THE EFFECT OF TRANSLATION OF THE WORKS FOR CHILDREN ON THE INTERCULTURAL RELATIONSHIPS QUALITY

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ABSTRACT

Nowadays the translation of literary works for children has noticed by translators around the world; so we can observe it as an important subject because it plays a basic role in making and developing of relationships among different people with different cultures. On the other hand, the translator should not step in this area without having artifices, skills and responsibility for children future and their intellectual life. In this paper we try to do research on various related to the effects received by children from different cultures; and pay attention to different cultural symbols learned by children from translated works. We should note here that the duties of impressive factors including family, society and mediums on children's mind and culture. It is obvious that children are basic foundations and symbols of human societies and will make the society after adolescence, if they have a deep culture and right education.

Keywords: Translation, children, intercultural

1. Introduction

Talking about special works for children, remember us the stories, poems or songs are created specially for them. These works are revived in our mind exactly because of their concepts or for characters play roles in them; who we live with even today by adulthood.

On the other hand the melodies and poetries accompany the children from the beginning of life by mother's songs and put them feel an emotional space which can help them to flour their arts and talents.

The concepts, characters and settings of children works are created only to guide children creative mind for realizing the advices and messages of real world. This is by feeling or touching the notion in unreal space cultural works literary or non-literary.

perhaps we cannot find any man or woman who forgot the songs and poets of his/her childhood because they are composed by influence of local and regional cultures and are transferred heart by heart. Lullaby is the first kind of songs is specially for babies (Meisami. 2010,P:119). Then the children listen to several poetries and melodies and songs from the people and media in society, and can record them in their mind.

Most of these songs teach the children their original local cultures and enrich their spirit and thought.

In this paper every kind of works like: Dramas, Movies, Cartoons etc. will be attentioned. Although these woks are based on stories and fictions but they are distinguished by the objection of characters, settings, plots and so on.
Often most interested cultural works for children rises from their homeland, but the translated works of other societies and other languages also can make the children to feel a real relationship. 

the children from the beginning of life know the works are created only for them and are appropriate with their characters and mind; so the main audiences for these works are children except adults, and these works commonly are different from the works can be used by both of children and adults.

Exclusive works for children are created based on their day dreams. So they can recognize them and feel a great degree of relationship between themselves and the works.

Most of the cultural works for children such as literary works in prose or verse, include the plots and settings are familiar to children. Although some of details as colors, names etc. maybe unknown for children, but it is not important; just because they can adjust themselves with any change in details.

In this paper the important subject is growing up the children and special works for them contemporary. On the other word, specially works for children develop at the same time their body and mind is growing. Actually it is obvious that most of the old people and young, enjoy the works specially created for children; (maybe for nostalgic memories) but no child can be related in poets, stories and movies are specially for adults. this happened because of different circumstances and mentally orders between these two generation groups.

as noted above the people expectation expand gradually just like their age; then finding an old man who is drowned in stories and poems are prepared for kids at 3 years old, will expose him to mentally disorder. So this is exactly what know as: companionship for growing up the children and their cultural works.( Shirvani, 2013, P:61)

In this paper firstly we introduce the most important factors effect on children mind, then research on the positive and negative points can shape intercultural relationships and result from translating cultural works(literary and non-literary) created only for children

1.1 The Effective Factors on Children and Special Works for Them

There are several kinds of effective elements effect on people during their life. These elements encircle human from newborn to adulthood to shape the characters and identities; then to qualify the structure of behavior by forming the mental elements and psychological concepts. The influence of these factors on identity along childhood and maturity is more than other times because the basic foundation for human is shaping during this time.(Abdollah zadeh,2000,p:56).

Most important and noticeable out factors are:

i.) family

ii.) society

iii.) media

Each one of mentioned factors effect on children mind directly and lead to positive and negative consequences. This effect ( specially about family and society) can be ranked as a traditional and old time subject. But today as a modern factor nobody deny the effect of media on addressee. Media (by its types) usually decline the children attention to fast and short apprehension.(Rezaei,2013, p:15)

On the other hand as a fact we observe that development in literature and language and culture skills lead all mentioned factors to use cultural works created specially for children, to penetrate them invisibly and effect on children mind so subtly to propel their thought. That is because parent
and adults count these works as the best instrument to prove their authority on children mind and impose their educational method to children.

1.2 The Effect of Foreign Cultures on Children

By living in a developing world we learn that no kind of geographic or regional limitations will be accepted for human relationships. developing and extension of media and communication devices, make us to realize that living in a small area will not prevent people of communication to other places of the wide world and having information about there.

Thus today establishing a social relationship among people even who has different cultures and are from different areas, can be more easily than other activities like an economic communication or, politic one.

Here about, what is intercommunicate our discussion is the utilization for connection devices that make relationship easy. Here in. it must be implied that all of the societies have to extend their own cultures and believes out of their regions and domestic peripheries to be adapted to development of communication era.

One of the best ways to broadcast and export the cultures and believes to other societies, is to use the children effective and their growing minds and talents. So if the cultures intend to penetrate into the heart of other societies gradually and want to consolidate and confirm their own existence by changing from virtual to actual one, they accept the theory of "influence on children minds", as a best method.

