

Original Article

Beauty of Children's Literature: From History to the digital Era

Dr. Smita R Shinde

Assistant Professor, Department of English, GMD Arts, BW Commerce & Science College, Sinnar (Maharashtra)

Abstract

Children's literature is related to the written texts associated with different stories and poems, created specially to entertain or instruct young minds as the target audience. It includes classics of world literature, picture books and easy-to-read stories written exclusively for children. The digital media spreads and provides a lot of exposure of children literature as an opportunity for children to enjoy and learn. Educators should awaken children's interest towards reading and, at the same time, encourage them to use imagination, finding themselves inside the story; it also develops the vocabulary, reading and listening skills as well as comprehension. Educators should also be aware of their own responsibility when selecting children's books for didactic purposes (not necessarily following popular titles or "best sellers"), and read the stories in a caring and warm environment. Storybooks are accessible to students of all ages and can be borrowed from libraries or friends, while digital storytelling can be easily and quickly found on the Internet, even for free.

Keywords: Children's Literature, Digital Era, Storytelling, Moral Education, Language Development, Imagination and Creativity, Animated Adaptations, Cultural Awareness, Literacy Development

Address for correspondence: Dr. Smita R Shinde, Assistant Professor, Department of English, GMD Arts, BW Commerce & Science College, Sinnar (Maharashtra)

Email: smitashinde11683@gmail.com

Submitted: 22 June 2024 **Revised:** 29 June 2024 **Accepted:** 15 July 2024 **Published:** 31 July 2024

INTRODUCTION

Children's literature is related to the written texts associated with different stories and poems, created specially to entertain or instruct young minds as the target audience. It includes classics of world literature, picture books and easy-to-read stories written exclusively for children. Even fairy tales, lullabies, fables, folk songs, and nursery rhymes, as well as parts of a wider oral tradition that adults shared with children, can be included in children's literature. The basic themes of it can be adventure, friendship, imagination, moral and ethical values as well as diversity. Up to the middle of the 18th century, children's literature was a subordinate branch of Literature. John Newbery is the father of children's literature as he was the first man to realize that children had no stories of their own and attempted for it. He is the writer and publisher of about two hundred children's books. He offered *A Little Pretty Pocket-Book* in 1744 as the first text of children's literature. From 1868 to 1926 can be considered as the golden age of children literature in America and Britain.

Children's literature is prepared to expose the young learners to diverse cultures, traditions. By reading various stories, poems featuring characters, emotions from different backgrounds, so that children can develop

a broader worldview and acceptance of others. It can be the medium of issue resolution, and it can provide them guidance for being social. It can also put forth the basic goals like quality education, emotional and intellectual development. It also attributes a vital role in the development of psychology and the behaviour of child. With the help of children literature, the ideas of race, equity, diversity as well as various social aspects can be introduced to child in its initial stage of development. It helps them on the developing journey and also to equip them with the empathy, understanding and critical thinking skills required for happy and successful life in the broader world.

With the advent of the digital media era, there is a tremendous impact on the adaptation of children's literary work to animated film and television, as well as related creation, broadcasting, and acceptance. There is an interactive relationship between the two. It is the need of the current situation for the adaptation of children's literature into films, animation should form more two-way interaction and cooperation with children's literature under "Image Age". This is assumed that it can improve the understanding of the children and also creates a platform of career opportunities for the technically expert writers.

Quick Response Code:	Access this article online	This is an open access journal, and articles are distributed under the terms of the Creative Commons Attribution-NonCommercial-Share Alike 4.0 License, which allows others to remix, tweak, and build upon the work non-commercially, as long as appropriate credit is given and the new creations are licensed under the identical terms
	Website: https://rlgjaar.com	
	Website: https://www.doi.org DOI: 10.5281/zenodo.21231744	
		How to cite this article: Shinde, S. R. (2024). Beauty of Children's Literature: From History to the digital Era. Royal International Global Journal of Advance and Applied Research, 1(1), 60–63. https://doi.org/10.5281/zenodo.21231744

Use of Children Literature: From Past to Present

In India, around 1990s, Doordarshan was the sole television channel available to the Indian child. The channel aired mainly educational shows and a few children's serials; its content was appreciated for actively involving the child as well as creating content beneficial to children's growth. Even familiarising children with the culture was one of the motive of the production. Unfortunately, due to some reasons, these programmes have been forgotten over time. In early 1990s, foreign channels for children, such as Cartoon Network and Nickelodeon, gradually lured the Indian child with their fast-paced animation and slick production values. Now, there are more than 19 commercial channels for children primarily from the United States and Japan. The popularity of Indian animated shows such as Nick's *Motu Patlu* and Pogo's *Chhota Bheem* has increased investment towards animation (KPMG 2016), resulting in their Intellectual Property (IP). In the contemporary era, there are different television channels like Cartoon Network, Discovery Kids, ETV, Hungama Bal Bharat, Hungama, Pogo, Nick Jr. are presenting different series of Chhota Bhim, Little Krishna and the most recent series of Baahubali: Crown of Blood (2024) as an adaptation of Children Literature of India. Even the Panchatantra Stories, Shaktimaan: The Animated Series, Sheikh Chilli and Friendz are the most popular adaptations among the children.

