

Studying the Extent of the Storytelling Books of Adolescent Age Group on Life Skills Components

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ABSTRACT

Given the specific circumstances of adolescence, having the skills necessary to live well is a priority that is of particular importance during this period. The fiction can play important role in meeting the needs and preventing the problems of children and adolescents. In this research, the researcher of the storytelling books of adolescent group, compiled by the Children's and Adolescent Association studied the Level of Life Skills Components, by quantitative and qualitative content analysis. In order to validate its data, triangulation method was used to collect information from three sources of story books, book authors, letter of credit, and authorities. Out of the 14 volumes of the story of today's teenage youth novels, which were published by Kanoon considering the needs of adolescents, 4 volumes were sampled and purposefully studied. The results of the study showed that 10 components of life skills presented by the World Health Organization can be found in these books, in which the component of empathy with 28.83 and the self-awareness component with 11.62 were the most data and the stress coping component with 3.72 was the least amount of collected data. The results of the interview with the authors of the books and the authorities of the center, the review of the letter of the center confirmed the findings of the books analysis. Also, by combining the findings from these three sources, it can be concluded that although the focus was not specifically intended to teach life skills, the narrative books of this collection have indirectly addressed these skills.

Key words: Life skills, fictional literature, adolescent group

INTRODUCTION

Human beings have always pursued a goal from the beginning of life, and any behavior that has been instigated by them has been in pursuit of this goal. This goal is nothing but luckiness. Luckiness means feeling good to live, being happy and prosperous, and being satisfied with life (Monadi, 2009). In today's world, humans do not consider themselves to be happier than the people of the past, despite all the benefits of the advancement of modern technology and the marvelous facilities they afford. Today's complex life brings rapid changes and challenges that are becoming more pronounced and more intense every day, causing discomfort and psychological pressures and social abnormalities in different people. Therefore, given the ever-increasing changes and complexities and the expansion of social relationships in the present era, it is essential to prepare people, especially the younger generation, to live well and confront a difficult situation. In McGraw's belief, life has a special science that ignorance of it is on the ranks of illiteracy; the good skill is to live a science. From the beginning, people do not know how to live, but they do not know how to live well. Since all skills are acquired and learned, well-living skill is well-learned (Monadi 2008). For this reason, teaching life skills alongside traditional family education and the country's formal education system have been emphasized by psychologists and internationally accountable institutions. The World Health Organization recognizes life skills as the ability to behave positively and adaptively, enabling an individual to effectively address the challenges and needs of everyday life. Accordingly, life skills are a group of psychosocial competencies and interpersonal skills that help people make informed decisions and solve their problems. It includes critical and creative thinking, effective communication, healthy interpersonal relationships, empathy with others, and

managing their lives with productive and healthy behaviors. The goal of the life skills is to help people to help themselves. That is, people acquire new skills to live and learn life skills, and they feel more committed and accountable to their lives; in addition to life skills, in addition to empowering people in their lives, and they are able to live for life. The future is emphasized on blooming potential ability of the individual (Sanjabi, 2016). Various researches show that life skills training is effective in preventing maladaptive behaviors and improving the quality of life and the health of all (Boutvin et al. 1984, Ulysses 1990, Gonzas 1990 at the World Health Organization 2000). Based on this, it is necessary to learn life skills for an effective life for all life cycles (childhood, adolescence, adolescence) (Sanjabi, 2005). Life skills training is considered necessary in adolescence due to special age conditions and the importance that this era has in the development of social and psychological development of an individual. In this period, the need for emotional and excitement balances are required, especially for the balance between emotions, reason, understanding of their existential value and self-awareness, the choice of real life goals, maintaining their psychological and emotional balance against environmental stressors, establishing healthy relationships with others, gaining skills, the social need for friendship, the recognition of healthy life and how to enjoy it is of the most important needs of adolescents (Shoarinejad, 1998). In order for teens to have a healthy life, their abilities must be strengthened to prevent the occurrence of many mental and psychological problems. Understanding their characteristics and needs and providing the necessary facilities to meet their needs will prevent the emergence of problems and enjoy healthy teens' lives. Accordingly, teaching different skills of life such as problem solving, decision making, creative and critical thinking,

