



A Comparative Study of Educational Topics of Children's Literature in Two Persian and Arabic Academic Books

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ARTICLE INFO	ABSTRACT
<p>Received: 01 November 2022 Revised: 22 July 2023 Accepted: 05 August 2023 Online: 07 December 2023</p>	<p>The purpose of research was to compare the educational topics of children's literature in two Persian and Arabic academic books. The research method was qualitative with a descriptive and analytical approach. Data collection method was documentary using two primary sources entitled "children literature" "and Adab Al-Itat Fan Al-Mustaqbal" in Farsi and Arabic respectively. In addition, secondary sources such as books, articles and related research were also used. The findings show that according to the content of the two books, it seems that some of the topics and contents were written under the influence of western theories. Compared to children's literature, the book of Adab al-Ifat Fan Al-Mustaqbal has more subject diversity and the contents in it meet the basic needs of academic audiences. Other finding show that the topics of "early definitions of children's literature", " children's literature essence ", "history of children's literature" and "reading promotion" are similar to each other . Also, significant differences can be seen in topics such as "Teaching Philosophy to Children", "Translation in Children's Literature" and "Using Social Networks" in the two books, the main reason of which is the authors' nationalist tendency of these issues. According to the findings, the Arabic book of "Adab al-Ifat Fan Al-Mustaqbal" due to the use of the correct scientific research method as well as the presentation of diverse and useful topics, can be a suitable model for Iranian authors in writing an academic book of children's literature.</p>
<p>KEYWORDS</p> <p>Academic book Children Literature Theoretical Foundations Iran Lebanon</p>	

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1. Introduction

Children's literature is a new concept in contemporary knowledge, "a term that has appeared independently in Western texts since the second half of the 18th century, but its growth has been achieved in the 20th century. Children's literature is the same literature in the basic analysis; means that it is creative & deep and based on literary essence and artistic structure. At the same time, it is related to the needs, interests, abilities and fields of experience of children and adolescents. The difference between children's literature and adults' literature is in their experimental fields" (Qezel Ayagh, 2013, p. 5). Hijazi also has a different view on the definition of children's literature. In her opinion, "children's literature is not different from the definition of literature in the general sense. The main difference between children's needs and facilities - considering the limited experience of children, including language limitations, time limitations, accuracy and the inability to receive different events at the same time - is what causes the difference between children's and adults' literature. These restrictions decrease as the child grows and the literature used by her/him approaches the literature of adults" (Hijazi, 1995, p. 19).

Despite this overview, in today's age, children's literature is considered a specialty. The importance of children's books is so great that many of them have become the best-selling books of the late 20th and early 21st centuries. For example, JK Rowling's work named "Harry Potter" has entered cinema, theater, computer games and other media. Such performance shows the necessity of scientific, educational and research attention to children's literature. In the meantime, books on the theoretical foundations of children's literature in the world for use in universities and students, somehow "shows the increase in attention to the studies of children and adolescents at the global level" (Grenby, 2008, p. 202-203). Today, the commonality of the theoretical foundations of children's literature and related studies has opened the windows of children's comparative literature on the body of global scientific discussions (O'Sullivan, 2018).

The theoretical discussion of children's literature and its training in Iran has been the result of international scientific efforts. Since 2009, an independent department entitled "Children's & Adolescent Literature" was established in the Department of Persian Language & Literature, Shiraz University and after that at Shahid Beheshti University and some Iran's universities. Although in the non-academic sector, attention to children's literature has a relatively deeper empirical background. The independence of children's literature from pure literature in Iran goes back to years after 1921. With the growth of this literary phenomenon at the same time as the establishment of formal general education system, a place was opened for topics related to children's literature in publications and some theoretical books. On the other hand, "Education

agents suggested reading some non-curricular books to schools. For example, in 1939, Valiullah Khan Nasr - the Director General of the Ministry of Education - through a circular, considered the reading of the book "Children's Readings: Tales" written by Alinqi Vaziri to be beneficial for primary school pupils to read freely, and bought it" (Mohammadi & Qayini, 2011, p. 102).

