e

Dirassat & Abhath
The Arabic Journal of Human and Social Sciences

مجلة دراسات وأبحاث
المجلة العربية في العلوم الإنسانية والاجتماعية

EISSN: 2253-0363
ISSN : 1112-9751

Children Literature : Between the Western World and The Arab World

أدب الأطفال: بين العالم الغربي والعالم العربي

Rawiya belguelil

[1] PhD Student , Mohamed Khider University of Biskra, Faculty of Arts and Languages, Departmet of Arabic language and Literature, Functional Research Laboratory in Algerian Language and Literature

راوية بلقليل

طالبة دكتوراة، جامعة محمد خيضر- بسكرة- ،كلية الآداب واللغات قسم اللغة والأدب العربي، مخبر أبحاث في اللغة والأدب العربي،

rawya.belgueliel@univ-biskra.dz

تاريخ الاستلام: 30- 09- 2024 **تاريخ القبول :** 31- 12- 2024

Abstract:
This paper intends to talk about children's literature as modern literature on the literary scene, specifically in arabic, because it bagan to be recognized late, similar to the west, which preceded us for many years Our work aims to introduce children's literature and its importance in the life of child, we also try to answer the main problem : were the arabs able to show their presence in the field of children's literature through their abundant production in various literary genres directed to the child despite the delay, or the west who were the races to him and no one matched them ?
Keywords: Children's literature, Children, The arabs, The west

الملخص:

تروم هذه الورقة البحثية الحديث عن أدب الأطفال باعتباره أدبا حديثا على الساحة الأدبية تحديدا العربية لأنه بدأ الاعتراف به متأخرا على غرار الغرب الذي سبقنا إليه بسنوات طويلة.

وعملنا يهدف إلى التعريف بأدب الأطفال وأهم خصائصه، وأهدافه وما مدى أهميته في حياة الطفل، كما نحاول أيضا الإجابة على إشكالية الرئيسة: هل استطاع العرب أن يبرزوا وجودهم في مجال أدب الأطفال من خلال إنتاجهم الغزير في شتى الأجناس الأدبية الموجهة للطفل رغم التأخر أم الغرب هم من كانوا السباقين إليه ولم يجاريهم أحد ؟

الكلمات المفتاحية : أدب الأطفال، الأطفال، العرب، الغرب.

1. INTRODUCTION

Children's literature has gone through numerous phases to become what it is today. It first emerged in European countries, drawing topics from adult literature but adapted to suit children's cognitive and physical development. Initially, children's literature appeared in the West before spreading to Arab countries, starting with Egypt, which was the first Arab country to focus on it, unlike its other counterparts. In its early days, it was reflected in stories told by mothers to their children at bedtime, and lullabies sung to calm babies. Over time, it evolved into written, audio, and visual literature. Besides Egypt, countries like Lebanon, Iraq, Saudi Arabia, the UAE, and the Maghreb nations—Morocco, Tunisia, Libya, and Algeria—also contributed. However, Algeria was notably late in writing for children due to colonization and its isolation from other countries.

From this, the research question arises: What is the concept of children's literature? How did it develop in the West and in the Arab world? And which was the first to write for children?

To clarify these questions, I adopted a descriptive, analytical, and critical approach as the most suitable for the topic.

What motivated me to choose this subject was the desire to delve deeper into children's literature and understand its development both in the Arab world and the West, and to determine who pioneered it.

To achieve this, I proposed that this study be structured around the following elements:

The concept of children's literature

Characteristics, importance, and goals of children's literature

The origins and development of children's literature:

In the West

In the Arab world

Conclusion

2. The Concept of Children's Literature:

The definitions of children's literature vary, as the term is relatively new and rapidly spreading. In his book Children's Literature: Science and Art, Ahmed Naguib identifies two main concepts of literature:

2.1 Children's Literature in the General Sense:

This refers to intellectual output recorded in books aimed at children in various fields of knowledge. These include simplified scientific books, illustrated books, informational books, and encyclopedias for children, which are considered literature [1]

2.2 Children's Literature in the Specific Sense:

This refers to quality writing that gives children artistic enjoyment, whether in poetry or prose, whether oral or written. Examples include children's stories, plays, songs, and so on [2]