communication skills and interpersonal skills, empathy and self-awareness are the basic goals of educational systems. In our country's educational system, life skills training is one of the goals of the ideal education and / or special courses in various courses (Safi, 2001). Nevertheless, researches show that the country's educational system have not been successful in training these skills (Ramazani and Sayari 2000, Kiamaneh, 2000, FarzamNia 2002, Adib 2006). One of these studies suggests that adolescents' access to life skills is lower than the average index (Adib 2006). On the other hand, what remains of the experience of working with adolescents, reminds them how far they escape and how they sometimes stand against direct training of resistance and even sting (arirokh, 2002). Therefore, while trying to improve the training of these skills in the formal education system, it seems to be necessary to look for other tools and methods that can help young people with their life skills. In this regard, the use of children's and adolescent literature is one of the most effective ways (Parirokh, 2002, p. 52). Humans are interested in storytelling because of their special characteristics, and perhaps the way of drawing their heroes is their pattern. Understanding the story to meet the diverse needs of adolescents can help them better and more balanced development than anything else. Books indirectly contribute to the education of children and adolescents, and through stories methods can be offered to adolescents who are not directly taught. Also, the story can be used to help people whose needs are not satisfied, they are not self-aware and have mental problems. Suitable stories that address emotional, social, and religious issues are tools for treating anxious, frightened, worried, and angry people. By replicating with story characters, they can recognize their personality traits and get rid of problems. Therefore, it seems that the use of the book as a tool for preventing problems, promoting mental health and treating some of the psychological problems should be addressed by librarians, psychologists and parents of school and family. (Pereirah, 2002, p. 53). Given the need to teach life skills during adolescence, on the one hand, and other side, the role that stories can play in solving the needs of adolescents and solving their problems, and whereas teaching life skills is a goal other than prevention Problems do not promote mental health and respond to different needs of people, so it can be said that story can play an effective role in teaching life skills. In this regard, the words of AllamahTabatabai in the commentary of the 120th Surah Hood can be mentioned, which says: (The story is a trail of life, whoever wants to come and run, should seek this trace). Accordingly, in this study, the researcher intended to study fiction books written for adolescents in order to find out how much of the books of this age group they were to the components, considering the educational role that fictional literature can provide to adolescents. And in our country, the center for intellectual development of children and adolescents is one of the educational institutions that, with the aim of developing and developing the talents of children and adolescents, has been active in expanding the leisure time of children and Teens especially in the field of books and reading. The researcher intended to examine the extent to which the focal points for the age group of adolescents were available in life skills components.

Life skills: Given the importance of life skills in the today' life, experts and organizations have presented various definitions of life skills. The World Health Organization defines life skills as "skills that are being taught to enhance psychosocial capabilities" and enable individuals to effectively meet the challenges and challenges of life. In general, the goal of life skills training is to prevent harmful behaviors to health and improve the mental health of individuals (WHO 2000). UNICEF also describes the term life skills as a large group of psychosocial and interpersonal skills that can help people make informed decisions, communicate effectively, challenge coping skills in their own management, expand and have a healthy and fertile life. Life skills can drive personal actions and other activities related to others, as well as those related to the environment, leading to greater health and better health, more physical, mental, and social comfort (UNICEF 2003). In general, what is at the heart of these two definitions and other scholars emphasize the skills that make a successful life for humans. At present, UNICEF, UNESCO and the World Health Organization agree on introducing life skills. For these three organizations, 10 techniques and strategies shape the core of life skills, including decision-making ability, problem-solving ability, creative thinking ability, critical thinking ability, effective communication ability, interpersonal ability, ability to self-awareness, Empathy, ability to cope with excitement, ability to cope with stress. The learning of life skills by adolescents due to their specific age changes and related characteristics are essential and important (Adib, 2006). The need to learn these skills are rooted in the characteristics of their developmental homework.

Teenage years: Psychological life. In this course, there is a need for emotional and excitement balance, especially the balance between emotions and intellect, understanding the value of the self, self-awareness (recognition of talents; abilities and interests); selecting the real goals in life, emotional independence from the family, maintaining your psychological and emotional balance against the factors, the environmental stresses, the establishment of healthy relationships with others, the acquisition of the necessary social skills in dating, the recognition of healthy and effective life and how to enjoy it, that are among the most important needs of adolescents. Adolescence is one of the most important stages in the development of a person's social and Therefore, helping the teenager grow and develop the skills needed for a healthy life, creating or increasing self-esteem in dealing with problems, and helping them develop and develop the emotions and social skills necessary for successful adaptation to the social environment in effective life and Constructor, that seems necessary (Shoarinejad 1998). Adolescence is a transitional period of childhood dependence on independence and responsibility, youth and adult life. In this period, adolescents are involved with two basic issues: rethinking and communicating with parents and adults and the community, as well as recognizing and rebuilding themselves as an independent person, which is usually seen during this period of conflict between the two roles (Lotfjadi, 2001, p. 11). According to Brooks (1984), there are several distinct spheres of growth that are essential for the performance of any age or stage of growth in that area.

Therefore, it is necessary to learn the skills that make adolescents adaptable and accept new conditions and prevent maladaptive behaviors (Adib 2006).