In addition to the works that children and youth literature activists - such as Alinqi Vaziri, Saneti Zadeh Kermani, Ehsan Yarshater, etc - wrote for children, a large part of children's literature in the years 1921 to 1951 included works from the children's literature of European countries and USA was translated and made available to children in the form of a book, a footnote in magazines or in special pages for children and teenagers (Mohammadi & Qayini, 2011, p. 73). The establishment of the "Children's Book Council (CBC)" (1962) and the " Center for the Intellectual Development of Child and Adolescent (CIDCA) " (1965) - whose activities are still ongoing - provided better conditions for scientific research in this field for researchers. The activities that have been done in the field of children's literature in Iran are often an effort to find the society's answer about the concept of childhood and children's wishes. It is for this reason that "simultaneously with the rethinking of children's biological, health, psychological and rights ; needs in the academic, cultural and social sectors, the issue of the need to produce children's literature was brought to the discussions of intellectual, educational societies and publications. The social root of this need was the increasing growth of the middle class in the 1960s and especially in the 1970s and the liberation of the villagers from land relations; and expansion of cities was the result of economic prosperity caused by huge and unprecedented oil revenues. This situation had a significant effect on increasing the growth rate of public literacy, so that the preparation of reading materials for the primary age group was included in the agenda of educational system (Mohammadi & Qayini, 2011, p. 118).

On the other hand, children's literature in Iran was consequence of the experimental efforts of people such as Jabar Baghcheban, Sobhi Mehtadi, Mahmoud Kianoush, Toran Mirhadi and Mehri Ahi (Jalali, 2015; Mohammad Beigi, 2009). It was these people who, while dealing with the production of literary content for children, also helped to strengthen its theoretical foundations. For example, Jabar Baghcheban made the adaptation of literary works of Iran and the world the first basis for preparing educational content for children. His works were not directly intended for the training of teachers and writers, but his writings actually provided a model for other authors to be inspired. Mahmoud Kianoush was also one of the first people to theorize the theoretical foundations of children's poetry in his book "Children's Poetry in Iran" (1973). The importance of this book is that it has been the main reference for explaining the basics of children's poetry for

about 27 years since its publication. In the book "A passage in children's literature", which was prepared by Mirhadi, Ahi, & Dolatabadi, (1974), we see the theoretical discussion of children's literature. Also, Toran Mirhadi with the members of this council publicly announces and publishes reports on the works of children and teenagers every year. As a result, suitable opportunities for critical reviews were provided for critics and researchers. At the beginning, the views that were raised about the theoretical foundations of children's literature often did not have a scientific classification. Scattered issues such as opposition to the imposition of direct dos and don'ts in educational issues, non-violence & negation of direct training in acquiring life skills, considering the needs of the audience, attention to peace, tranquility and friendship (Hijazi, 1995) and training of ethical issues in a selective form were among the proposed views in these gradual activities, which can be seen as the result of the authors' lived experience and understanding in the evolution of the theoretical foundations of children's literature (Mohammad Beigi, 2009).

In Lebanon, the first writings in the field of children's and adolescent literature belong to 1848, which often had an educational content and theme. These texts were prepared for teaching children in schools. Also, the quantity and quality of the materials were usually prepared under the supervision of the Christian missionaries who came to Lebanon from Europe. Paying attention to the concept of childhood in Lebanon, like other developing countries, gradually provided the field for the production of extracurricular content for children. The rise and development of the printing industry - in addition to having achievements for adults, it also had valuable results for children. At the beginning, in parts of adult publications, materials for children were published - under the special issue - which were often translated and had imitation forms of children's magazines of European countries - especially English publications.

