



Study and Analysis of the Social Dimensions of the Village and its Reflection in Several Works of School Stories

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ABSTRACT

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Social narratology is the narration of various dimensions and hidden layers of the text, and since a literary work is not created in isolation and is a complete reflection of the environment in which it is created, social narratology studies the social structure of works in different periods. The purpose of this research is the social narratology of several stories written by story-writing teachers from the thirties to forties in Iran, and the author tries to explain issues such as: textuality, anthropology and cultural issues, desires, concerns, thoughts, worldviews, the relationship between society and politics, beliefs, social classes, poverty, delinquency, rural life, etc. from the perspective of story-writing teachers in the heart of the school. Accordingly, in this research, in addition to studying the superstructure of the narratives (plot, language, incident, characters, etc.), their deep structure (semantic categories, messages, sociological and psychological studies, etc.) will also be analyzed. The results of this study show that the author's location in the heart of the place (school) has a significant impact on depicting the social conditions of his era in the context of fictional narratives.

Keywords: Rural sociology, social narratology, story, teacher, school

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Introduction

Narratology is a systematic approach to studying the structure of narrative that, by examining the form of a literary work, attempts to reach a semantic system beyond the text and discover the relationship between its components. Narratology, like linguistics, uses language to analyze the text and begins with macrostructures and reaches microstructures. This theory attempts to reach the semantic units of a system and it is from this stage that it begins its analysis. Therefore, it can be said that the science of narratology is a type of analysis of the act of narrative. One of the recent trends in literary studies has been the analysis of the elements of narrative in sciences such as politics, society, psychology, medicine, etc. Narrative exists in each of these sciences, so that the infrastructure of all of them is somehow tied to narrative. In this research, relying on the sociology of narrative, we intend to study the sociological elements of narratives with the theme of school in contemporary Iranian fiction, while examining a few stories written by story-writing teachers.

Since in fiction, the role of place in the structure and meaning of the narrative is very influential, in this study, the author focuses solely on stories set in schools and written by teacher-writers to explore the issues of society in the context of schools in the era of teacher-writers. The statistical population of the study includes ten stories written by contemporary teacher-writers such as: Samad Behrangi, Jalal Al-Ahmad, Rasoul Parvizi, Ali Ashraf Darwishan, Houshang Moradi Kermani, etc. The author has deliberately chosen teacherwriters because these writers have been at the heart of the events of the story and have themselves witnessed events and incidents in schools. Like sharpsighted intellectuals, they have established a connection between school and society issues and have expressed the problems of the society of their time. The sociology of narrative examines the various dimensions and hidden layers of the text, and since a literary work is not created in isolation and is a complete reflection of the environment in which it is created, we aim to study the social structure of these stories in depth using the tools of the sociology of narrative and explain issues such as: histology, anthropology and cultural issues, desires, concerns, thoughts, worldviews, the relationship between society and politics, beliefs, social classes, poverty, crime, rurality, etc. Accordingly, in this research, in addition to studying the superstructure of narratives (plot, language, incident, characters, etc.), their deep structure (semantic categories, messages, sociological and psychological studies, etc.) will also be analyzed. Therefore, the basic questions that form the basis of the research are raised in this way.

Materials & Method

The method used in conducting this research is a descriptive-analytical method with the help of library resources and a narratological and sociological approach.

Discussion

Jalal Al-Ahmad has a more social and socialist approach and examines the social classes in terms of their problems and aspirations, and behind their conversations there are mostly cries of suffering from deficiencies and conflicts. Samad Behrangi has a more cryptic and expansive perspective and has addressed some social problems in a subtle way, although realistic themes are sometimes seen in his works. Rasoul Parvizi relies more on humor, but the humor that is bitter and its venom is very winning, impressive and striking and makes the audience think. In this author's works, the names of stories, characters, plots, etc. are created with the intention of expressing a secondary meaning. The title "Patched Trousers" indicates that although the author could have chosen another word instead of trousers, the choice of this word and the patches on it convey the poverty, clownishness, misery and sarcasm of the author's speech. Ali Ashraf Darwishan has a memoir-like approach, but his memoirs are more like stories and have a plot and rules. His captivating tone, suspense, and expression of deep issues from the depths of society, his captivating narrative, and his writing based on facts have given his texts a pleasant and beautiful color.

Results and Conclusion

The achievements of the present study are that, first, social narratology, relying on stories from the language of story-telling teachers, has presented various social categories, including class conflicts among students, poverty and delinquency, the relationship between family and school (parents and teachers), political actions of school administrators and employees during the Pahlavi era, students' political struggles against the Pahlavi government, hypocrisy of individuals in society, analysis of the problems of the lumpen class of the proletariat, issues of belief of individuals (students and teachers, etc.), ideological and intellectual gaps in the social strata, the position and role of classmates in students' social behaviors, etc. Second, based on social narratology, it can be said that each of the authors (story-telling teachers) in this study, depending on their writing style, style, school, type of outlook and worldview they have towards humans and existence, has raised social issues in their stories in a different way.

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