Fiction literature serving for children and teenagers:

The use of stories and stylistic styles has long been of concern for challenging thinking. Human is interested in the story because of its special characteristics, and it is likely to be the pattern of its heroes. So, with stories, not only can one become familiar with the cultural heritage and the customs of his own society and the world, and he develops the power of his thinking, but he can also raise the ground for self-development and socialization. Most scholars have argued that storytelling is a common experience of humans, and no human being can be found that does not have such an experience. The presentation of the story in various forms, the mind activates and educates the teaching of knowledge and teaches students not to solve a problem in the face of problems. The story is always accompanied by fun and wisdom, as well as religious wisdom. Hence, among literary types, stories have a special place. In the stories, children and children go to the realms that they may not be able to enter into the realm of reality, how many children, who count the destiny of characters as their ultimate destiny, and they are caught up in the ups and downs of the story and laugh. They have their own past in myths, they are now searching for their true and future stories in fantasy stories and science fiction. Therefore, the educational effects of literature, especially fictional literature, in the process of developing children's personality is undeniable (MaktabiFard, 2010, p. 548). The review of literatures suggest that librarians, physicians, psychologists and school teachers are among the groups that pay more attention to the value and importance of the literature of children and adolescents in the development of their personality and behavior (Parirokh, 2002). Studying books, in particular stories, helps children and teenagers gain the necessary knowledge and understand their specific personality traits, such as shyness, and a better understanding of the complexity of thinking, human behavior, and the relation between this behavior and characteristics. They gain personality and thus reach mental health. Self-knowledge is obtained by studying the story and by interacting with the characters or characters of the story. In the lives of children and young people, there are many inappropriate experiences that shape the negative or false mental structure in the minds of children and adolescents. Many abusive and aggressive behaviors are caused by these kind of false mental beliefs. As an example, harassing others may be a way for a teenager to gain attention or power in the mind of a teenager. Some of them experience bitter experiences. For example, he faces a problem of failure, a natural disaster or a lack of one of the loved ones, and a psychological problem arises unintentionally. Consequences may be manifested as malformation, aggression or isolation. In order to correct the misconception or problem solving of a child and adolescent, it is necessary to find solutions and guidance; in this case, in many cases, children and adolescents resist advice or direct education. Therefore, experimenting in an informal or free environment tailored to the need and willingness is one of the best ways to provide a solution to them and increase the ability to deal with false beliefs and

problems, and stories are one of these methods (Parirokh and Amjadi, 2007). As it has been said, fiction literature can be used as a tool for having a healthy life and preventing psychological problems, strengthening one's abilities and responding to the needs of children and adolescents of different ages. This kind of literature can help in the development and education of children and adolescents indirectly through stories, along with the creation of pleasure and entertainment, and instilling different skills in them. Also, fiction literature can be used to help those whose needs are not satisfied and who have not reached their own self-awareness, and who have psychological problems, anxiety, panic, anxiety, and disturbance. Therefore, fiction literature should be considered by librarians, psychologists, Parents of the school and family and emphasize its use in life.

Research Questions

1. Are there books for the education of life skills among the fiction books of the Children's and Adolescent Development Center?
2. What are the storytelling books in the intellectual development center for children and adolescents for the age group of adolescents?
3. What are the components of life skills?
4. Which of the many life skills components are there among the fiction books?

Research Method

Our research is descriptive and applied in the research group. Since the researcher reviews the content of fiction books based on life skills components, the method of research was content analysis, and since it used in-depth analysis and accurate analysis of the subject and used counts, tables and charts. The research method in this study were content analysis including quantitative and qualitative. In analyzing quantitative content, the researcher determines the frequency and repeat of repetition of a concept. This concept can include incidents, words, images, concepts, words and phrases, each of which has been directly and indirectly endorsed in a text. However, in analyzing qualitative content of the researcher, one can observe the relationship of variables and the communication network not in superficially, but in depth. In fact, the purpose of analyzing the content of qualitative inference is to deduce and relative recognizing of topics with the help of the indices extracted from that subject. Qualitative content analysis has been used in deep study of collected data in all humanities and even in literature (Monadi, 2010, p. 119).

Statistical community: In order to restrict the statistical community to various publishing houses in the field of the publication of fiction books, the Children's and Adolescent Center for the Promotion of Education, has been chosen as one of the educational affiliates, specifically publishes fiction books for various children of different age groups and teens. During an interview with the fiction center expert, the today' youth juvenile series was selected, with the collaboration of a group of psychologists, writers and experts with regard to the needs of adolescence (age group D and E). It is worth mentioning that this collection includes 14 novels by January 2010, which comprise the statistical community of this research.