In 2015, the American animated movie "*Frozen*" from Andersen's fairy tales created a world's \$1.3 billion box office and became the highest record of animated movies in history. In 2017, Disney's animated movie "*Beauty and the Beast*" which was also adapted from the fairy tales with its \$1.3 billion box office once again became a global winner. Examples of which adapted from the fairy tales flourish among the classic animated film. In 2016, more than 50 animated films were released and more than 700,000 minutes of film and television cartoons were produced. Among these, sequels appeared in nearly half of the proportions. The "left over" became the mainstream, and the industry's desire for captivating plays has become a top priority to be solved. As a matter of fact, the adaptation of children's literature to animate the film has also increased its influence and popularity. For instance, the thoroughly prevailing "Harry Potter" series has been nearly 10 times the circulation because of the release of the film. Some series of fairy tales have also been on the top-selling fairy tale list for 20 years owing to the animated film. It provides strong support for the promotion of literary work.

Observations

It is observed that, in the isolated growing environment, children watching cartoons becomes a necessity for the growing process. Simultaneously, the audience completes the invisible education process. According to statistics, current preschool children's imitates the animation works is much more than their parents' words. Some of them are based the effective ways to implement children's moral education. It is

believed that film and television work is more interactive than a paper edition, which can receive direct feedback and is capable of following the work to visualize specific images and get certain pictures. This is limitation of r paper children's literature. In the contemporary era, it covers the book form of fairy tales or moral stories or nursery rhymes in English or any regional languages.

In the academic field, the value of children's literature for young children is both personal and academic. The personal values children's literature is related to providing joy to children, increasing their imagination and creativity, and allowing them to have vicarious experiences. It plays a crucial role in education by promoting literacy, critical thinking, emotional development and cultural awareness. It fosters a love for reading and creativity.

Children's literature plays a crucial role in education by promoting literacy, critical thinking, emotional development and cultural awareness. It introduces and develops new vocabulary and sentence structures in context, aiding language development. Using rhymes and repetition to build phonemic awareness. Repeated reading of engaging stories helps improve the linguistic competence as well as comprehension skills of the students. Reading or listening can be the significant community practices, it affects young generations, empowering and preparing them for the future. Since culture is crucial for learning, stories have a fundamental part in shaping an individual's role in society, becoming a helpful resource from didactic, psychological/therapeutic and pedagogic perspectives.

Stories encourage children to infer, predict, and summarise, developing critical reading skills. Themes of friendship and collaboration help children navigate social interactions. Fables and parables teach ethical values and decision-making. Stories from diverse cultures expose children to global traditions and lifestyles. Stories from diverse cultures expose children to global traditions and lifestyles. Fables and parables teach ethical values and decision-making. Informational picture books introduce scientific concepts.

From a moralistic point of view, storybooks can provide children with new information about the world, enrich vocabulary and enhance specific language skills (in the classroom or at home), nurturing communication between the storyteller and the listeners. The crisis which is faced is not only economic and financial, but also political, cultural and ethical, generating anxiety and fear due to the insight of a undefined existence in the context of a growing individualism and insensitivity to other people's difficulties. Moreover, our society measures everything in terms of financial value, giving priority to scientific/technological knowledge and decreasing the relevance of human sciences, which have nurtured the traditional humus of citizenship education.

Role and Importance of Children Literature

The role and importance of children's books have changed in contemporary society, but even today, children's literature (including movies and

digital resources) influences our daily lives and contributes to the development of young people in a number of ways, ranging from the transmission of values to didactic purposes. The presence of digital technology represents a challenge but also an opportunity for traditional fairytales or fables' existence. Digital storytelling through You Tube Channels as well as different apps can be the helpful instrument to generate more appealing and stimulating learning experiences. Actually, printed publications tend to be expensive, while the Internet-based resources are a cheap alternative and might raise children's interest towards books in many different ways. Combining narrative possibilities and technological potentials can be more powerful in terms of access to information, sharing of work, and differentiated and motivated learning models. However, there is a fundamental distinction between watching a fairy tale on monitors and listening to a live re-telling of it.