Ismail Abdel Fattah describes children's literature as "a renewed literary genre that emerged to address the minds of the young, recognizing an age group with significant numbers in any society. It is literature for a gradual stage in human life, with its own characteristics, logic, perception, and methods of education, in light of the concept of comprehensive education that draws on both poetry and prose, bringing enjoyment and benefit to this literary form aimed at children. Therefore, children's literature refers to inherited, contemporary, and future literature, as it targets a long age range" [3]

Nizar Wasfi Al-Labadi, in his book Children's Literature: Reality and Aspirations, sees that children's literature is not much different from adult literature. It is the source through which children acquire appropriate knowledge, sound values, and correct behavior by presenting various forms of expression, whether in verse or prose, that provide elements of enjoyment, excitement, and intrigue [4]

From the above, we can conclude that children's literature is not very different from adult literature. What is presented to children is simplified and tailored to their age and cognitive level.

3. Characteristics, Importance, and Goals of Children's Literature:

3.1 Characteristics of Children's Literature:

Saeed Bahoun outlined several characteristics of children's literature, which we summarize as follows [5]

A. Simplicity:

Simplicity is more challenging than depth. It is easy to write and speak in a deep and complex manner, but it is difficult to choose a simple style that makes the listener feel like a companion rather than a teacher. Writing for children is not easy; it requires selecting

simple words and phrases to convey ideas clearly and in an easily understandable way, suitable for the child's mental level.

B. Appropriateness:

Various studies have addressed the appropriateness of children's literature, focusing on:

Cognitive Appropriateness:

Writers for children must understand the developmental stages of childhood, especially since the audience is diverse. Differences in language and the ability to appreciate content arise from factors such as environment and culture. Each stage of growth has specific characteristics that distinguish children emotionally, psychologically, and intellectually.

Educational Appropriateness:

The educational process is one of balanced development, through which the child gradually acquires social skills based on educational and moral concepts. These concepts are embedded in children's literature with the aim of nurturing children's minds. Some experts believe that writing for children is a form of education, and that children's authors are essentially educators.

Artistic Appropriateness:

This refers to the basic principles of the art of writing, whether in stories, plays, or poetry. It involves utilizing elements like imagery, sound, color, and drawing to achieve artistic goals, such as enhancing aesthetic sense and artistic appreciation. The artistic considerations must align with the cognitive and literary development level of the children being addressed, as they require artistic tools to help clarify issues, simplify concepts, and refine their talents.

From the above, we observe that among the characteristics of children's literature are the necessity for ideas to be simple and carefully selected to facilitate understanding for young readers, while also ensuring cognitive, educational, and artistic appropriateness.

In essence, what the author seeks to convey is that children's literature must possess characteristics such as simplicity of style and carefully chosen words that suit children's cognitive abilities and are age-appropriate.

2.3 Characteristics of the Style of Children's Literature:

The style of children's literature must meet the following criteria[6]:

Clarity and simplicity of language in terms of vocabulary and structure.

Filling children's stories, in particular, with a wealth of simple, clear, and expressive actions.

Brevity and ease, as short sentences are closer to children, who prefer quick resolution of events.

Avoiding excessive simplification, overloading with information, or over-explaining, to encourage children to think and analyze.

Steering clear of direct advice or instruction; the literary style of a story should not turn into overt guidance or directives.

3.3 Importance of Children's Literature:

Children's literature holds immense importance, attracting the attention of many writers and researchers who explore its significance in various fields: intellectual, imaginative, aesthetic, psychological, social, educational, religious, and moral, among others.

Abdel Fattah Abu Maal summarized the importance of children's literature as follows[7] :

Children's literature helps improve children's performance, providing them

with a wealth of historical, geographical, religious, and scientific knowledge, especially through stories.

Literature broadens children's imaginations and perceptions through their engagement with story characters, poetic readings, or watching expressive actors and illustrations.

Literature refines children's emotions by evoking noble human feelings through the actions of characters in stories or plays they read, hear, or see performed. This is affirmed by Hassan Brighash, who states: "Children's literature directly and indirectly influences the child's mind and emotions. Such an impact easily resonates with children, achieving the intended objectives, particularly since the child's mind at this stage is a flexible mold that can be shaped as desired, like a blank page on which anything can be written"[8]

Literature trains children to listen carefully and focus their attention, as the narrative of an audio story requires them to follow its events closely, enticing them to discover how the story will unfold.

