

CZU: 37.091.3:81'243(111)

DOI: 10.36120/2587-3636.v38i4.86-91

IMPLEMENTATION OF THE TECHNOLOGY OF RECEPTION OF THE ORAL LITERARY MESSAGE IN ROMANIAN LITERATURE IN PRIMARY EDUCATION

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Abstract. From the perspective of optimizing the teaching-learning-evaluation of Romanian literature in primary education, it is necessary to capitalize on the oral literary message, taking into account the psycholinguistic factors: the tendency of "semantic limitation" and syntactic freezing of the oral literary message, the nature of the teaching-learning-evaluation subjects and the psycho-pedagogical factors: the quality of the subjects trained, the professional culture of the teachers in primary education and their mastery of to efficiently combine the cultural-literary means, methodology and forms of organization of the primary education process. At present there is no unequivocal position on the notion of communicative strategies, which has determined the re-becoming of the concept of communicative strategies for reception - learning of the oral literary message, by which we understand a series of actions oriented towards the optimal design for communicative purposes of the oral literary message methodology, correlated with the means of education, which involve the valorization of authentic sources and the mobilization of the system of pedagogical competences necessary for the creation of interactive professional training situations, oriented towards the development of communication competence in Romanian literature used by valuing the oral literary message.

Keywords: message, literary language, technological model, strategies, reception.

IMPLEMENTAREA TEHNOLOGIEI DE RECEPTARE A MESAJULUI LITERAR ORAL LA LITERATURA ROMÂNĂ ÎN ÎNVĂȚĂMÂNTUL PRIMAR

Rezumat. Din perspectiva optimizării predării - învățării - evaluării literaturii române în învățământul primar este necesar a valorifica mesajul literar oral, luând în considerare factorii de natură psiholingvistică: tendința de "mărginire semantică" și înghețare sintactică a mesajului literar oral, natura materiilor de predare - învățare - evaluare și factorii psihopedagogici: calitatea subiectelor formați, cultura profesională a cadrelor didactice în învățământul primar și măiestria acestora de a combina eficient mijloacele cultural - literare, metodologia și formele de organizare a procesului de învățământ primar. La ora actuală nu există o poziție univocă asupra noțiunii de strategii comunicative, fapt ce a determinat redevinirea conceptului de strategii comunicative de receptare - învățare a mesajului literar oral, prin care înțelegem o suită de acțiuni orientate spre proiectarea optimă în scop comunicativ a metodologiei mesajul literar oral, corelate cu mijloacele de învățământ, ce implică valorizarea surselor autentice și mobilizarea sistemului de competențe pedagogice necesare pentru crearea situațiilor interactive de formare profesională orientate spre dezvoltarea competenței de comunicare la literatura română utilizată prin valorizarea mesajului literar oral.

Cuvinte cheie: mesaj, limbaj literar, model tehnologic, strategii, receptare.

1. Introduction

The importance of integrating the oral literary message in the teaching of Romanian literature through communicative strategies appeared in the context of the scientific truth with methodological value, that the priority goal in receiving the oral literary message consists, first of all, in the formation of communicative competence. Going beyond the linguistic capacity and the literary capacity that consists in the correct use of the literary language and in the understanding of the literary value, the researcher L. Iacob [3] states that by communicative competence is understood the sum of skills in which literary and sociocultural knowledge are indispensable. The author includes, in addition to the ability to master the verbal material, the need to discipline the literary contents as well as the mastery of the rules of contextual placement, the principles of literary politeness and literary communicational ritualization. In contrast to this view, the Russian researcher A. Aritunov argues that communication competence is the ability to perform verbal actions of coding, decoding and developing information. In the opinion of the teacher T. Callo, the communication competence can be acquired by going through multiple stages [1, p.88].

Communicative competence is the ability to inform and modify the literary environment, to formulate goals and achieve them, accumulating the entire set of personal skills: knowing; to know how to do; to know how to be; to know how to become [1, p.88] a range of literary communicative behaviors, a strategic use of the linguistic and cultural environment in a given community [1, p.88]. As a result of the theoretical research over several years, we find that the reception of the oral literary message forms an imposing set of methods in the process of receiving-learning the oral literary message, whether formal or non-formal.

