, scientific support and expertise should all be carefully selected. Then, this way of thinking is totally wrong that writing for children is easy.

3. Results and Discussion

The story and storytelling has a special importance in the personality development of children. Through good stories, the child understands many of the ethical values. Persistence, courage, altruism, hope, freedom, fairness, favor from God and truth and perseverance against oppression are the values that form the core of many tales and stories.

To foster the child's sense of aesthetics, is to understand the world around her, learned to cultivate good habits in the child, encouraging the child's sense of independence and creativity of the design goals of the good stories for the child.

George Shannon says: "A man finds in the childhood the literature values and its impact on the adult emerges." (Pluski, 1985)

Read and become familiar with different effects on children's literature, as Jon Glaser says: "Literature is involved in the emotional development of children. The literature contributed to the on the incidence of visual loss from these emotions and feelings and identify it. "

Children react to what they read. Children's response to literature of different factors affected the rise and language, cognitive, social, and ethical development in the way of removing the children from the impact of a story.

Always the heroes of the stories are attractive to the child and he thinks all his time in the role of the heroes. For this substantiation, child thinks like the hero, like him can cross the risks and with him to achieve victory. The importance of storytelling to the extent that many psychologists consider it to be highly effective in shaping a child's personality and well, the good and avoiding evil and doing bad things to education in the story is known one of the most influential and best practices.

Typically hero of tales for children are charming and enthusiastic they behave, dress or talk like the heroes of the stories. The child's age is lower and more concrete in terms of thinking and understanding, imagination and reality are less separated, hence the hero is supposed to be more realistic and believes, it should be noted that the substantiation of the child is so severe that if the hero of his own story show weaknesses or the right not to be right, the child considers the right to protest and that. This is who understands the silence though good in many places, but not here. And again understands that the protest, this shouting is different from the right has been released on the status of aggression and if we give our children the stories of children who have witnessed, it might not be too aggressive and the protest in a logical way and will occur far from any war.

Tales are not the neurological complications that one has to get rid of them to make it better and more logical; the elements are perceived as more amazing the things because the child's feelings, hopes and fears deeply understand them and their value will without being followed and interpretation in the light of rationality that are outside the capabilities of the child are under investigation. Tales enrich the child's life and his fascination for the child's right to know how is the fictional tale. The stories without we are aware of entity underpins their future character and destiny. If the story may be forgotten but we're in the midst of its symbolic essence and powerful presence.

Sometimes, because of the child's relationship with the family is in the real world, the heroes of the story does his best to accept and comply with. "Parents and caregivers because of being more powerful, they are trying to restrain a child and children who have less ability to control the environment turned to the world of fantasy and sometimes the protagonist is his refuge .It may be projecting their desires and their tendency, any relationship to the imaginary world that likes to interact with them because there is more power here. Parents and teachers may also have the opportunity to educate their children or obey the child, for example, they say their commands or instructions with heroes own language. "

The story finds our desires and inner exterior visualization, and the figures and events became understandable. Traditional Hindu medicine the tale was told for the mentally ill to embody his particular problem, and he wanted to think about it. The method expected that the patient thinks to the story, understand the nature of his difficulties and problems in his lives and find a solution for it. Among the stories of despair, hope and triumph over hardship and adversity man could said, the patient could find a solution to his problem, but discovered it also as a way to restore himself like heroes (Zeithaml et al., 1996).

But "the importance of the story is not only to help people grow and learn the correct method of life .Story is treating when a patient thinks the details of the story. The details that reflect current issues and conflicts within the individual's life and help him to reach a solution. "(Green, 1999)

A child hearing the story who has a disgusting and dangerous face, it may be dramatically change the nature magically and the best and becomes most beloved friend and savior (like the story of Beauty and the Beast or The Princess and the Frog) can believe that the child who does not know. The true story can make him dared in his first encounter with an unidentified child not to escape. The stories are creative and informative. The words used in the stories affect the children.

Children younger than 7 years of pre-school thinking are objective, it means the issue as they see or hear them and understand can understand complex and abstract issues, then the tangible and concrete concepts have to be transferred to them .At this stage they are thinking and living, think things are alive and have feelings also can talk with them .Children feel that animals speak and have human abilities, hence they love the story of the objects and animals.

Audio stories for young children are not just a mental stimulant, it works great for this group of children, and stories increase the children's attention. Of hearing children acquire the ability to listen actively. They will even be able to follow the story, it is essential that the precision and focus needed to hear good practice (Movari, 2001).