It trains children to be bold in speech and refines their literary tastes while also entertaining, revitalizing, and offering opportunities to discover their talents.

It strengthens the cultivation of scientific curiosity and a love for discoveries, as well as fostering a sense of patriotism. Additionally, it guides children toward specific types of education needed by the nation, such as agricultural and industrial education, by highlighting the benefits of these fields through positive portrayals of such professions.

Children have multiple psychological needs that children's literature, in its various literary forms, can help fulfill, including[9] :

The need for security and love:

Literature that radiates love for others satisfies the child's need for a sense of safety and security.

The need for self-actualization:

Every individual has a sense that they can accomplish something of value for themselves and others. A person's self-concept and perception of their abilities are important factors that greatly influence their future and way of life.

The need for knowledge and understanding:

Children love to explore the many things surrounding them, influencing some while being influenced by others.

4.3 Objectives of Children's Literature:

Educational objectives:

Helping children experience the lives of others, thus broadening their personal experiences.

Encouraging children to engage with the opinions of others.

Assisting children in understanding other cultures and ways of life, which aids in coexistence and integration.

Helping children develop self-confidence and awareness of their abilities, allowing them to live a normal life free from psychological problems.

Moral and Social Objectives:

Shaping the child's culture in a way that suits modern times.

Selecting positive elements from other cultures.

Offering what aligns with the child's hopes and aspirations.

Building the child's personality in a healthy manner.

Cognitive and Emotional Objectives:

Enriching the child's language and knowledge base, while enhancing their linguistic abilities.

Developing the child's behavior and refining their linguistic and artistic skills.

Satisfying their needs for security, stability, and self-confidence.
Strengthening the child's sense of solidarity and cooperation.
Instilling good habits and purging negative behavior.
Discovering literary and artistic talents at an early age.
Fostering a love for adventure, exploration, and curiosity in the child.
Entertaining children and filling their free time.
Helping children understand the environment and surroundings in which they live.
Cultivating the habit of reading, a necessity for intellectual development[10]
Developing keen observation, focus, and attention in children.
Introducing children to historical, literary, and religious figures through stories of heroism.
Assisting children in building their own personal libraries.
Moreover, the content of children's literature plays a critical role in shaping new generations. The content in children's literature and books can achieve several objectives, including [11] :

A. In cultural aspects:
It provides general information and various facts about people, life, society, and different environments. It also offers ideas that connect children with the present age and modern scientific developments while fostering language growth in children.

B. In moral aspects:
It instills in children virtuous moral values, nurturing their admiration, appreciation, and love for positive qualities while fostering their aversion to negative traits and moral deviations.

C. In spiritual aspects:
It balances the materialistic tendencies of modern times with religious and spiritual values, which are essential for achieving true happiness.

D. In social aspects:
It helps children understand their society, its foundations, goals, and institutions, as well as the values and social traits that should prevail. This enables children to engage with their community and connect with others, providing them with a safe and supportive environment.

E. In national aspects:
It teaches children that they are part of a larger Arab nation, linked by Arab nationalism, with a shared language, religion, spiritual values, and history.

F. In intellectual aspects:
It offers children valuable opportunities for intellectual activities such as imagination, memory, focusing attention, connecting events, understanding ideas, making judgments, reasoning, and drawing conclusions. Adults should encourage children to explore new worlds.

G. In aesthetic aspects:
It presents beautiful imagery and ideas that captivate children, alongside realistic and beautiful colors that portray life and existence, as well as literary styles that reflect the beauty of language and artistic illustrations accompanying printed literary works.

H. In recreational aspects:
It serves as an enjoyable and beneficial way to occupy free time, offering beloved entertainment that brings joy and happiness to children.

I. In building children's personalities:
It helps shape proper standards, values, habits, and attitudes in children through the positive impressions they gain from well-crafted content.
In summary, children's literature aims to build comprehensive relationships between adults and children, guiding

them toward positive and proper development throughout their growth stages.