We would like to mention that the process of receiving-learning the oral literary message requires a hierarchy and mediatization of literary resources, educational strategies and technologies, as well as of the curriculum. The reception of the literary path, traveled by each student, which is provided by the curriculum, depends on the learning style, form and methodology of instruction, developed individually for each student and his active involvement in learning.

The factors that have the greatest influence on the reception-learning of the oral literary message are the productive management of the classroom; metacognitive processes; cognitive processes; interaction with the sociocultural environment [8, p.30-44]. According to I. Nicola, education is a complex social activity, which is carried out through an endless series of actions exercised in a conscious, systematic and organized way, at every moment - a subject - individual and collective - acting on an object - individual or collective - in order to transform the latter into an active and creative personality, corresponding to both the historical-social and perspective conditions, and his individual potential [7, p.41-42].

Following the theoretical study, we found that the process of receiving-learning the oral literary message is, in fact, an active strategy, which requires building a positive and meaningful learning experience in a socio-cultural relationship. This means that the methodology of receiving-learning the oral literary message is a paradigm; an ethical and productive position in increasing the quality of activities, which includes capitalizing on the subject of learning.

The reception-learning of the oral literary message has become a strategic option, based on the potential of the educational subject to be actively involved not only in the learning process, but also in the creation of "different partnerships" with the social-cultural environment [4, p.40-42]. This is why the reception-learning of the oral literary message is a way of approaching the educational process based on the interests, aspirations of each student.

2. Didactic methods

The approach to the process of reception - learning of the oral literary message is an approach that addresses different models of teaching - learning - evaluation that determine success in learning. The teacher can resort to different models of reception - learning - teaching in order to harmonize teaching with the reception - learning styles of the students [6].

The Group Investigation Model built by J. Dewey, which places great emphasis on the importance of integrating personality into social life and the social learning process. This model also generates a sense of trust, respect for negotiated policies and rules, respect for dignity towards others and oneself [9, p.87]. The Concept Attainment Model by J. Bruner (Concept Attainment Model), an information processing model, which allows students on their own to set the limits of a concept, to find the attributes of a concept, emphasizes the development of inductive capacity and brings clarity to the thinking process [9, p.177].

The Advanced Organizer Model by D. Ausubel describes the mechanism of assimilation and formation of relationships between new knowledge, the ability to learn from the materials read, during lessons, from media sources, [9, p.207].

Reception - learning the oral literary message involves a wide range of methods, some of which we have taken from traditional teaching. I have approached the reception - learning of the literary message from the perspective of several educational theories [7, p.127-147].

- audio-lingual method;
- the method of presentation, production;
- the direct method;
- the total physical response method;

- the communicative method [5, p.45-57].

The methods and techniques of collaborative learning are: mosaic structures (formation of cooperation groups, in which each member of the group becomes an expert in certain specific problems); flashbowl-aquarium technique (students are alternately put in a double position: on the one hand, active participants in a debate, on the other hand, observers of the interactions that occur); gallery tour (students are divided into small groups, working on solving a controversial problem that has several possible solutions); the three-stage interview, in which the partners interview each other [2, p.133-135]. Learning methods and techniques based on problem solving: brainstorming (finding as many solutions as possible), the cube (developing mental operations), the Frisco method (playing a role: pessimistic, optimistic).

Methods and techniques for developing critical thinking: SINELG method (interactive grading system for streamlining reading and thinking), development of metacognition, clusters or associative brainstorming (helps students to think freely and openly), anticipation guide (returning to memory of previously studied knowledge). Methods and techniques of interactive - creative learning: synectics (association of absolutely opposite ideas), snowball method (encouraging to find solutions individually and in groups), stellar explosion (encourages the creation of questions after questions), thinking hats method (white hat means neutrality, yellow hat - positivism, red - emotionality, green - new ideas, blue - control, black - negativism. Assessment methods: Concept maps are ways to understand how students think, feel, and understand. They can be linear, conceptual map systems, hierarchical, spider web type, the RAI method (interrogating students through the questions they have recently learned), the 3-2-1 technique (a method of continuous, formative and formative evaluation that notes three concepts they have learned, two ideas they would like to deepen - a capacity, skill or ability that they have cultivated), the project (summative valuation method), the portfolio (longitudinal valuation method as a result of which it makes a value judgment based on results) [2, p.136].