Sampling and sampling method: A deep understanding of why and how phenomena are the mission of qualitative research. Accordingly, in a qualitative research method, a researcher is looking for an example that has rich and up-to-date information and can be effective in achieving the research goal. Therefore, sampling in a qualitative method is not probable, but rather purposeful and, in principle, a qualitative researcher is looking for an example that completes his information about the purpose of research in order to add to its depth and detail (Ghasemi, 2007). In this research, we have also studied all the story books in order to select the appropriate sample that suits our work and gives us more information. In the initial study, we chose characters and text stories based on the checklist of life skills and also selected the books with the highest levels of life skills, including Sufi and Magic Lights, even one It's just enough minutes, the first day of the summer, only Dad can wake me up. These four volumes account for roughly one third of the total volume of books. It should be noted that considering the fact that the researcher tried to select an example that suits his life skills with the most components, so in this research and in the study, these four books were limited, because the other books had less to do with life skills, or they did not fit in with the skills of life.

Method of conducting research: In this research, triangulation method has been used to collect information. Triangulation is part of the process of gathering information, which combines two or more methods or sources. This method is necessarily a method for qualitative validation. This can be done for different sources or methods of collecting information (Delavar, 2005). In this research, four sources of information (interviews with authors, interviews with authorities, review of the statutes and analysis of the content of story books) were triangulated on three sides.

The interview with the authors of the books: First side: The main purpose of this research was to analyze the content of selected story books based on the components of life skills. For this purpose, the life skills of the World Health Organization have been selected from the world's life skills. Because these skills were designed in Iran in a collaborative work with well-being and education in the form of component and executive components and can be a good model for using in educational texts. The life skills challenges posed by the World Health Organization are: decision-making skills, self-awareness, critical thinking, creative thinking, problem solving, empathy, effective communication, interpersonal communication, emotional control, and stress management.

After conducting preliminary studies and identifying the components of life skills, the stories were first studied in general and the subject of the story and each storyteller were examined according to the components of life skills, and then they tried to reviewing and analyzing all the events, ups and downs, personality traits and behaviors during the story process, several times, to determine the extent to which each story has the characteristics of life skills. Then, the findings were presented in the table and diagrams for each story. At the end of the table, a general chart was drawn to summarize and compare the findings. It should be noted that the researcher examined both the existence and the absence of this component in the study

of these components in the story, because in many cases the absence of an ability and the problems arising out of it, can be the significance of its ability to show us and reverse it in its training.

Second side: In order to complete the findings of analyzing the content of the books and reviewing the author's views on the subject and the characters of the story, they interviewed each of the story's authors.

Third side: An interview was conducted with the officials of the Center in order to examine the goals of the center in general and especially in the field of publishing and compilation of fiction books, and the letter of the center was also analyzed.

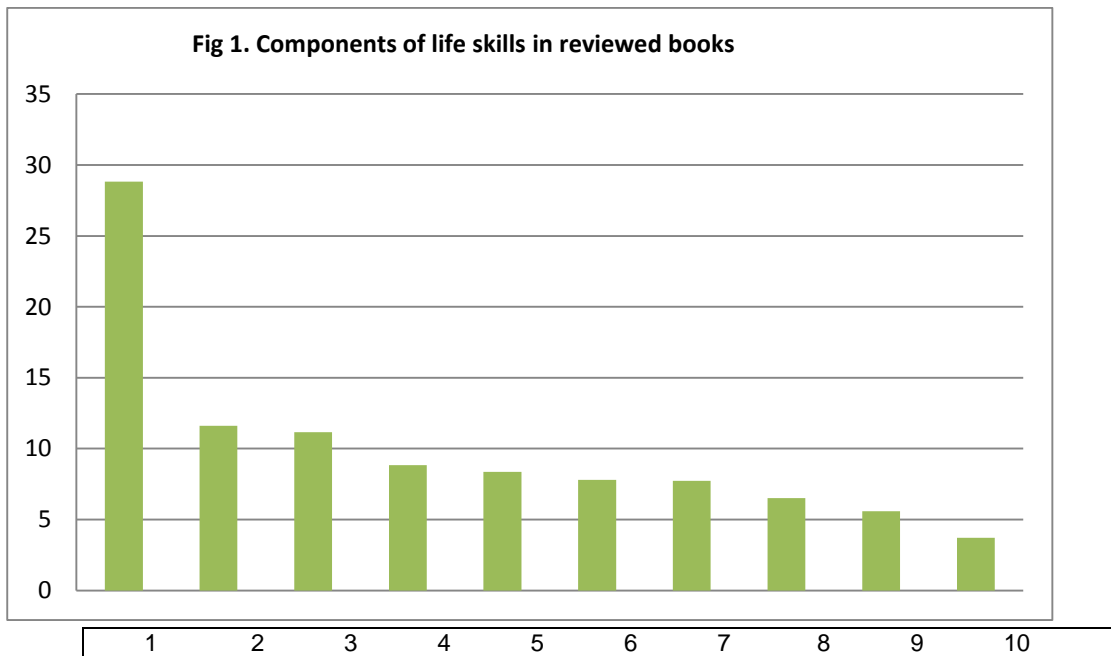
Findings of the research: After reviewing the books and gathering the information through interviews and reviewing the articles of association, we answered the research questions by analyzing and understanding the results of the findings. In the first question of research, we sought to find out if there were books to educate the life skills of teenagers in the fiction books of the Children's and Adolescent Development Center.