The Emergence and Development of Children's Literature

1.4 The Emergence of Children's Literature in the Western World:

Children's literature has gone through several stages before becoming what we know it as today. It is an ancient form of literature, and as the saying goes, "wherever there are children, there is children's literature." Childhood is as old as the existence of humans in history. As we discussed earlier, fables, such as those in Aesop's writings, were originally intended for adults, but children heard them when they were shared among adults.

Children's literature first emerged in European countries and then spread to the Arab world.

1. Children's Literature in France:

Although the seeds of children's literature existed in ancient civilizations, children's literature as an independent art form did not appear in the world until the 17th century. The year 1697 is considered the birth of children's literature, which is when the French writer Charles Perrault (1628-1703) published the first collection of stories for children titled Tales of Mother Goose [12]. He used a pseudonym and gathered several popular European folk tales in this collection, some of which are still famous today, such as Sleeping Beauty, The Blue Serpent, Cinderella, Puss in Boots, and Sleeping Beauty. Perrault published his collection under his son's name, Perrault d'Aumont, fearing societal and intellectual backlash for writing for children, as children's literature was not yet recognized by literary circles. However, the opposite happened, and this success encouraged him to write other collections such as Tales and Stories of the Past with Morals.

In this period, the first children's newspaper in France, The Children's Friend, was published in 1747, specifically written for children and aimed at providing entertainment. After Charles Perrault, there was a notable contribution by a French woman named Liberts, who is considered the first female writer for children, with her story collection The Children's Store [13].

Children's literature did not take serious shape until the 18th century, with the works of Jean-Jacques Rousseau, especially his book Emile, which focused on studying the child as an independent being. He emphasized the importance of education, stating: "Education comes either from nature, from people, or from things. The growth of our internal organs and functions, that is nature's education. The knowledge we gain from this growth is people's education, and what we acquire through our experiences with things is education from things"[14] . In the introduction of his book, he famously wrote, "Everything is good as it comes from the hands of the Creator; everything degenerates in the hands of man" [15]. This means that humans are born good, but society corrupts them through upbringing. The Prophet Muhammad (peace be upon him) similarly said, "Every child is born upon the fitrah (innate disposition), and it is their parents who make them Jewish, Christian, or Magian," pointing to the responsibility of parents in raising their children.

Following Rousseau, the great poet La Fontaine made significant contributions by introducing moral fables into children's literature in France.

Based on this, it can be said that children's literature in France has a long and rich history, encompassing many books and novels aimed at children of all ages. Notable French writers in children's literature include Antoine de Saint-Exupéry and Jean de La Fontaine. French folklore also includes various stories told to children that impart different morals and values.

2. Children's Literature in England:

After France, England emerged as a significant player in the development of children's literature. In the 17th and 18th centuries, children's literature in England was primarily aimed at preaching and instruction, with little regard for the child's mentality, thinking, or emotions. These works provided moral and religious instructions in a direct manner, such as Francis Osborne's Advice to a Son (1656) and John Bunyan's A Book for Boys and Girls, both aimed at teaching children about ethics and religion[16].

One of the most famous English publishers of children's books was John Newbery, who founded one of the first publishing houses and libraries for children in 1744. Known for his famous library, he is considered the "father of children's literature in England," having written around 200 books. He distributed his publications, calling them The Little Pocket Book, sold for no more than six pence[17] In the early 19th century, Charles Lamb began translating the works of Hans Christian Andersen. The first major English work of children's literature appeared in 1865, titled Alice's Adventures in Wonderland by Lewis Carroll[18]

Some of the most famous works of English children's literature include Alice in Wonderland by Lewis Carroll and J.K. Rowling's Harry Potter series, a fantasy series that tells the story of the young wizard, Harry Potter. Children's literature in England is characterized by its imaginative nature, which fosters creativity and broadens children's horizons.

3. Children's Literature in Germany:

In Germany, folk tales were originally intended for adults until Jacob and Wilhelm Grimm emerged, known as the Brothers Grimm. Their famous work, Children's and Household Tales, serves as a model of European fairy tales. This collection includes timeless stories such as Little Red Riding Hood, Snow White, The Frog King, The Wicked Witch, and Sleeping Beauty[19]

Germany also produced a wide variety of children's literature in the German language, with famous tales like Hansel and Gretel and Rapunzel achieving worldwide recognition. Additionally, Germany has created various animated and television programs that educate children in both entertaining and informative ways.