The process of receiving and learning the oral literary message focuses on the formation of the basic skills in the production of the oral literary message: listening, speaking, reading and writing skills. The formation of these competences is closely related to metacognitive strategies. The functions of metacognitive strategies are to concentrate, diffuse, direct cognitive processes towards the awareness of the oral literary message. Reading the oral literary message is a complex, multidimensional process, which includes: decoding, recognition of literary units, general knowledge about literary contents, active strategies for understanding and monitoring the oral literary message. In the case of a fluent reading of the oral literary message, students must approach different metacognitive strategies for approaching the reading of literary contents. The ability to use global

strategies for reading the oral literary message includes: setting the goal, activating previous literary knowledge, predicting the content of the oral literary message, establishing the characteristics of the oral literary message, making decisions about the parts of the oral literary message that require careful reading, using the signs of the oral literary message, the structure of the oral literary message and other features. The ability to use problem-solving strategies includes: careful reading of the oral literary message, focusing attention, visualizing the literary information read, establishing the meaning of literary units and literary language.

Table 1. Development of metacognitive strategies in the process of reception and learning of the oral literary message during reading

Stages Tasks	Tasks
The student reads, analyzes, explores the oral literary message	<ul style="list-style-type: none"> • reads while meditating; • selects the relevant information of the oral literary message; • makes individual notes; • estimates the possible purpose of the oral literary message.
The student programs and implements	<ul style="list-style-type: none"> • develops the plan of the oral literary message; • it complies with the access plan; • is consistent in the aspect of fairness; • monitors the process of reception - learning of the oral literary message
The student checks (or the teacher)	<ul style="list-style-type: none"> • the teacher checks the students' answers; • concludes; • reflects on the quality of the response; • reflects on the experience of receiving, learning the literary message.

3. Results and discussion

At the end of the experimental program, there is a performance of the literary communication competence from the perspective of the oral literary message, formed on the basis of the strategies designed within the communicative strategies of reception - learning of the oral literary message. In this sense, the application of the receptive strategies of the language of the oral literary message through the specific methods of identifying the oral literary message (functional grammar, reading the literary passages with the help of which the oral literary messages were formed, the research of the oral literary message) have demonstrated that the students can participate in a simple conversation, can formulate questions to specify the known oral literary messages, describe a short and simple situation to a colleague with the message known oral literature.

The repeated application of the test to assess the level of literary communication competence from the perspective of the use of the oral literary message reflects increased results at the control stage compared to the results of the test performed at the experimental verification stage. The levels of development of the students' literary communication competence from the perspective of capitalizing on the oral literary message (validation

stage) indicate differences in the levels of evaluation competence in the subjects of the two samples, control sample, experimental sample at the validation stage with the experimental verification stage.

4. Conclusion

The results of the pedagogical event confirmed the actuality of the research, validated the concept of the investigation regarding the communicative teaching in the oral literary message in the process of developing the literary communication competence in Romanian literature for primary school students, the veracity being guaranteed by the methodological basis of the initial parameters and the use of the research methodology, in accordance with the purpose and objectives proposed by the continuous character, based on the support didactic of the oral literary message in the Romanian literature lessons for the students of the third grade, and the possibility of practicing the activities, which allow the execution of the quantitative and qualitative analysis of the experiment data.

The experiment demonstrated the possibility and necessity of applying communicative strategies for the reception - learning of the oral literary message in primary education: the principles of contextual use of the oral literary message were validated under the conditions of observing the stages in the process of formation of the literary communication competition, these being recognized as quality indicators of the reception of the learning of the oral literary message in primary education: identification-decoding-discovery of the semantic equivalent in Romanian literature - codification in Romanian literature.

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