To answer this question, an interview was conducted with the expert on fiction literature and Hunan Publications. The interview stated that all sections of the intellectual development center for children and adolescents work on the basis of their basic instruction (the letter) aimed at raising children's and adolescents' intellectual skills and developing their talent for creativity. In the field of fiction, as an important part of the focus of this trend, attention was not drawn to the fact that there is no written or written instruction emphasizing the development of skills, especially life skills in the adolescent group. In general, the performance of the center was without any restrictions on art and art, as many thinkers in the field of storytelling and writing of custom work have little attraction, attraction, creativity and influence. Accordingly, the center did not have any written instruction or fiction and custom that specifically emphasizes the development of life skills. Nevertheless, it should be noted that in the past year, we have been trying to publish a collection of novels with the name of the collection of teenage novels today. In an interview with the secretary of the novella collection, he noted that this collection was made due to the weakness of the fiction literature for adolescent group and more targeted than their past performance, and in their writing more needs, problems and problems of life Teens are attentive. Although there was no definite or written framework for writing novels in this collection. But according to the emphasis that the authors of the collection have in their writing of novels on the problems of the life of adolescents and their needs, on the other hand, considering the definition of life skills that increases the psychosocial capabilities of individuals to deal effectively with the needs and the challenges of life; it seemed that this collection indirectly emphasized the teaching of life skills. In the following, given that the answer to the other two questions, the study was related to the analysis of the findings from the analysis of the content of the books, we will explain the results of the review of the books. By studying books based on the components of life skills, it can be concluded that each of the books deals with the components of life skills according to the subject of the

story, and therefore some of the components were full of some books. Some components were paler. The story of "Sufi and Magic Lights, the first day of the summer and even a minute is enough" for teenagers themselves and the issue of self-awareness, which were perhaps the most important issues of adolescence, and the story "Just Dad can wake me up" Adolescent in bed Community and in relation to others. The story of "The First Summer of the Summer" showed us the problems with lack of skills, and the negative atmosphere was dominant. While the space of

the three other stories is positive, we can clearly see the presence of skills and their impact on the individual's success in the Sufi and the Magic Lights story. In general, if we want to rank the stories under the table below based on the level of skills in life. The story of "Sufi and the Magic Lights" with 89 appearances of life skills ranked first, the story "It's Even One Minute" is enough, with 51 hits. Second, the story "Just Dad Can Wake Me Up" with 41 views in third place and story. "The first day of summer" with 34 hits was fourth (Table 1, Fig 1).

the ability to cope with stress	The ability to cope with excitements	empathy capability	The ability to consciously	The ability of interpersonal communication	The ability to communicate effectively	The ability to think critically	The ability to think creative	The ability to solve the problem	The ability to making decision	Components	Books
3	6	27	10	7	10	3	8	10	5	Frequency	Sufi and magic lights
3.37	6.74	30.33	11.23	7.86	11.23	3.37	8.89	11.23	5.61	%	
2	2	4	8	0	8	3	0	2	5	Frequency	The first day of summer
5.8	5.8	11.76	23.52	0	23.52	8.82	0	5.8	14.7	%	Even one ...
3	6	12	5	3	4	6	3	7	2	Frequency	
5.88	11.76	23.53	9.8	5.88	7.84	11.76	5.88	13.72	3.92	%	Only daddy can total
0	2	19	2	7	2	6	1	0	2	Frequency	
0	4.87	46.34	4.87	17.07	4.87	14.63	2.43	0	4.87	%	
8	16	62	25	17	24	18	12	19	14	Frequency	
3.72	7.74	28.83	11.62	7.8	11.16	8.37	5.58	8.83	6.51	%	



- 1: ability to realize empathy,
- 2: self-awareness ability,
- 3: ability of effective communication,
- 4: problem solving ability,
- 5: ability to reasonably contemplate,
- 6: ability of interpersonal relationships,
- 7: ability to cope with excitements,
- 8: ability to making decision,
- 9: ability to creative thinking,
- 10: Ability to cope with stress.

