

## Contemporary Education, Children Psychology and Literature

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### Abstract

The moral, aesthetic and artistic education of the children has been one of the main problems of the human society since the ancient times. The children’s literature has its peculiarities and is related to many fields of study, like the literary - theoretical ones, but especially to the pedagogical and psychological fields of study.

Psychology and pedagogy serve the children’s literature to better understand the idea- pedagogical problems, to thicken the plot of the works, not to be confined only to small usual children’s topics, to display better in this literature the influence of the school on the formation of the child, on the increase of quality and the efficiency of the lessons, on the increase of their scientific level, on the development of active and creative thinking and on helping the children to express themselves more freely.

We should not forget that the child is more prone to reading about real events, because his psychological processes are also of a concrete character, and especially memory, imagination, and thinking. Because of this, it can be said that the children’s writer should be at the same time an artist and a psychologist.

**KEYWORDS:** Education, children, pedagogical, psychological, influence.

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### Introduction

Education is not only a message which is sent from one generation to another. It is more than that, it is a baton in the real sense of the word which is given and taken. One generation gives its own social experience to the other one. The old generation hands down the baton, the young generation receives it to carry it further. This experience is rich and complicated. Knowledge and expressions, psychology and mentality, moral patterns and tastes, customs and traditions; a whole world, a centennial experience, theoretical and practical of different spheres of human life are sent and received. This is the social mission of education so much appreciated over years. It determines an educational ideal, which is embodied in the relevant shape of the man.

Quite often parents say: we do not have good results in educating our children, or they are not doing well. We have never been in trouble with this child, but we don’t know how to behave with the other one. It is the same family, the same parents, the same “style” of education, the same environment while the educational results are quite different. Desire is one thing, possibility to achieve it is another one but its real achievement is a far cry from. It is a long and difficult process always being in the up and up, but zigzagging up and down, with victory and defeat, with quandaries and dilemmas.

To be more precise, this problem needs to spotlight on the pedagogical wisdom. We have to discuss about education in length: about progress, the mental and physical shape, about the intellectual mould and the work culture, about moral appearance and tastes, about ways, methods and means of education, about teachers and their qualities as well as relationships between those who teach and those who are being taught.

In general, children especially the pre-school child is considered a powerful “absorbing paper” with his natural and spontaneous way, full of intention and consciousness. He is already interested in everything and therefore he fires different questions at the adults. His curiosity to learn and discover new things is boundless. It is a lively dynamic force which progresses the child personality by enriching it ceaselessly. Their whys are endless, sometimes they follow each-other naturally, sometimes by jumping strangely several questions so as to making it difficult for the adults whether to answer the questions or not.

The contemporary psychology and pedagogy hold the opinion of a more active communication between parties, even by questioning whys. The skill is to give easily understandable answers for the young ones, within their horizon of psychological development but daring to go further than that because education does not and should not follow him behind, but it needs to keep ahead of him. Whys, talks about them, walking together but especially the literature of children, the narration of fairy tales, stories, verses strongly influence their education, because the literature of children comprises in itself an organic blend of artistic literature with pedagogy, realizing the principal unity of art with pedagogy. That is why it is often said that the writer for children needs to be not only an artist but also a pedagogue. The notion of the writer especially when it comes to creators of the literature of children can not be isolated from the notions of teacher, educator, guide, friend, pedagogue etc, which proves that the writer bears a social and educational mission.

It has already been proved that the artistic path is easier, more efficient and safer to enter the children’s mind. Regarding this genre of literature, I would particularly like to mention the popular or cultivated tale. The interest about tales has not and will never die out, because its roots have been found since the early days of human beings. The demands of children for such a genre seem to never be satisfied. Here you find the common and legal concern of the social creative opinion, of publishers, educators and parents to advance and encourage the cultivation of this genre which fits well with the psychology of younger ages.

### **The child and the fairy tale genre**

The fairy tale has been an initial need of man to express his dreams and beauty through a journey into a magnificent world. It is one of the most important and complex genres of the oral prose. This is conditioned by its rich world, its topics, its universal motives, its sustainable compositional structure, its many characters being of the real or unreal world, its different and unexpected actions of heroes, its possibility to move from real to unreal world, it’s symbolic language etc.

The fairy tales are the joy of children but they are also tempting to adults, who feel aesthetic pleasure from them. Besides, they reckon more their brains to better enter their socio-philosophical world. The philosophy of good and bad is also grasped by children, who realize their mistakes, enrich their fantasy and get aesthetic tastes. Born relatively since the early days of human beings, nowadays the tales are more addressed to children, who nourish the burning desire for a magnificent world, for adventures and the unexpected which bring forth the triumph of good and beauty.

The fairy tales are interesting and they are curiously followed in their naivety, but with the beauty and fantasy, with exact details, with so great imagination so that it is frail and

full of feelings. They stir beautiful aesthetic feelings in childhood thinking of them as real ones.

Nevertheless, the man deepens his understanding of the functions or these conventional mechanisms. He still finds pleasure, because there lies a real human emotion and there you feel the hopes and desires of happiness overcoming those of evil. They all are made possible by the rich and unique world through which all borders, being impossible and unattainable, are wiped off. The universe, where the hero is faced with many figure-species not only of the real world but also of the unreal and mythological ones, reveals the importance of the tales as a creation of universal values, a soul artistic product which has run since the dark times of history, when the man faced phenomena being imagined as species which have either confronted or supported his life (Mustafa, 2003).

Being a literary artistic form of the ancient tradition, the tale preserves in itself values tempered over centuries, conditioned by socio-cultural circumstances, expressing directly or indirectly many phenomena connected with life, customs and habits, with desires, with intentions and artistic achievements of culture where it sprang from. *"In all fierce attempts, in all movements being described at tales, the new, the good, in general the right triumphs. Intertwining the events infers deep optimism, strong belief towards spiritual and physical forces of man..... The tales exercise fantasy (...) they "nourish the children with the feeling of courage and the skill to fight in life, with future prospects" (Sako, 1984).*

## Conclusion

As a folk genre, the tale has enclosed its circle but it still continues to live in nowadays through its many creations of fairy tales cultivated by famous writers, through the elaboration of popular tales having been and being made. They are closely connected with literature, with fables and adventures which occupy the cultivated tale, with science fiction literature which has taken a lot from the fantasy of tales.

The literature for children also helps the aesthetic education of pupil. He manages to distinguish the beauty, to choose and make use of it. The literature for children enables the artistic ability such as the ability to recite. The excellent books motivate the pupil to Tirana occupy himself in writing as well. Many of the distinguished writers, at their memoirs, highlight the major role the reading of books has played since the childhood. (Gjokutaj, 1996)

The literature for children plays a vital role in learning the mother tongue fast and fluently. Learning the language, especially at the pre-school grades, meets with a powerful support at the literary material created for children. It helps them evolve their speaking as well.

All we said above proves the point that art literature for children is the key to easily open the gates of mind, to realize a more successful education within the psychology of age.

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