Even today, children's literature – as an integral part of the primary school curriculum – could be a significant experience in the lives of children, with fables and fairytales being used as motivating teaching tools in both humanistic and scientific disciplines. Educators are aware that all creative and artistic activities, including literature – while entertaining listeners or readers, can play a fundamental role in improving students' knowledge, but also in the acquisition of daily life skills, useful to cope with any problematic situations.

Childhood is a crucial stage for language development, so it is important to make it a pleasing experience: reading or listening to stories could be a joyful way for language training, able to overcome all the possible learning barriers. The use of narrative in teaching foreign languages has been found to lower the level of anxiety, allowing students to take risks in the language classes, thanks to the familiarity with stories and the relaxing learning environment generated by storytelling. Therefore, telling or reading stories is a successful strategy to acquire grammar structures, syntax, new vocabulary, increasing oral/written competences, and therefore the ability to communicate effectively and successfully. By reading or listening to stories, students enhance their verbal proficiency and learn to accurately express their thoughts and feelings in everyday relations.

Conclusion

Learning from stories can stimulate and offer promising insights in other areas of children's cognitive development such as problem-solving and reasoning skills. Educators should awaken children's interest towards reading and, at the same time, encourage them to use imagination, finding themselves inside the story; once children become attached to their favourite characters, they can reproduce them while playing, following the time chain and cause-and-effect relation of narrated events, so that the educational message of the stories can be better internalised. Educators should also be aware of their own responsibility when selecting children's books for didactic purposes (not necessarily following

popular titles or “best sellers”), and read the stories in a caring and warm environment. Storybooks are accessible to students of all ages and can be borrowed from libraries or friends, while digital storytelling can be easily and quickly found on the Internet, even for free.

Acknowledgment

I would like to express my sincere gratitude to all those who have supported and guided me in the completion of this research paper titled “Beauty of Children's Literature: From History to the Digital Era.”

I am deeply thankful to my institution, GMD Arts, BW Commerce & Science College, Sinnar, for providing the necessary academic environment and resources to carry out this study.

Financial support and sponsorship

Nil.

Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of this paper.

References:

1. Brown, Margaret Wise. *Goodnight Moon*. Illustrated by Clement Hurd. Harper & Row, 1947.
2. Cronin, Doreen. *Click, Clack, Moo: Cows That Type*. Illustrated by Betsy Lewin. Simon & Schuster, 2000.
3. Viorst, Judith. *Alexander and the Terrible, Horrible, No Good, Very Bad Day*. Illustrated by Ray Cruz. Atheneum, 1972.
4. Anderson, Hans Christian. *Fairy Tales*. Various editions.
5. Carroll, Lewis. *Alice's Adventures in Wonderland*. Macmillan, 1865.
6. Dahl, Roald. *Charlie and the Chocolate Factory*. Penguin, 1964.
7. Nodelman, Perry. *The Hidden Adult: Defining Children's Literature*. Johns Hopkins University Press, 2008.
8. Hunt, Peter. *Children's Literature: An Illustrated History*. Oxford University Press, 1995.
9. Zipes, Jack. *Fairy Tales and the Art of Subversion*. Routledge, 2006.
10. Lukens, Rebecca J. *A Critical Handbook of Children's Literature*. Pearson, 2012.
11. Nikolajeva, Maria. *Children's Literature Comes of Age: Toward a New Aesthetic*. Routledge, 1996.
12. Grenby, M. O. *Children's Literature*. Edinburgh University Press, 2008.
13. Kümmerling-Meibauer, Bettina. *The Routledge Companion to Picturebooks*. Routledge, 2017.
14. Gee, James Paul. *What Video Games Have to Teach Us About Learning and Literacy*. Palgrave Macmillan, 2007.
15. Jenkins, Henry. *Convergence Culture: Where Old and New Media Collide*. NYU Press, 2006.
16. KPMG. *Indian Media and Entertainment Industry Report*. 2016.

17. UNESCO. Reading in the Mobile Era: A Study of Mobile Reading in Developing Countries. UNESCO Publishing, 2014.
18. OECD. Children and Young People's Mental Health in the Digital Age. OECD Publishing, 2019.
19. Alexander, Bryan. The New Digital Storytelling: Creating Narratives with New Media. Praeger, 2011.
20. Robin, Bernard. "Digital Storytelling: A Powerful Technology Tool for the 21st Century Classroom." *Theory Into Practice*, vol. 47, no. 3, 2008, pp. 220–228.