Kids are always regarded fiction. These stories will nurture the child's imagination and, if appropriate to the age and pick up his spirit, the future and its creativeness is in progress and its ability will grow to influence the child's imagination. As noted earlier, the child is less able to control his environment so exercise the world of the imagination and do the things in the mind, which in fact cannot do; for example, destroys his enemies or makes his favorite car and finds confidence.

Another important issue that has a considerable influence on the socialization process of children. The stories transferred messages and values to his target audience, children from hearing, and hearing repeated even thinking about the story can attract these messages and Family, social and human values. Being indirect of these messages makes them more pleasant, more attractive and more likable for the child.

The story of the three little pigs, one of the stories in German language, the first and second pig without a plan make themselves so busy with building a house and think and as a result they are prey to the wolf. But the third pig therefore considered in all respects and makes his home consciously according

to circumstances and environment and makes himself comply with the fact and he did not bring any harm. This story reminds us the principle that the reality is more important than the principle of pleasure and the Kids learned decide and act out based on the facts available in the community.

"Psychologists say that children up to seven years are in a period known as pre-performance and thinks everything is predetermined but then he get into some kind of causal relationship and this is the beginning of understanding and curiosity. When he heard the story, discover causal relationships, and the arguments and finds out that generalization is not aimless, the world according to a causal relationship is not without purpose, his point of view is changed, and looking for what is the purpose of creation. So realizes his worth that has not been created without purpose."

The story teaches children what character alone can grow and mature, and pass the emotional crisis such as social and cultural independence and pull out their inner anxieties and his evacuation in the story and happy ending of the story give him a leisure. The point that should be noted is that when our kids were scared of something and conflict with themselves, parents have ignored it. But the stories consider these fears and anxieties of children seriously and speak directly about their fear of death, fear of separation, fear of blame, etc. When the story ends with the statement that they have lived happily together for many years, this fear disappears and the other children are not fooled. Or another thing about fear is that tales of giants and trolls is that their parents always scared of them that it would be a delusion and fear for their children but it must be said that not only the demons are frightening children rather causing more difficulties for children to learn to think and fight. When the giants were defeated, they gain their confidence. It should be noted that the story is of a scary forest at night or in dark but with the hope that his heroes suppress negative feelings and will prevail children's fear and darkness. Curious children may have a strong imagination and show thrill seeking more likely to read or hear these stories. However, sometimes children are afraid too much, because are interested in the scary books as a reaction against fear.

Children who have a stronger emotional understanding or more understanding of others feelings or are affected with the emotions, pursue a more emotional issue.

Curious and intelligent and crave excitement children are may enjoy reading fiction books. If the children's imagination and is closer practice to reality simultaneously and develop their knowledge will lead to creativity and innovation, but if there is a way to escape from reality, will leave the opposite effect. Sometimes being a hero of unfamiliar alien stories may cause the children often feel conflict with their real world and cannot get a good model of it .Of course if they have fewer conflicts with the real environment and culture hero that we have chosen knowing the child will develop into a larger world.

For the regulation and activation of children in the issues, the storytelling is an attractive training, the story can teach children how to focus on work and carefully take the work further. Meanwhile stories make the children to become familiar with a variety of words. Words that may never be used in daily conversation and not cause stories to children experienced, feelings, emotions and the way adults learn extra attitude.

Most of us can remember the days that adults to entertain or to shorten the long nights of winter with stories, proverbs the crux got family members together and provided exceptional moments and pleasant stories behind the mystery and meaning as that have remained in the memory.

Children through tales are familiar with their surroundings. Each story can create an environment in which children cope with real examples, show good behavior and reactions.

The stories contribute to children to understand the relationship that exists between characters in a story, children can help to minimize how this complies with his life.

Tales speaker utilizes the characters may better communicate and interact more effectively with children and issues which are not directly transferable to children, in this way. This kind of relationship facilitates it. Parents play a better role in child rearing with storytelling and the heroes and characters in training appropriate behavior. Sometimes a story teller, intends to tell a story and reflect their inner feelings with the emotional issues through fiction, characters that is unable to express it will indirectly be raised, the narrator of the story affect the individual's emotional drain.

4. Conclusion

The story has an important role in the personality development of children. Through tales and good stories, the child discovers many of moral values. Persistence, courage, altruism, hope, freedom, generosity, truth and perseverance advocate against oppression core values that make up many stories and fiction.

To foster the child's sense of aesthetics, noticed the child to learn the world around him, to foster good habits in children, encourage the child's sense of independence and creativity of the design goals of a good story for children, unfortunately, today it is forgotten that valued functions.

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