4. Children's Literature in Denmark:

In Denmark, the renowned writer Hans Christian Andersen (1805-1875) stood out for his deep appreciation of nature and local themes, expressed through his unique storytelling style. Some of his famous works include The Ugly Duckling, The Little Match Girl, and The Emperor's New Clothes[20] . Andersen's fairy tales made him one of the most celebrated pioneers of children's literature worldwide.

5. Children's Literature in Russia:

Communist countries, including Russia, paid significant attention to children's literature to raise communist generations. Maxim Gorky referred to children as the "greatest power." Prominent Russian authors who wrote for children include Pushkin, Tolstoy, and Mayakovsky, the

latter of whom composed 16 poems for children[21]

6. Children's Literature in America:

In America, children's literature in the 19th and early 20th centuries focused on themes of heroism and strength, as seen in the works of Paul Bunyan [22]

Mary Mapes Dodge (1831–1905) played a significant developmental role in American children's literature. She founded the first children's magazine in 1873, naming it St. Nicholas. Her magazine attracted notable figures in children's literature, such as Joel Chandler Harris (1848–1908), who contributed some of the most engaging serials, including Uncle Remus Stories, between 1880 and 1910. Part of his book Uncle Remus was published in the magazine before being compiled into a single volume [23]

Children's Literature in Italy:

In Italy, the writer Italo Calvino focused on myths and folk tales. Italian children's literature is characterized by its strong connection to reality [24]

From the above overview of children's literature in the Western world, it becomes clear that the West has long focused on understanding children's needs. This is evident in the many stories, poems, and other literary works aimed at providing educational and moral lessons to children.

4.2The Emergence of Children's Literature in the Arab World:

Scholars have differing views on the exact date and origins of children's literature in the Arab world. Many argue that it is as ancient as civilization itself. Miftah Mahmoud Diab notes: "Children's literature is both ancient and modern. Mothers and grandmothers used to tell myths and folktales to children, especially before bedtime, capturing their attention" [25]

A similar perspective is found in Ismail Abdel Fattah's book Children's Literature in the Contemporary World: "Children's literature has existed since the dawn of creation. Mothers would tell bedtime stories, soothe their babies with melodies and beautiful words. It was wonderful literature, though unwritten"[26]

1.Children's Literature in Egypt:

In Egypt, early traces of children's literature were influenced by French literature. With the advent of printing and translation, interest in children's literature began during the reign of Muhammad Ali Pasha, the ruler of Egypt (1769–1849). Rifa'a al-Tahtawi (1801–1873) was one of the pioneering authors to show interest in children's literature, particularly in storytelling. As he was in charge of education, he introduced some stories into school curricula. He also translated the first children's book from English, titled Tales for Children, and translated The Adventures of Telemachus, which he titled The Chronicles of the Orbits in the Adventures of Telemachus. Al-Tahtawi also supervised the magazine Rawdat al-Madaris, which was issued by the Ministry of Schools in 1870[27]

It is believed that Osman Jalal was the pioneer of children's literature in the Arab world, especially in Egypt. His collection Al-'Uyun Al-Yawaqidh was a translation of La Fontaine's fables, which later influenced Ahmed Shawqi. "Osman Jalal's goal was to educate and discipline children using symbolic poems on the tongues of animals and birds, considering this method the closest to a child's psyche"[28]

Following this, authors such as Muhammad Al-Harawi and Naguib Al-Kilani continued the tradition. Later, the great poet Ahmed Shawqi adopted Western influences, drawing inspiration

from La Fontaine's fables and incorporating them into his works.