The first publication dedicated to children titled "Bonaz" was published in 1900 in Beirut. Many publishers followed this example and published books for children and teenagers. This process continued until the First World War. Paying attention to writing and publishing works in the early stages was the main goal of the publishers, and until this period, no significant criticism and evaluation has been done in the field of children's literature. After the First World War, Lebanon became a French colony for a while. This time, the schools were run under the supervision and management of the French, and they were in charge of education and providing study content for children in Lebanon. Except for the curriculum, the translation of stories from French to Arabic was considered the most important content for children. In Muslim-populated areas, Muslims encouraged children to religious education and the use of Quranic content. This process continued until the independence of Lebanon in 1941. The main jump of children's literature in Lebanon is

related to the second half of the 20th century. At first, native content was produced for children by considering Islamic and national values (Al-Mousi, 2010). In fact, with the relative independence of Lebanon, the path of knowledge acquisition did not stop, although the approaches of criticizing and evaluating works specific to children's literature were mainly the result of scientific and cultural relations with European countries. Education activists and child & adolescent psychology experts provided the appropriate background by authoring and translating scientific articles in Arab countries (Jalali, 2017). Emily Nasrallah, Hassan Khalil Abdallah, Samar Mahfouz & Nabihah Mohidli are among the leading people in the field of producing works and criticism & theory of children's literature in Lebanon (Nik Talab, 2018). Like Iran, attention to the theoretical foundations of children's literature in Lebanon has also often had ups and downs under the influence of social, political and cultural issues. In the beginning, the education of ideological issues was considered as one of the necessities and even the criticism of the works was done under the influence of this approach. Since 2000, the attention to scientific & theoretical foundations has flourished in Eastern countries, and various books and articles have been written in the field of theoretical foundations of children's literature in Arab countries. Jamil Hamdawi (2009) is one of the researchers who have focused on children's literature in Arab and African countries separately. "He has focused exclusively on the history and development of the theoretical foundations of children's literature and has published various books and articles in this field between 2007 and 2010" (Nik Talab, 2018); Nevertheless, the most comprehensive research in the field of theoretical foundations is the book "Edab al-Latif Fan Al-Mustaqbal" (Children's literature is the art of the future) written by Abdul Hamid Al-Mousa, which currently has the necessary scientific credibility in Lebanon and other Arab countries and used as a scientific resource for teaching in universities.

In relation to the theoretical foundations of children's literature and related topics, several researches have been conducted, some of which are mentioned: Reynolds (2019) in the article "I write to scare myself: development of children's literature studies in the UK" has criticized and analyzed the development of children's literature in England and compared it with other European countries provided statistics and scientific documents in this regard. Desai (2014) in an article entitled "What Matters about Children's Literature? Nostalgia next to research" refers to theoretical issues in children's literature and its connection with experimental activities. Kertzer (2012) in the article "Inventing the Child Reader: How to Read Children's Books" has mentioned the issue of childhood and its relationship with children's reading. This article is related to theorizing the promotion of children's reading. Nikolajeva (2008) in the article entitled "Comparative Children's Literature: What's there to compare?" investigated cultural issues from the angle of

intertextuality in children's literature. In the article "Children's literature and comparative literature" written by Hanun (2003), the theoretical foundations of children's literature from the perspective of art, education and its relationship with comparative literature are given. Kogan Thacker (2002) in the book "Getting to know children's literature from romanticism to post-modernism" has discussed the theories, nature and origin of children's literature topics. Al-Maqaleh (1985) in the book "The Lost Face: Studies on Arab Children's Literature" refers to the audience theory in children's literature in Arab countries. The article "Internationalism and the Children's Literature Society in the United States: A Second Look" by James (1981) is related to the term "Globalization of Children's Literature". In this article, the quality level of children's literature textbooks and the themes of doctoral theses presented from 1930 to 1979 have been examined. The findings of this researcher show that the discussion of globalization of children's literature is still in the initial stage and basic scientific weaknesses can be seen in it.