According to the information of each book and according to the table above, in the answer to the second question, we can say that all components of life skills have been seen in the reviewed books. But the amount and numbers were different. In general, based on the findings from the books and based on the data presented in the table and chart above, we observed that the most data were assigned to the empathy component with an abundance of 28.83%. This component was seen in the text of the book as a love and affection, understanding of the circumstances of others, and the help and companionship of the people, or the absence of them, namely, the existence of selfishness, disrespect, and lack of interest in others. In this regard, the researcher also spoke to teens who had studied the books, and they also saw this component more than other components in these books. According to the author, the great cause of this component can be sought in the social being of humans and the existence of extensive social connections between them. One of these issues was the gap between generations and emotional incongruities between parents and children that psychological research suggested the fact that the root causes of this issue should be sought in the context of the different minds of parents and children. Each of these people sees phenomena from their own point of view. In this context, empathy is the key to understanding and then gradually resolving differences between teens and their parents. In fact, the lack of empathy causes adolescents to resort to deviant self-expression, which sometimes contradicts social and cultural values. (Alipour, 2003). We can see this in our books. In the book, "It's Just One Minute," was enough in the behavior of liberation with his mother Pedro when he had discovered his past and thought that they had lied to him, or Behnam in "The Story of Just Dad Can Wake Me". He was able to accept the status and physical injuries of his father by captivity and reject him. But in the end, in both of the two stories we see that both characters go away with self-knowledge with awareness and come along with their parents. So, given the importance of this ability in the lives of teens, we see that stories have also been able to address this issue well. Another important component that was well seen in these books was the component of self-awareness skill. The component with 11.62% had the most data after the empathy component, and as described in the analysis of books, this component of the message and the main subject of the three stories from the four explored stories accounted for. The reason for this can be considered as the priority and importance of self-awareness and self-awareness during adolescence. As discussed earlier, changes in the concept of self-concept and self-esteem are created during adolescence. On the one hand, and the issue of identity in this era, which, without exaggeration, was the most important of these times, on the other hand, it reveals the need for self-knowledge skills training for adolescents. We found in these books that the main characters of the books (teen) were evaluating during the story. They referred to their desires and interests and express their weaknesses and strengths, which all represented the component of self-knowledge skill. Based on the importance of self-awareness and self-awareness as a fundamental problem during

adolescence, and given the emphasis that self-consciousness theoreticians like Bandura have on self-efficacy or Gardner's interpersonal intelligence and Goleman's self-awareness, teaching this skill to adolescents had a special importance and priority. And in this regard, we were building up the book of the story of this age group, which has paid attention to the importance of this issue, so that the main subject of the three books was self-consciousness and self-knowledge and identity. The ability to communicate effectively accounted for 11.16% of the data in this study. This ability helped the teenager to express himself or herself in a verbal or non-verbal way appropriate to culture, society and position. In confirmation of the importance of this skill, multiple intelligence theory can be pointed out. Gardner has referred to the definition of interpersonal intelligence as an ability to influence others and to express the existence and ability to communicate verbally and non-verbally with others (Pasha Sharifi, 2005). It was related to the definition of effective communication skill. An important part of teenage communication during this period is relationship with peers. In this course, the group of friends is very important and teens in different ways are familiar with friends. If the choice of a friend is right, it can help to grow personality and even the feeling of teenage friendship, otherwise it can cause serious problems for them (Berg, 2007). Accordingly, considering the social development of adolescence, one can point out the need to maintain independence among friends, respect for others' opinions, express oneself, and cope with inappropriate demands, which all represent effective communication skills. The two books "Sufi and Magic Lights" and "The First Day of Summer" have been well addressed in the books. In the story of "Sufi and the Magic Lights", this ability was expressed as existence, the ability to communicate verbally and verbally effectively, and negotiate in the Sufi character, while in the story of "The First Day of Summer", the inability to express and refuse Misplaced appeals have been seen in the character of Kamiar. In this study, the ability to solve the problem was 8.83% and the ability to think critically 8.37% of the data, which showed that these books have relatively well addressed these components. Achieving face-to-face thinking made important changes during adolescence, which made it possible for teens to think about what might happen in the long run. Analyzing issues and selecting solutions that are better for themselves and others than comparing solutions and results for each solution (Lotfabadi, 2001). Given the importance that this skill had for teenagers, Sophie and Magic has most of all been able to address this issue. In this book, we saw this skill in asking for help from the Sufi when problems arose and the solutions that the light giant offered to solve his problems and encouraged him to think and solve his problems. On the contrary, in the book, "Only Dad can wake me up." This component, despite the difficulties and difficulties of the war, cannot be seen at all, which may be due to the fact that it was not a matter of not being central to this story. Also, the thinking of optimum, the critique of the power of the people, the tendency to controversy, self-centeredness, self-centeredness, decision-making and, sometimes, dichotomy in the practice of adolescence, was the result of abstract thinking. Accordingly, it was necessary

