



RENAISSANCE HEROES AND THEIR INFLUENCE ON THE DEVELOPMENT OF EMOTIONAL MATURITY IN ADOLESCENTS: INTERPRETATION OF SHAKESPEARE IN A MODERN CONTEXT

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Abstract

This article examines the influence of the heroes of Renaissance literature, and more specifically the heroes of the famous works of William Shakespeare, on the process of developing the emotional connection of adolescents between personality and hero. The article presents an analysis conducted with students aged 18 to 20 years, the main purpose of the test is to analyze the function of Identification of students with the images of outstanding heroes and assess their role as the main component of the development of personal qualities such as: love, devotion, dedication and honesty. As a result of the work, an anonymous online survey was conducted among adolescent and young adult students, as a test in the Telegram messenger, the total number of respondents was 22.

The survey results revealed significant figures of characters who left a significant mark on the formation of the personality of students. Teenagers understand the concepts of "love", "choice", "betrayal", "duty", as well as the influence on the consequences of their own decisions, which proves the influence of emotional and moral development.

It is also worth noting that respondents showed a higher interest not only in the writer, but also in the classics, through "YouTube" and "TikTok", which have become important results of borrowing by young people. From this it can be understood that today, integration and involvement in the learning process cannot do without the opportunities presented to improve the quality of methods of receiving information.



The most important thing is that Shakespeare's work testifies to the preservation of relevance as a key to the formation of the achievement of adulthood. Prospects are opening for deeper study in the field of psychology and pedagogy.

Keywords: Renaissance, William Shakespeare, heroes, identifications, formation of emotions, maturity, interpretation, literary influence, self-determination.

Introduction

Formation of expression of emotional maturity among teenagers is the main point of research of modern society, psychology of development and manifestation of personality in the sphere of education. During this period young personalities are at the stage of development in which they learn self-identification, choice of life goals and values, manifestations of deeper forms of behavior and understanding of moral values. One of such assistants is fiction - masterpieces of classics, unique works of authors, content of bright figurative heroes, insightful expressions of emotions and content of complex moral dilemmas.

The works of William Shakespeare play an important role in the formation of personality. His comedies and tragedies contain universal themes - devotion, love, duty, death, choice, which remain relevant today and will continue to be discussed regardless of the era. As J. Cohen notes «*identification* is a mechanism through which audience members experience reception and interpretation of the text from the inside, as if the events were happening to them» (1). Young readers perceive Shakespeare's characters as expressions of certain feelings that such symbols as doubt, fear, love, and desire can manifest in themselves. In the roles of Romeo, Juliet, Hamlet, and King Lear, many find common behavioral traits and subconsciously imagine themselves in their place, creating a fictional world in which they themselves are the main or secondary characters. They find within themselves the opportunity to apply different life scenarios to themselves, reflect on disagreements, and rethink where “good” is and where “bad” is.

But today, living in the era of technology, the younger generation increasingly encounters an interpreted version of the work. Perception has a significant impact through social networks. Researchers such as R. Mar and K. Outley divided the perception of information into two groups, the second of which was expressed by



interpretations through media, they explained this by the fact that «The function of fiction can thus be seen to include the recording, abstraction, and communication of complex social information in a manner that offers personal enactments of experience, rendering it more comprehensive than usual.» (2), which allows adolescents to apply the roles of heroes even through the media environment.

Psychologists have drawn attention to a unique picture, teenagers express their actions as heroes of films, games and books; to understand themselves or to understand themselves, such a process is called **identification**. Thanks to this, the younger generation can develop in themselves various emotional experiences, which in the future will serve as a sign of their development. Imagining ourselves as a hero, we can empathize with various situations grief, joy, success, disappointment, but most importantly, developing not only emotional qualities, the inner world of a person, the spiritual state of the individual, the formation of certain skills in various areas also develops.

The development of personality in adolescence was described by psychologist E. Erickson has its own crisis « Each stage becomes a crisis because incipient growth and awareness in a new part function go together with a shift in instinctual energy and yet also cause a specific vulnerability in that part » (3) everyone is in search of themselves and this whole process occurs differently. As J. Marcia describes, there are four ways of personality development:

- Quasi-Longitudinal Studies
- Identity Development in College
- Parental Patterns and Their Relationship to Styles of Identity
- Consequences of Identity Status (4).

Literary characters such as Macbeth, Romeo, Hamlet can provide a vivid representation and description of life situations or strategies.