In Iran, researchers have shown interest in studying different aspects of children's literature. The article "A Comparative Study of Art Curriculum in Early Childhood Education of Australia, Canada, Finland, New Zealand and Iran" was written by Rezaei; Hosseinikhah, Kian, & Kamran (2022). The authors found that selected countries are similar in goals such as development of aesthetic sense, identification of self-identity, learning & communication with other cultures, development of creative thinking & imagination, development of personality and creation of joy & pleasure. Mirzadeh (2021) in the book entitled "In Seven Mirrors" has reviewed books on theoretical foundations in the field of children's and teenagers' poetry. Nik Talab (2018) in the book "From the alleys of Samarkand to the Mediterranean coast: the course of children's and adolescent literature" paid attention to the formation of children's literature under the influence of social & political changes in different countries. Rasouli (2017) in the book "Children's Folklore: Seven Articles of Popular Culture & Children's Oral Literature" while classifying this type of literature, has explained the theoretical foundations related to popular literature in this field. Sadeghi and Zahiri Nav (2016) in the article "Examination of postmodern narratives in story writing for children & teenagers" have investigated the weaknesses and strengths of writers using postmodern techniques in narrating fantasy stories. Dehrizi (2015) in the book "Historical-Analytical Structure of Children's and Teenage Poetry" categorized the types of poetry specific to children and teenagers and divided it into five categories: songs, educational poems, rhymes, narrative poems and pure poetry. Mashkani (2012) in the article "Comparative study of the course of children's literature in Iran and Arab countries" gave brief information about the formation of the system of educational literature for children in Egypt, Syria and Lebanon. Pashaei (2009) in his article "Meta-story:

language of motivation for thinking in Iranian children's literature" has examined some differences and similarities of genres of children's literature. The first part of this article refers to the theoretical foundations of children's literature. Khosronjad (2008) has collected articles from theorists of children's literature in the book "Inevitable Readings". In these articles, the educational and aesthetic aspects of children's literature are visible. In the article "History, Power and Children's Literature", Yousefi (2006) has investigated the methods of power involvement in the formation of the institution and techniques of children's literature. Hijri (2004) in the article "Approach to Children's Literature: Education or Pleasure", examined the purpose of dealing with children's literature and commented more on its aesthetic aspect. This research is one of the first comparative studies in the field of children's literature that compares two academic references in Persian and Arabic. The main question is: What similarities and differences can be seen between the two selected books in presenting the theoretical foundations of literature for children and adolescents?

2. Research Method

The research method is a qualitative comparison with a descriptive and analytical approach. The data collection method was documentary and thematic analysis method was used for data analysis. In this research, the topics raised in two scientific sources have been evaluated. The selected sources are the book "ادب الاطفال: فن المستقبل" (Education of Children: Art of Future) written by Abdul Hamid Al-Mossi in Arabic and the book of "ادبيات کودکان" (Children's Literature) written by Ali Akbar Shaari Nejad in Farsi, which are taught in universities in Arab countries Arab countries and Iran respectively.

3. Findings

3-1 Theoretical foundations of children's literature

The topic of theoretical foundations in children's literature is an emerging scientific phenomenon that has attracted the attention of the academic world. Today, in the creation and production of works for children and adolescents, one does not rely solely on experimental findings. Therefore, in academic research, efforts are made to find the principles of this new knowledge in a scientific, systematic and precise form. The first academic theories and approaches to children's literature have a western origin (Hunt, 2004). Ray (1996) believes that European countries have spent five hundred years to reach this stage, so that the preparations for the children's literature project in universities are provided in today's form. The growth and

development of children's literature in the West has had an amazing impact on other countries since the beginning of the 20th century (Meigs, 1969).

In Iran, the rise of modern children's literature coincided with the constitutional revolution (1906) (Hunt, 2004). After that, with a gap of at least half a century, the theoretical foundations of children's literature from the 1970s onward, in the form of criticism and review of children's literary works in publications, took its path of evolution. According to Mohammadi and Qayini (2011, p. 885), "the main factor in the development of children's literature criticism was the widespread publication of children's books, which had a close connection with the expansion of the modern education system and the gaining of new educational perspectives". The theoretical foundations of children's literature in Arab countries were also formed after familiarization with western approaches, and political, social and climatic conditions have been influential in its development and progress (Taymeh, 1998). According to Anati (2010) the development of children's literature in the contemporary sense and the real growth of theoretical foundations related to it in Arab countries belong to the years after the 1970s. Currently, children's literature is taught independently in educational sciences and psychology departments of universities.