2.Children's Literature in Lebanon:

In Lebanon, children's literature emerged early but not as prominently as in Egypt. Fadia Hattit notes: "Bibliographic evidence of Lebanese women writers from 1850–1950 confirms that Hana Kasbani Korani (1869–1898) translated several foreign children's stories at the end of the 19th century, such as The Boy and His Donkey, The Frying Pan Alley, and The Woodsman and His Dog Baroud, all published by the American Press in Beirut, with no dates provided"[29]

3.Children's Literature in Palestine:

Despite the challenges of colonialism and occupation, two pioneers emerged in Palestine, both contributing to the development of children's literature: poet and researcher Ali Al-Khalili and writer Abdul Rahman Abad [30]

4.Children's Literature in Iraq:

Iraq has shown great interest in children's literature. "The government implemented a comprehensive plan to care for children through schools, hobbies, programs, activities, and books. It issued the magazine Majalati and the newspaper Mizmar, as well as many books aimed at promoting nationalistic, socialist, and secular ideologies"[31]

5.Children's Literature in Algeria:

After extensive research, I have noticed that most Arabic books on the origins of children's literature in Arab countries tend to provide detailed coverage of several countries, while Algeria's children's literature is only briefly mentioned. This can be attributed to Algeria's separation from the Arab world during the French colonial period.

The beginnings of children's literature in Algeria were difficult, given the dire social, economic, and political conditions during French colonial rule, which sought to erase Algerian identity and impose French culture, branding the Algerians as backward and primitive. Despite these challenges, literary creativity aimed at children did not cease, both before and after independence.

During colonialism, creative works for children took the form of poems, songs, and plays directed at the generation of hope and aspiration. One prominent figure was Sheikh Abdul Hamid Ben Badis, who addressed the future generation in his famous anthem The People of Algeria Are Muslim, urging:

"O youth, you are our hope,
And with you, dawn is near.
Take up the arms of life,
Face challenges without fear"[32]

In conclusion, children's literature in the Arab world is rich and diverse. Although it arrived later than in the Western world and didn't receive as much attention, many talented writers produced remarkable books, stories, and poems for children. Initially, traditional tales were told by mothers and grandmothers, along with lullabies sung to their children.

In the 20th century, children's literature saw significant growth and development, with specialized authors producing valuable stories and poems. Their efforts continue to evolve, providing high-quality, meaningful content to nurture generations of well-educated and creative children.

Conclusion:

In conclusion, children's literature has existed since the birth of the child, as mothers in ancient times would lull their children to sleep through songs. However, its formal origins began in the

West, where great attention was given to children, recognizing them as the men of tomorrow and the hope of the future. With the interaction between the Arab world and the West, especially through Napoleon Bonaparte's campaign in Egypt and the subsequent development, such as the printing presses established by the French, children's literature began to emerge in the Arab world. The Prince of Poets, Ahmed Shawqi, dedicated poems to children, and from there, children's literature spread to all Arab countries. Writers for children emerged in poetry and theater, and magazines were even created with special issues for children.

Children's literature has numerous contributions to a child's life, fostering their cognitive abilities, enriching their cultural and linguistic knowledge, and providing them with a rich vocabulary that enables them to communicate confidently with others using appropriate language. Children's literature is an educational medium that gives children the opportunity to build self-confidence and liberates them from traditional methods.

In my view, I would like to offer some suggestions based on my study of children's literature. What is currently being produced by writers is almost minimal; there is little focus on children's literature, and the literary output is insufficient, especially in poetry. When we visit libraries, we find many stories available, but poetry is notably lacking. Is this due to poets considering children's literature beneath them, or are they simply unable to write for children? We must not underestimate writing for children or consider it an easy task. In fact, it requires even more expertise than adult literature

To clarify these questions, I adopted a descriptive, analytical, and critical approach as the most suitable for the topic.

What motivated me to choose this subject was the desire to delve deeper into children's literature and understand its development both in the Arab world and the West, and to determine who pioneered it.

To achieve this, I proposed that this study be structured around the following elements:

The concept of children's literature

Characteristics, importance, and goals of children's literature

The origins and development of children's literature:

In the West

In the Arab world

Conclusion

4. Bibliography List :

[1] Ahmed Naguib Mahfouz. (1991). Children's Literature: Science and Art. Cairo, Egypt: Dar Al-Fikr Al-Arabi, p :278.

[2] The reference itself, P :279.

[3] Ismail Abd al-Fattah. (2000). Children's Literature in the Contemporary World (A Critical Analytical Vision) (1st edition). Cairo, Egypt: Dar Al-Arab Library, p : 23-24.

[4] Nizar Wasfi Al-Labadi. (2001). Children's Literature: Reality and Aspirations (A Theoretical and Applied Study). Al Ain, United Arab Emirates: Dar Al-Kitab Al-Jami'i, p :14.