for teenagers to analyze issues and events as well. Considering the importance of this skill, it can be seen well in all the books, but most of all in the book "Just Dad Can Wake Me Up." This component has been devoted to the main issue of this dedicated story. This component thinks in this story by analyzing the issues of war and its disadvantages and the need to counteract the oppression of adolescents. Interpersonal communication skills and coping with emotions accounted for 7.8% and 7.74% of research data, respectively. Maslow's theory considers needs as the guiding factor of human actions and behavior. According to the needs of the Maslow Pyramid, the importance of interpersonal communication skills can be understood. Because the lives of humans are interdependent and with the help of each other, they meet their own needs. It is necessary to achieve success in estimating and meeting the need for the type and extent of their relationship with each other. Hence, it is imperative that all humans learn how to communicate with each other (Maleki, 2008). On the other hand, during adolescence, the social development of adolescents leads to widespread changes in their relationships with parents and is often accompanied by problems. During this period, the tendency towards friendship and peers has increased and usually these groups take the place of the family. Through their participation in these groups, teenagers form their own social identities. On this basis, adolescents need to achieve interpersonal skills. In the stories studied, the component of interpersonal communication ability is most often seen in the story "Just Dad Can Wake Me Up". As previously mentioned, social communication and interpersonal relationships can be well understood in this story. The atmosphere of this story is full of friendly, warm and intimate relationships, affection and companionship with others, and social support, all of which reflect the skill of interpersonal communication. Of course, "The Sufi Story and the Magic Lights" have also been able to show this skill. During puberty, emotional states become richer and sometimes excitement intensely. So that depression, depression, anxiety, aggression, emotional instability are common in most adolescents. If these emotional states are not properly addressed, these emotions will have a negative impact on physical and mental health and will have negative consequences for health. The ability to control emotions enables one to recognize emotions in oneself and others, how to influence the excitement on behavior, and to be able to show an appropriate response to different excitements (WHO, 2000). In this regard, Goleman in the theory of emotional intelligence defines a self-regulation that reflects the emotional coping skill. He sees self-regulation as the ability to manage feelings and emotions, and self-regulating individuals can take away distress, distress and disturbance, and have a good deal with negative consequences and failures. He also points to self-motivation, which means controlling feelings of seriousness, enthusiasm and confidence in a person, which makes him a success factor in a person. Based on this, self-regulation and self-control can be used to cope with excitement (Farhangi et al, 2006). In each of the reviewed books, this ability has been somehow seen, but most of all, it can be seen in the book "It's Just One Minute." In this story, he does not know his emotions and

cannot control them, he sometimes experiences instances that he cannot recognize is sad or fear or anger, and he cannot get rid of them that they are not well shows the ability to cope with excitement. The two components of decision making and creative thinking each account for 6.51% and 5.58% of the data, respectively. This suggests that these books have less attention to these skills. Decision-making skills include the skills necessary to identify the problem, provide solutions, choices, and determine their consequences, and ultimately choose the appropriate method by formulating a plan or program to solve the problem. The ability to make decisions is one of the important components of life skills, which is very important for adolescents. Because teenage years are an important selection period, including educational choices, career and marriage. On the other hand, with the growth of abstract thinking during this period, adolescents become aware of the existence of multiple possibilities. They find themselves in front of a range of diverse choices. This will wander them in the decision. For example, in choosing a field of study, a spouse, a job, or in general, adjusting and preparing for the future plans of life are subject to severe duplication (Ahadi and Jahromi, 2007). In spite of the importance of decision-making skills for adolescents, we saw less of this component in these books. What's more in the stories is the decision-making process in the characters of the story, but less so in the stories we came across a case that reflected the ability to make the right decision, or to show us what problems made up creating wrong decisions. In adolescence, the acquisition of new cognitive capacities gave young people the power to imagine. And they even dream about solving their problems. Creative thinking allowed teens to look beyond the scope of their personal experiences and to go beyond personal experience, which in turn lead to a person's flexibility in life, and lead to a person's exposure to the phenomenon in general (Maleki 2008). Therefore, it was necessary to pay more attention to this skill in this period, but in spite of the importance that creative thinking ability during adolescence, and especially in solving problems for them, in the stories examined, this ability is less. To the extent that this component does not appear in the book "The First Day of Summer". The ability to cope with stress had a minimum of 3.72% of the data. However, in adolescence, due to extensive changes in various fields, there was a lot of stress and anxiety for adolescents. In this period, stress and anxiety can be expressed in the form of test fear, sexual anxiety, fear of not accepting friends, stresses of life problems, and in this period even rapid physical changes can create stress and anxiety for adolescents. Slowly Failure to control this fear and anxiety may lead to psychological disorders in adolescents and make their character shaky and sick. Researchers confirm that there is a positive relationship between anxiety and psychological stress with physical and psychological illnesses, although anxiety can not be completely eliminated and, in principle, its minimum value is necessary for human activities, but the extent to which anxiety and Psychosocial stress increases in humans and crosses a certain level, prevents any effort and activity, and creates severe mental and mental tiredness in humans and threatens our mental health. Therefore, in order to prevent this complication, we