2-3. Introduction of selected books

- *Children's literature book written by Ali Akbar Shaarinejad (1925-2013), Professor of Allameh Tabatabai University:* This book was written for the first time in 1975 with a preface and ten chapters in 330 pages and has been reprinted 39 times. The titles of the chapters in this book are: "The dignity of life, purpose of life is in life itself", "Literature for children & teenagers", "History & areas of literature for children and teenagers", "Reading skills in children", "Book selection", "Story & its psychological impact", "Children's book & library", "Mass communication tools", "Dramatic games" and "Several stories".
- The book *Adab al-Ifat Fan Al-Mustaqbal (Education of Children: Art of Future)* written by Abdul Hamid Al-Moussi was published in 2010 in Lebanon. The reception of this 668-page book in Arab countries has led to its seventh edition with a circulation of five thousand. The index of this book contains introduction, preface and five main chapters. In this book, there is a preface titled "The nature of children's literature, its features and characteristics". The titles of the chapters are: " Birth of children's literature and its development; Elders of children's literature", "Children's literature from the perspective of educational and social psychology and linguistic development", "Task of children's literature; Children's tools,

magazines and publications", "Literary types in children's literature" and "Children's literature: Values, analysis; simplify texts; examples of children's literature".

3-3. Reviewing the content of books

3-3-1 Analytical review of children's literature book

3-3-1-1 Audience

Shaari Nejad has started the first chapter of his book with the title "The dignity of life, goal of life is in life itself" (2008, pp. 27-30). In this chapter, he focuses on the subject of audience theory. The audience he is talking about is the children and teenagers with whom teachers or educators deal. In this chapter, the topics "Need to know children", "Education", "Division of age groups", as well as "Children's learning" are discussed. Shaari Nejad considers children's desire to study to be related to their natural and physical age, and for this reason, he points to the cognitive and emotional needs of children and teenagers. The topics of this chapter are somewhat lacking in logical order. In other parts of the book, the author makes sporadic references to audience studies. It seems that a significant part of Shaari Nejad's rhetorical writings originates from his personal experiences. Reference to reliable domestic and foreign sources is not considered and it can be considered as a kind of scientific localization; this means that the arrangement of theoretical foundations is based on the personal experiences of the writer and considering the environment and the audience in which the author has gained experience.

3-3-1-2 What is and definitions of children's literature

In the second chapter, Shaari Nejad (2008, pp. 85-105) has discussed "what is children's literature" and also "the reasons and necessity of paying attention to children's literature". To define children's literature, the author has relied on the concept of what it is and has linked this issue again to "children's needs and their demands from the world they live in". This confusion in the writing has caused the coherence of the topic to be slightly disrupted. The definitions in this chapter are based on the author's personal theories, and references to Persian and non-Persian sources are less common in this chapter.

3-3-1-3 History & formation of children's literature

In the third chapter of the children's literature book (2008, pp. 107-133), the genealogy of literature has been done. Also, the history of the formation and continuation of children's literature

in the West and Iran is one of the important topics raised in this chapter. In addition to the issue of the emergence of children's literature in Iran, the author has chosen several western countries and explained the formation of children's literature in them. More importantly, the author considers the formation of children's literature in Iran to be dependent on the development of education system, like in Western countries. The titles "History of literature for children & adolescents", "Literature for children in foreign countries", "Literature for children in Iran" as well as "School & literature for children & adolescents" are the main topics of this chapter.

4-3-1-4 Promoting Reading

In his children's literature book, Ali Akbar Shaarinejad has raised various issues in the discussion of "promoting reading" (2008, pp. 154-134). These topics are: "Strengthening reading skills in children", "Reading standards", "Readiness for reading & effective reading", "Features of reading aloud" and "Cultivating children's reading taste". In the fourth chapter, he has mentioned a rather unique and innovative topic: the method of reading aloud in order to strengthen and develop the taste of reading in children. This innovation can also be seen in the sixth chapter of the book. In the sixth chapter, the communication of the story with the audience of children and teenagers has come under the headings: "A good story; story telling; storytelling rules; the place of storytelling; story reading table; and the evaluation of teachers' storytelling". Also, the topic of "Philosophy for Children" and its connection with children's reading material was brought up for the first time in Iran by Shaarini Nejad, and for this reason, this chapter is considered one of the most valuable and different chapters of the book.

