



Extended Abstract

Vol 16, Issue 1, Spring - Summer 2025, Ser 31

The Effectiveness of Narrative Techniques in Interacting with the Audience and Improving the Quality of Inducing Educational Concepts in the Novel *The Beautiful Heart of Babur*

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Introduction

Adolescence is a critical period in finding identity and achieving independence of thought. Young adult literature should correspond to the spiritual, physical, mental and emotional conditions of children and teenagers, and bring its audience to growth and maturity. It should be a mirror to reflect their concerns. Teaching life issues and leading children and young adults toward thinking requires a safe and appropriate platform. It seems that fiction is one of the best and most profitable platforms in this field. Fiction makes children and young adults understand more about life and the surrounding environment and brings them into a free space away from any restrictions, which stimulates their thinking.

Jamshid Khanian is one of the prominent writers of children's and adolescents' literature in Iran, who has been able to convey educational concepts to the audience beautifully by using special techniques in his stories.

Methodology, Literature Review and Purpose

In this article, the potentials of the story of *The Beautiful Heart of Babur* from Khanian in the education of children and young adults have been examined. This research was carried out with a descriptive-analytical approach and the author's goal after presenting the theoretical foundations was to investigate the author's methods for presenting the educational and training concepts as well as the concepts themselves.

Discussion

Education in this story has been done with a special narrative technique, i.e. giving a space for collaboration to the audience. The story of *The Beautiful Heart* is narrated in a special way. There are a number of narrators in the story: the little girl, Mr. Khoury, Mr. Khoury's father and Babur's sister. In fact, we encounter two stories: the story of the narrator's daughter, who is with her parents and Mr. Khouri in the present, and the story of Babur, which is related to the past and is told by Mr. Khouri. In the end, these two stories are beautifully intertwined.

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DOI: 10.22099/JCLS.2024.49662.2028



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Also, by using sub-narratives taken from folktales, the narrative progresses and it becomes easier for the audience to understand. Therefore, the plot of this story is very coherent and strong. In this article, the researcher has examined the author's techniques for inducing educational concepts to the audience.

Conclusion

The findings shows that Khanian provides a safe and friendly platform for education and induction by using various elements such as talking with the audience, respecting and raising his self-confidence and expressing his opinion without certainty. Reducing the power of the narrator gives the audience a greater share in the interpretation of the narrative. Then, the narrator uses narrative techniques such as asking the audience's opinion, intelligence testing, using common cultural contexts, explaining and removing ambiguity, emphasizing and repeating, inducing opinions with respect, educating through symmetrical symbols or concepts, suspending and aligning the audience in understanding specific concepts. The author is thus successful in making the audience accompany him in the production and continuation of the narrative and inspiring them to think differently. Among the concepts that are implicitly instilled in this story to children and young adults are the importance of knowing, the sweetness of curiosity, the teaching of ways to find answers to questions, and the usefulness of getting advice from elders. It seems that the most interesting lesson in this story is teaching the audience the techniques of story writing. In addition to listening to the narrative, the audience also gets detailed information about how to write a story. Also, the fact that the story has several narrators (the little girl, Mr. Khoury, Mr. Khoury's father, Babur's sister) shows the author's attempt to break the power of the narrator and to pay attention to the audience. In addition, giving the audience freedom to end the story is one of the significant points. Therefore, Khanian has succeeded in creating a fictional work that, while having aesthetic and technical aspects, establishes a two-way relationship between the narrator and the audience and invites the readers to collaborate in the story and in this way, present valuable educational concepts to them.

Keywords: Inducing educational concepts, The Beautiful Heart of Babur, audience collaboration

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