



IMPACT OF J. K. ROWLING'S NOVELS ON CHILDREN AND SOCIETY



K. P. Doifode

Research Scholar, S.G.B.A.U. Amravati, India

Abstract :

The major characteristic of human being is struggle for existence. Due to our values and moral, we feel our existence and that is the real identity of human being. Hence, we must remember three questions always... Who was I? Who am I? Who will I be? These three questions are the core of our existence. These questions and their answers have the philosophical touch but it is also a true that philosophy is also a part and parcel of our life. Hence, we must remember again that what type of existence we want. Actually, it is like a full stop of very short line in the book of the biggest library like world or universe. Harry Potter series teach these aspects of life to us. In this sense, I love Harry Potter series. It has important themes and ideas that are being discussed in the world today. It can be appreciated in day-to-day real life. During the reading we face the difficult themes and problems and situations that each human being faces in his or her life. It is alright to Harry Potter and his friends because they represent humanity and now we are converting the formula of the series into today's world for children as well as adults.

Keywords : J K. Rowling, Harry Potter, Fantasy

Research Paper :

We know man is a social animal. We always like to live in society. God has given us very precious thing that is life. Our life is always full of mysteries and so many magical things. In the journey of life we have to face so many problems, obstacles and challenges because life is a sweet bunch of happy and sorrowful moments. To solve these problems in life, again God has given one precious thing along with life that is 'Time'.

We have time to think, imagine and work. We haven't had any hesitation that this is the systematic presentation of success. Just imagine, how do growing children and early adolescents set up their impression, attitudes and their imagination of a world beyond the one they can directly experience in their immediate surroundings and family life? Until less than 200 years ago, the vast majority of the world's children and adults depended on their immediate experiences in a setting limited to the people of tribe and family, the livestock, wild animals and physical characteristics of narrow milieu. How they learn, for example, that there were other tribes or nations, people of different colours or customs, perhaps just over the hills or up the river or across the vast forbidding sea? They heard stories from the family elders or clan wise men. For many human cultures, priests of various religions who had access to ancient, sacred writings could tell tales as part of worship rituals of how the world began, of deities and demons, or of a unique but often invisible God. Temple statuary and for some religions, painted representations that could be viewed in sacred places on occasional visits during feasts or holy days may have strongly impressed children in ancient Greece or Rome, in India and China, or in medieval and Renaissance Europe.

One might argue that with the emergence perhaps 6,000 years ago of written language, adults and children might then have had access to learning about the world through reading. The profound impact of reading on modern civilization, especially after the technology of printing was developed 500 years ago at Mainz in Western Europe, is well-documented. Until the nineteenth century, however, the vast majority of children even in America and Western Europe were not educated to read. Only the sons (and some daughters) of the aristocracy or upper middle classes had the opportunity to learn about History, Philosophy, Geography, Legends, Science and the cultures of other nations or continents and thus to create for themselves a far-ranging world of the imagination beyond immediate experience.

Through the current day, casual readers and professional therapists alike have devoted hours of study to understanding the personalities of their favourite literary characters. Whether in compliment to the author's craft or due to the innate ability of human nature to find commonality with others, the reader sees in a well-written book characters so comprehensible

to heart and mind that they become real. We know these characters understand them and feel heartily losses and gains. The more apt and insightful a work, the more one can relate to the struggles of the characters within.

There are so many writers who wrote on various subjects in literature, today have found more recent subjects for analysis. When a series of books sells over 400 million copies in less than ten years, there can be little doubt of their abiding popularity and pull. This is the case with the seven Harry Potter books written by J.K. Rowling; adults and children alike respond to the story of how the orphaned Harry found his true calling as a magic-wielding hero and saviour of the wizarding world.

The dramatic increase in pre-adolescent literacy immediately following the publication of the first Harry Potter book led one recurring question amongst parents, educators and librarians : What books would be the next smash hit, the next series to capture the hearts of people young and old worldwide? The publishing world has finally realized the power of the young adult novel to cross over between traditional children's markets and standard best-seller lists. These are not only popular with young readers; they have also been made or are being made into full-length feature films. In particular, they address the psychological as well as emotional connection that readers have with the characters that they relate to most closely. The nature of books to speak directly to the emotional needs of their readers is what sets this form of communication apart from others and makes them a particularly compelling study. This chapter attempts to show the impact of Harry Potter series on middle school aged children in particular and on society in general.

The developmental period between nine and twelve years of age, late elementary school to early middle school, is rarely given the depth of attention that the more turbulent teen years receive. Of course, each child develops at his or her own pace with variations caused by gender, diet, genetics or several other factors. Although this prepubescent period often occurs during the middle school years of the sixth through eighth grades, it may begin as early as elementary school or late as high school for many.

There is a successful correspondence between the developmental changes happening during this period and the fantasy literature preferred by middle school readers. A selection of popular novels, some of which were written as part of a longer series and some designed to stand alone, will be used to show examples of the challenges particular to the middle school years and of the emotional skills used to deal with them. Each book will be explored for prominent themes as they relate to human development across the nine to twelve age ranges.

The excerpts and quotes from the books best loved by pre-adolescents will exemplify the emotional changes necessary to navigate this period of growth and development.

Many prominent therapist and authors have investigated the power of children's literature. Of these, the most influential is Bruno Bettelheim's 1976 *The Uses of Enchantment*, which promoted the theory that pre-school aged children responded emotionally to fairy tales that spoke subliminally to their developmental, psychological and emotional requirements. Bettelheim made particular mention of the fact that any direct explanation of the stories' true message would be distracting to the children; rather they gain skills by understanding the significance of the stories on a subconscious level. The aim to further this principle by suggesting that middle school aged children also respond emotionally to the fantasy literature written for their age group for many for the same reasons. In this way, the purpose of Harry Potter Series is to teach moral values. Today, children and adults of all ages, genders are reading the Potter Series. It now teaches everyone who wants to learn about grammar, critical thinking skills, social issues, moral, ethics and values of life.

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