[5] Ali Saeed Bahoun. (2018). Children's Literature (Study of Topics, Genres, and Components) (1st edition). Algeria: Jusoor for Publishing and Distribution, p : 13-15.

[6] Talaat Fahmy Al-Khafaji. (2006). Children’s Literature in the Face of Cultural

[20]Barighsh Muhammad Hassan. (1996). Children's Literature: Its Goals and Features (2nd edition). Beirut, Lebanon: Al-Risalah Foundation for Printing, Publishing, and Distribution P :6.
[21]The reference itself, P :66.
[22]Abdel-Muti Nimer Moussa and Muhammad Abd al-Rahim Al-Faisal. (2000), the previous reference, P :18.
[23]Anwar Abdel Hamid Moussa. (2010),the previous reference, P :45.
[24]Barighsh Muhammad Hassan. (1996), the previous reference, P :67.
[25] Al-Badawi Muhammad. (2015). Sources of Children's Literature (1st edition). Tunisia: The Cultural Press for Printing, Publishing, and Distribution, P :6.
[26]The reference itself P :67.
[27] Jallouli al-Eid. (2000), the previous reference, P :26.
[28] Al-Harami Muhammad Ali. (1996). Children's Literature (Theoretical and Practical Study) (1st edition). Cairo, Egypt: Dar Al-I'tisam for Printing, Publishing, and Distribution P ;102.
[29]Al-Badawi Muhammad, the previous reference, (2015) P ;73-74.
[30]Nizar Wasfi Al-Labadi. (2001). Children's Literature: Reality and Aspirations (A Theoretical and Applied Study). Al Ain, United Arab Emirates: Dar Al-Kitab Al-Jami'i, the previous reference, P :145.
[31]Barighsh Muhammad Hassan (1996), the previous reference ,P :91.
[32]Ibn Salama al-Rab'i. (2009). Children's Literature in Algeria and the Arab World (1st edition). Constantine, Algeria: Medad University Press, P :47.

Invasion (1st edition). Tanta, Egypt: Dar Al-Isra for Printing, Publishing, and Distribution, p :74-75.
[7] Abu al-Maali Abd al-Fattah. Children's Literature (Study and Application) (2nd edition). Amman, Jordan: Dar Al-Shorouk Publishing and Distribution, P :19-20
[8] Barighsh Muhammad Hassan. (1996). Children's Literature: Its Goals and Features (2nd edition). Beirut, Lebanon: Al-Risalah Foundation for Printing, Publishing, and Distribution P :43.
[9] Jallouli al-Eid. (2000). Children's Literary Texts in Algeria (A Historical and Artistic Study of Its Genres and Topics). Ouargla: Directorate of Culture, P :13.
[10] Ata Ibrahim Muhammad. (1994). Elements of Attraction in Stories for Primary School Children (1st edition). Cairo, Egypt: Dar Al-Shabab for Printing, P :67.
[11] Naguib Ahmed. (1979). Content in Children's Books. Dar Al-Fikr Al-Arabi, P :45-48.
[12] Anwar Abdel Hamid Moussa. (2010). Children's Literature: The Art of the Future. Beirut, Lebanon: Dar Al-Nahda Al-Arabiya Publications, P :36.
[13] Abu al-Maali Abd al-Fattah. Children's Literature (Study and Application) (2nd edition). Amman, Jordan: Dar Al-Shorouk Publishing and Distribution, P :29.
[14] Jean-Jacques Rousseau. Emile or On Education. The Arab Printing and Publishing Company, P :26.
[15]The reference itself, P :25.
[16]Anwar Abdel Hamid Moussa. (2010),the previous reference, P :42.
[17] The reference itself, P :42.
[18] Nizar Wasfi Al-Labadi. (2001). Children's Literature: Reality and Aspirations (A Theoretical and Applied Study). Al Ain, United Arab Emirates: Dar Al-Kitab Al-Jami'i P :15.
[19] Abdel-Muti Nimer Moussa and Muhammad Abd al-Rahim Al-Faisal. (2000). Children's Literature. Irbid, Jordan: Dar Al-Kindi for Publishing and Distribution P :140