Thus every culture for increasing its effect on the people of another culture, goes to the works created for children; and by ignoring the effective phonic or video works we can say that most important method for relationship between giver society by it's stranger culture and language, and children of receiver society, is the translation of literary and non-literary works has written specially for them. Therefore, translating the stories and poems for children can be counted as a very efficient method for establishing an intercultural powerful communication that will be effective in a long term.

On the other word, when the giver society by it's culture as a perfect and total effective element wants to effect on the children of another society who don't have any knowledge about and familiarity to it, can choose the works created for children as a certain instrument and speed up the process of influence by translating own stories, poems, scenarios and plays.

Here it must be explained that cultural influences on children works, aim to impress their thought and feeling directly and over shadow the receiver society indirectly; but this chain is continued to different purposes occasionally are humanitarian and charitably and sometimes imperialistic or malevolently.

Undoubtedly here we can not study about foreign families and foreign media separated of foreign society; because family and media as effective elements on a strange target are not independent of original society (Kabiri,2014,p: 93) and are counted as constituent parts of society in their effect. This point of view draw us to know we was looking at governments as an important representative for cultures and societies in their effect. Although often they claim that they are independent and their actions or effective is entirely out of societies.
1.3 Different Aspects of Influence of Translated Works on Completely Stranger Children

The influence of one society on members of different foreign society via translated works for children is for several purposes can be divided in positive and negative ones.

The mentioned affect maybe strengthened or weakened based on different conditions and backgrounds including following states:

A) Sometimes it is possible for the members of target culture to smooth the way of effective elements to their children mind by acceptance and satisfaction.

B) On the other hand target society by its components (media and family) may persist against the new comer culture and refuse it by keeping into a defence state. This reaction shows the foreign culture as an aggressive that is introduced to children as an enemy not a guest. So all components of target society prepare to be powerful and prevent its interpenetration.

Therefore the translated works for children encounter different reactions for their entrance in different societies; somehow the accepted works in one foreign society sometimes may not be permitted to be published in other society.

As a result, the influence of a culture on the other one, under any circumstance via translation of children works, will have various conclusions and reactions could be divided in two categories namely are positive or negative.

1.3.1 Positive Feedback of Intercultural Relationships between Giver and Target Societies

Children mind is a prolific field that can raise up every kind of ideative seeds; therefore useful teachings in childhood will eventuate in beneficial results in maturity.

So the works are translated as a perfect representative of a culture to another language of another culture can attend positive effects for both societies, as follows.

a. Creation and development of intercultural solidarity via sustaining and common subcultures.

b. Sustaining the common values among civilized societies as: goodness in thought, wellness in speech, truthfully in behavior.

c. Empowering the children of deprived societies by acquaint them with new technologies and new theories.

d. Empowering the children imagination to flourish their mind; this will be utilized for drawing ideal settings even based on manners and traditions may not be seen at all. this can result in creation of new ideas.

e. Broadcasting and publicize the human culture and civilization specially in deprived and in-arrears societies.

f. Broadcasting the culture and opinions of giver society. This is actually only in favor of giver society; because translating it’s works for children in target society makes a fresh generation by it’s ready thought and mind to tend into special values and believes of it. so this tendency lead to consistence of un-cultural relationships such as social, military and economic ones.
1.3.2 Negative Feedback of Children Works Translation

Negative feedback here means the results can harm giver society or target society or both of them as below:

a. Apparently we can say that most important negative result which is only related to giver society is rejection and refusing its culture by the members of target society. As we know this will be decided mostly by adults for children, but anyway disapproval the cultural works of giver society for children of receiver society can lead next generations to refuse the traditions of giver society and to be attentioned as an opposite cultural think or an enemy. So will remain just like a dark spot on intercultural relationship between both societies and their future.

b. On the other hand, the main injuries are happened on target society; because the most important negative feedback for it, related to a social nation is called: "cultural attack" and no society likes to fall in this grin and make its nature to be threatened specially via translation of works for children as an improbable generation; so the cultural attack and its negative feedback is appeared in under cases:
   i. Attenuation the culture of target society that will lead to escapism and insularity, so that the consequence of forgetting the national champions and glories can be at least cultural dependence.
   ii. When the target society is attacked by a mass of antithesis concepts if the values and anti-values Are not distinguished, so the worthiness of society will meet a permutation.
   iii. The children of society by sense of weakness and indigence will tend to change their cultural identity.
   iv. If the concepts meet children from giver society disagree with values, believes, opinions and cultures they grow with in their own society or family or media, this will result in psychological and cultural wandering in adulthood.

2. Conclusion

2.1 The people along their childhood and maturity are affected by society, family and media. So these elements will form their thought.

2.2 One of the best methods to make the children thought by three elements mentioned above, is to use the literary and non-literary works created for children. Translating these works for children of target society is a useful instrument for information transfer.

2.3 When a foreign giver society aims to effect on children mind of another target society and shape their ideas as it will, the shortest possible way is to employ literary or non-literary works created specially for children. Thus translating them can have several positive and negative results both for giver and receiver societies.

2.4 By attention to feedbacks mentioned above, and to decrease negative results, for intercultural relationships, we can say that in translating children works, the similar points between giver society and receiver society like cultural, social and doctrinal subjects must be attended by translators and education system. This is to have minimum negative feedback and support maximum positive feedback, by chose created works adjusted to cultural values of receiver society and are friendly with them.
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