3-3-2 Analytical review of the book "Adab Al-Ifat Fan Al-Mustaqbal"

3-3-2-1 Audience

The arrangement of sub-topics and content related to audience studies in Al-Mousi's book (2010, pp. 108-209) shows that the difference between children's and adult literature was the main issue of this researcher. These differences have also been considered from the perspective of the linguistic level, as if the author knew correctly that all topics related to children's literature and its theoretical foundations depend on audience studies in its various fields. Therefore, it can be said that Al-Mousi's book provides comprehensive information about the condition of the audience - according to the physical, emotional, behavioral & cognitive conditions of children & teenagers - at the disposal of the readers of the book. The author has also raised educational issues in the field of

audience studies. From his point of view, the education of a child's personality does not have a fixed logic. With this justification, he raises the issue of Islamic education. The theories that are presented in the book of Al-Mousi in relation to the audience are closely tied to the topics of sociology and linguistics. The author did not ignore any scientific point in completing the topic of audience studies and discussed topics such as "social education features", "social development of children at different age stages", "stages of children's language development" and even "differences in language development in children's gender". Therefore, most complete part of Al-Musa's book is related to the subject of audience studies.

3-3-2-2 What is and definitions of children's literature

Al-Mousi in the preface of the book has paid attention to the explanation of "what and the nature of children's literature" and concepts related to the childhood, although the researcher's specific analysis and view of this category is not prominent in the text (2010, pp.9-21). His only emphasis is that children's literature in itself is an emerging non-eastern phenomenon. While presenting sub-headings such as "nature of children's literature", "characteristics & characteristics of children's literature", "meaning & philosophy of childhood", "literary types in children's literature" and "poetry & poetic characteristics", he has explained these topics in detail. Also, in explaining the theories, the author has tried to refer to the scientific articles of Western writers and researchers. The important point in "Definition of Children's Literature" is that the researcher did not ignore the opinion of experts in his country and Arab speakers in this case and devoted more than three pages of the book to their opinions.

3-3-2-3 History and formation of children's literature

In the section on genealogy and history of children's literature, the author, in addition to a brief look at the emergence of children's literature in the West (France, England, Germany, Denmark, America, Italy, Russia) explained Arab countries situations (such as Egypt, Syria, Sudan, Morocco , Tunisia, Algeria , Iraq, Jordan , Palestine and the Gulf countries) as a foreign country and independently wrote the history of the emergence of children's literature in each country (Al-Mousi, 2010, pp. 35-88). Also, considering that the author is Lebanese, he explains separately and briefly the situation of children's literature in this country.

3-3-2-4 Promoting Reading

In Al-Moosi's book, nothing is specifically written about children's study bases and the quality of their studies, but the author sporadically writes in parts of the book such as "educational functions for children, strengthening writing skills in children and methods of making children interested in reading" has addressed this issue.

3-3-3 Comparative Analysis

In both books, the authors have paid attention to the main basics of children's literature in detail. Shaari Nejad and El Moussi have performed a relatively similar function in explaining what children's literature is and the concept of childhood. Both authors have not ignored the national perspective of researchers in defining children's literature; Al-Mousi paid special attention to western theories and explained the scientific foundations of this category based on them. The main innovation of Shaari Nejad is in the chapter six of the book. In this chapter, the author paid attention to the communication of the story with children and teenagers and has described all aspects of story-telling. These items, which include the characteristics of a good story, storytelling, rules of storytelling, place of storytelling, evaluation of storytelling and other related issues, are written along with examples that the author has personally experienced. He raised all these issues considering the situation of those (teacher and child) that lived and grew up with Iranian culture. Al-Moussi's innovation is in the theme of "Children's literature and translation" and the topic of "reflection of cultural, political and social influences in children's literature" as well as "functions of children's literature from the perspective of psychology, aesthetics, epistemology, history, and entertainment". He even paid attention to the issue of preserving cultural heritage and the challenges of writing for children in this way in Lebanon and has expressed useful and scientific content related to national issues.

