

Reflection of Mandala Symbols and Signs in Children's and Adolescents' Illustrated Stories

Abstract

Mandala is one of Jung's most important archetypes associated with some numbers, geometric shapes and concepts, the most important of which is unity and the most prominent geometric shape of the circle that can be observed in art and literature. Kurdish. Child and adolescent storytellers have used mythological archives as a tool to enrich their stories. Mandala is one of the archetypes used in the stories of children and adolescents. Given that children's and adolescent writers tend to be mythical and need to be scientifically applied using this efficient tool, this paper has attempted a library-based approach with a descriptive-analytic approach. Examine Mandala in the stories of children and adolescents. For this purpose, Mandala is first briefly defined and then this type of archetype is analyzed in the stories of children and adolescents. Mandala appears to be expressed in the stories of children and adolescents in symbols such as time, moon, sun, cave, fountain, numbers, and circle.

Keywords: The Story of Child and Adolescent; Myth; Archetype; Mandala

Introduction

Jung's great revolution in psychology had a profound effect on various sciences, especially in the humanities, and this influence remains until today. A large part of the process of creating literary works is related to the subconscious. The subconscious makes up a large part of the human psyche against which self-awareness seems very small. Archetype is related to the subconscious and its source is the collective memory of human beings. Collective memory is the great legacy of the past. Archetypes or symbolic forms are the symbols that rule in the land of the unconscious. One of the most important of these archetypes is the mandala; Mandala means essence, core, unity, nested rounds and circle. Jung deals with this archetype in an important chapter of the book *Man and His Symbols* and introduces it as a symbol of wholeness and unity. Mandalas can also be found in the depths of literary texts. Children and adolescent literature is guided by a vast area of this field that is unexploited and untapped. For this purpose, in this research, an attempt has been made to study the presence of mandalas in children and adolescent stories with a descriptive and analytical view. The mandala also appears in the form of circular symbols such as the well, the moon, the sun, the cave, the ball, and even numbers in the form of circular cycles such as mythical time in children's stories. In addition to creating a theme, mandala symbols have created structural unity and depth in children's and adolescent stories and have introduced their audiences to many mythological themes.

An examination of the background of this subject shows that articles about mandalas have been written in Persian literary texts so far. For example, Behrouz Atoni in "Mandala painting, the form of myth, mythical epic and mysticism" (2010) has analyzed mandala paintings in myth and mysticism. Jahangir Safari in a part of the article "Study of some archetypes in the poems of Ahmad Shamloo" (2006) has mentioned the presence of mandala in Shamloo poems. Also, Soghari Salmani-Nejad Mehrabadi in "Analysis of the archetypal forms of the mandala and the symbol of perfection in the ethnic subconscious of Tahereh Saffarzadeh" (2014) has explained the mandala in the poems of Tahereh Saffarzadeh. However, as far as the author has searched, so far no coherent research has been done on the presence of mandalas in children and adolescent stories, and from this point of view, research in this regard is necessary. This research is of library type and is based on collecting and classifying information by descriptive method. To prove the results of the research, after providing definitions of the mandala and its mythological function, children and adolescent stories have been studied from a mythological perspective. Due to the high volume of stories in this article, we have tried to carefully study the stories of authors such as Mohammad Reza Yousefi, Fariba Kalhor, Seyed Ali Akbar and Ali Salami, in which the mandala myth is more prominent, and sample- The extracted ones should be analyzed according to the principles of this myth.

Conclusion

From the beginning of creation and on his way to solving the riddles in creation, man has always sought to create symbols and meanings of the world around him. A number of these symbols have been extended to the present time in terms of depth and construction. The mandala is one of the archetypes that has a historical background. The mandala is a sacred geometric shape that represents the building of the soul and nature, the fusion of the world. The mandala is made up of countless elements that move towards the center and unity. Thus, every mandala is nothing but infinite numbers and shapes that represent the centrality of the world and its apparent expansion of awareness of human experience. It is a search to find

the center, the core and the focal point for everything; the result of this trip, our final return to the center, only the paths may be different.

The presence of mandalas in children and adolescent stories evokes such concepts. The circular time in these stories is a manifestation of immortality. Man moves from one origin at this time and returns to the same origin. The characters' entry into circular wells and caves is a manifestation of the characters' penetration into the mother's womb, which means an eternal return to the existential principle. Also, the existence of elements such as the crystal cup in which all the phenomena of existence are concentrated. The sun and the moon, which are shaped like a circle, symbolize the great cycle of creation and in a way lead man to the principle of his existence; All are strong signs of the mandala that appear in children's stories and establish a deep connection between these stories and archetypes and myths. Undoubtedly, the application of these concepts in children's and adolescents' stories plays an important role in extending the deeper concepts and meanings constructed in the minds of children.

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