A Descriptive Metatheory of Children's literature: Classification and Description of the Research Fields in the Theory of Children's Literature

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Abstract: (6474 Views)

In this paper, at first the existing grounds of theorizing in children's literature are classified on an objective and logic basis. These grounds are: theories relating to the existence of children's literature, theories relating to the nature and the specific issues of children's literature, and revisions of the concepts and the categories of literary theories and their relations according to the nature and the specific issues of children's literature. The present article offers examples for each case. Then with regard to Vandergrift's figure of the focal points of the literary theories, the positions of children's literature theories on this graph are determined. By determining the dialectical relationship between literary theory and literary criticism, it is shown that the production of literary theory itself relies on literary criticism. At the end, by posing the need for complex thinking, the possibilities ahead the theorists are pointed out. Thus, the descriptive metatheory of children's literature is portrayed. This metatheory shows the routes and the areas of research in the field of children's literature.

Keywords: "descriptive metatheory", "theory of children's literature", "logical classification", "focal points", "complex thinking"

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Children's literature offers a wonderful mixture of magic and reality. This article aims to explore child development theories through the lens of James and the Giant Peach. Applying Kohlberg's theory of the development of moral judgment this story would fall into the readership of children in the conventional level. At this point a child understands the value of family and community. James was mistreated by his own family, his aunts, and wants to return to the happiness he remembers with his parents. He joins the group of insects on this journey, and they become his community. Children's literature or juvenile literature includes stories, books, magazines, and poems that are made for children. Modern children's literature is classified in two different ways: genre or the intended age of the reader. Children's literature can be traced to stories such as fairy tales that have only been identified as children's literature in the eighteenth century, and songs, part of a wider oral tradition, that adults shared with children before publishing existed. The development of early Children's literature, a traditional domain of teachers and librarians, has, in the past 30 years, been made a subject of academic research. Simultaneously, more and more studies have been dedicated to the translation of children's literature. There are four important factors which have prompted such studies: (1) the assumption that translated children's books build bridges between different cultures, (2) text-specific challenges to the translator, (3) the polysystem theory which classifies children's literature as a subsystem of minor prestige within literature, and (4) th