One of the reasons for the superiority of Al-Mousa's book is the multi-faceted processing of topics such as audience studies. In addition, this book has more credibility from the point of view of scientific references. The author provides reliable sources for each topic to have a scientific reason for the audience and the reader. The valuable referencing part of this book is the presentation of documents in an academic manner. On the other hand, Shaari Nejad has sometimes acted in a tasteful manner in categorizing the contents, and the content of the book is mostly based on personal findings and experiences. From the point of view of writing creativity, similar things can

be seen in both books. In the final chapter, Shaari Nejad has brought some stories as a practical guide for coaches. These stories are taken from the national folklore literature. An example of this scientific method can also be seen in the book of Abdul Hamid Al-Mousi. In the fifth chapter, he took a psychoanalytic look at some children's stories, poems and traditional anecdotes and wrote an example of a science fiction story for teachers to observe and practice. In addition, relatively similar topics can be seen in these two works. For example, Ali Akbar Shaerinejad mentions in his book subjects like "Philosophy in Children's and Adolescent Literature" and "Dramatic Games". Al-Moussi did not particularly pay attention to philosophy for children, but by citing examples, he considered children's dramatic literature as a serious issue. In general, the main difference between these two works is in the processing of sub-topics, which is shown in table 1:

Table 1: Comparative aspects of theoretical foundations and main topics in two selected books

Topics	Education of Children	Children's Literature	Topics	Education of Children	Children's Literature
Genealogy of children's literature	✓	✓	New communication tools	✓	-
Definition and types of children's literature	✓	✓	Challenges of teaching children	✓	-
Audience Promote	✓	✓	Writing for children	✓	✓
Promote reading	✓	✓	Teaching simplification of texts for children	✓	-
Philosophy in children's literature	✓	-	Methods of teaching, reading & writing skills to children	-	✓
Translation in children's literature	✓	-	Children's language and linguistic levels	✓	-
Sociology of childhood	✓	-	Reflection of ideological issues in children's works	✓	-

4. Conclusion

In this research, the theoretical foundations of children's literature in two important academic books written in Persian and Arabic languages have been compared. In terms of the time of writing, the book of Ali Akbar Shaari Nejad was written in 1975 and the book of Abdul Hamid Al-Mousi in 2010 and it is natural that the book of Al-Mousi, due to being close to recent decades, covers more diverse topics - by mentioning new scientific sources. Also, topics such as what is children's literature, types of children's literature, audience analysis and reading promotion are seen in both books. In addition, the way of scientific references in the text of these works shows

that they were written under the influence of Western works. On the other hand, significant differences in the two books can be seen in topics such as teaching philosophy to children, translation in children's literature, and the use of social networks. In both books, some topics have been "localized" which is evident in the final chapters. According to the comparative table, the book *Adab al-Ifat Fan Al-Mustaqbal* written by Abdul Hamid Al-Mousi has more subject diversity and content detail than Shaari Nejad's book.

According to the findings of the research, it is suggested that the books on the theoretical foundations of children's literature that have been published in Iran and Arab countries, apart from the educational aspect, be compared with each other from the content point of view, so that by extracting the positive points in these books, the level of the works can be improved. Also, two topics of theoretical foundations need to be updated and scientifically strengthened: First, "reading promotion" and second, "philosophy for children". Weakness in the sources related to "reading promotion" indicates the necessity of forming groups for research and compilation. Although the topic of "Philosophy for Children" is currently receiving a lot of attention and many groups are interested in this subject, the existing materials in children's literature books do not meet the needs of the audience and its theoretical foundations are in dire need of scientific strengthening.

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