It is important to note that reading a book causes a greater appreciation of the expression of emotions. The presented work of K. Oatley «Adults and adolescents reading short stories by James Joyce, Alice Munro and Carson McCullers, could readily mark the margins of texts where emotions occurred while reading a story, and could later describe these emotions, say what caused them, and rate their intensities» (5) shows that reading develops not only thinking but also feelings. Therefore, readers deeply experience Romeo's experiences and deep love,

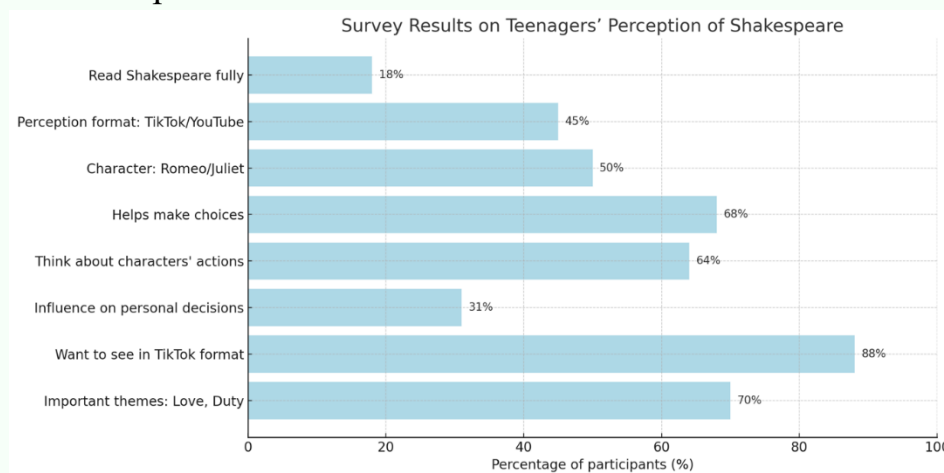
Hamlet's doubts and even Macbeth's fear - these emotions act as a guide to their own experiences.

It is important to note that today the younger generation is increasingly getting to know writers not only through books, but also through films, poems transformed into music or excerpts of lines read on TikTok. So, films were made based on this example, which is very good, since not everyone, for example, can read a book, a filmed story helps to make an impression on the characters. As J. Sanders believes «Adaptation establish a simple attempt to make texts ' relevant ' or easily comprehensive to new audiences and readerships via the processes of proximation and updating» (6).

So, the bright heroes of the Renaissance remain important images of raising teenagers - they teach them to think, feel, and choose. New formats such as Movies, YouTube/TikTok videos help create new impressions and make the material more accessible not only to a young audience, but also to people of all ages.

To study how Shakespeare's works and their heroes can influence the development of a teenager's personality, there was a complete test in the form of an anonymous survey with twenty questions that helped to understand the issue more deeply. The number of respondents was 22 people (n=22). The test included the following blocks:

- General settings
- Influence on thinking and values
- Emotional perception
- Practical impact



Picture 1. Question and answer analysis graph.



As the survey results showed (pic.1), most teenagers are familiar with Shakespeare through YouTube and TikTok, today few find the strength and opportunity to read the book, which is more consistent with modern descriptions of the influence of media. The most recognizable and repeatedly heard heroes were Romeo, Juliet and Hamlet, acting as unbroken and devoted love and the search for the meaning of life.

68% found that the works partially help to think about life, leave the opportunity to reflect on the future, but as 64% of the respondents noted, in the process of reading the book, immersed in the story, they imagined themselves in the place of the heroes, from here we see that the characters help us to express ourselves in a new guise, that they practice our emotional state.

Finally, students, the percentage of which was 88%, would like to see more interpretations as a film, series or short videos, this has its own special meaning, this format suggests that the viewer penetrate and immerse himself in the atmosphere conveyed through the book.

Conclusion

As a result, Shakespeare's works help to form the personality and emotional maturity of a teenager. Even though the original reading of the book has become less popular, reproduction through TV series and films leaves a significant love for the author and his work, helps to think about eternal problems and ways to solve them. Identifying ourselves in the role of a character, we can experience the same feelings as the hero himself, making a deeper conclusion we understand where is good and where is evil. The process of becoming through watching or reading books, identifying ourselves as a character, our imagination develops, our feelings show us situations in which we have once been or will be.

The most important thing is that the Renaissance era is not only the Greatest William Shakespeare, but also other authors who also made a significant contribution to the self-development and self-formation of the individual.



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