must try to master the skills of overcoming and reducing anxiety (Maleki 2008). Therefore, in view of the importance of this skill in the life of adolescents, it seemed necessary for the author to pay more attention to preventing many of the problems and anxiety disorders. On the other hand, life skills were interwoven and interconnected skills; for example, the problem-solving skill is critical and creative thinking, which shows that was necessary to teach these skills in conjunction with each other. According to the results of the analysis of the books, the answer to the third question of the research was that the component of empathy skill with 28.83% and self-knowledge skill was 11.62% of the most data. And against that, the stress coping skill had 3.72% of the least amount of data. These findings were consistent with the results of Adib 2003 and Qasemi 1385, as they were the most emphasis on self-esteem and communication skills, and stress coping skills were transient and inappropriate.

CONCLUSION

The findings of this research showed that all the components of life skills have been seen in the books reviewed. However, according to the subject and the story's story, the amount of each component were different in the books. Also, components can be seen in different books. Some books directly and positively referred to these components, while in others, their significance can be identified based on problems and issues that have arisen in the absence of that skill. What explains itself in the review of books was the attention to self-awareness and self-knowledge, which were the main theme of the three books and without exaggeration and can be considered the most important issue during adolescence. Interpersonal communication and empathy were another issues that were most evident in books, which, as previously explained, and was a key role of social communication in human life. Also, the stress coping skill was a component that was less likely to be found in the stories, and perhaps the cause of it may be searched in space or within the stories, which made it possible to address this issue. In this regard, the words of the authors of the books also emphasized the findings of the research. Although some of them believed, what was important was getting the reader of the story, and it was an important message that the story itself passes on; but their statements on the subject and the message of the story and the main characters were consistent with our research findings. On this basis, it can be said that the authors of the books also emphasized the issues in writing books, although they do not directly correspond to their life skills and their definition, but their content is in harmony with their life skills. In this regard, one may refer to one of the authors who said that "I was going to create a space in the story that, when the teens enter it, put themselves in the position of the personality of the story, and in this way, an experience for life to earn. Although this was not a direct education, it had indirect educational effects". On the other hand, the analysis of the findings from the interviews with the authorities also confirmed the same. The editor of the youth novel's collection today stated that literature was an abstract of human experience, and the best manifestation of this

experience can be in the form of its own novel. Adolescents were also in the age group who were the first to connect with the world around them more seriously. For this reason, the novel could function well for this age group. He cited the main concern of the novel as addressing the issues, problems, needs and interests of adolescents. On this basis, it can be said that in this novel, although not directly emphasized on life skills, but since the goal of teaching life skills is nothing but enhancement of abilities and prevention of problems, it can be said that in this The collection is indirectly taken into account in these skills. With the results of the analysis of the focus group's letter, this conclusion can also be strengthened. Considering that the goal of the center was the growth of thinking and developing the talents of children and adolescents. So, it can be said that the two components of life skills, namely, thinking skills and Creativity was directly covered by the focus of the focus. On the other hand, because life skills skills were interrelated, so that creative and critical thinking skills were the basis for decision making and problem solving (WHO 2000). Also, given the fact that the focus of the center was on developing the talents and abilities of children and adolescents and filling their leisure time, it can be said that the overall purpose of the center indirectly refers to other components of life skills. Therefore, based on the findings from the analysis of the content of the books that showed that books have been able to well cover these components, and also based on interviews with writers that corroborate the findings from analyzing the content of the books and with Considering the analysis of the content of the constituency and the interviews conducted with the authorities, it can be concluded that although the center for intellectual development of children and adolescents and its publishing department, and especially the youth adolescent novel series, have no specific purpose to teach teenagers with life skills, But considering the needs and problems of teenagers, Rat indirectly devoted to life skills, and so considering this issue and considering what has already been said about the role of fiction literature in the growth and development of the younger generation. Also, it can be concluded that stories can create fun for teens, and they will teach them life skills indirectly.

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