

AUTHENTIC LITERARY TEXT AS A MODEL FOR LEARNING ROMANIAN LITERATURE IN PRIMARY CLASSES

Nicoleta DOBRIN, drd. anul IV

<https://orcid.org/0001-8106-14510000>

Universitatea Pedagogică de Stat "Ion Creangă" din Chișinău

Lidia STRAH, conf. univ. dr. în pedagogie

<https://orcid.org/0000-0002-1035-9725>

Universitatea Pedagogică de Stat "Ion Creangă" din Chișinău

Abstract. At the current stage, the knowledge and use of Romanian literature through texts it becomes a mandatory desideratum of modern society. In recent decades, learning literary text has certainly been a polarized field of research, particularly with the adoption of the teaching-learning-evaluation process of the competency-based literary text in the school curriculum, he said, which implies a centering on the student through his interest in methodological valorization of the literary text, first of all, on what he learns and how he learns it, than what is being taught. In the context of formative-productive education, it is not the study of Romanian literature that should concern us, but the student in his attitude towards the important values of Romanian literature. Thus, there is the need to use the literary text as a starting point in the teaching-learning process of Romanian literature, taking into account the fact that the literary text is the richest functional unit. The literary text trains students in acquiring and perfecting the skills of assimilating literary contents; the literary text is a factor of information and modeling of literary communication under the sign of value, which is, a model of knowledge of literary language that we tend to reach students. Learning Romanian literature in the primary cycle through the literary text is a current theme for primary education in both Romania and the Republic of Moldova.

Keywords: literary artistic education, literary text, psychological elements, literary communication.

TEXTUL LITERAR AUTENTIC CA MODEL DE ÎNVĂȚARE A LITERATURII ROMÂNE ÎN CLASELE PRIMARE

Rezumat. La etapa actuală, cunoașterea și utilizarea literaturii române prin intermediul textelor literare devine un deziderat obligatoriu al societății moderne

În ultimele decenii, învățarea textului literar a fost cu siguranță un domeniu de cercetare polarizat, în special odată cu adoptarea procesului de predare-învățare-evaluare a textului literar bazat pe competențe în curriculum școlar, care presupune o centrare asupra elevului prin interesul lui pentru valorificarea metodologică a textului literar, în primul rând la ceea ce învață și la modul în care îl învață, decât la ceea ce i se predă. În contextul învățământului formativ-productiv, nu studiul literaturii române ar trebui să ne preocupe, ci elevul în atitudinea lui față de valorile importante ale literaturii române. Astfel, apare necesitatea utilizării textului literar ca punct de pornire în procesul de predare-învățare a literaturii române, luând în considerare faptul că tocmai textul literar este cea mai bogată unitate funcțională. Textul literar antrenează elevii în însușirea și perfectarea deprinderilor de asimilare a conținuturilor literare; textul literar este un factor de informare și modelare a comunicării literare aflate sub semnul valorii, un model de cunoaștere a limbajului literar la care tindem să ajungă elevii.

Învățarea literaturii române în ciclul primar prin intermediul textului literar este o temă actuală pentru învățământul primar atât în România, cât și în Republica Moldova.

Cuvinte-cheie: educația-literar artistică, textul literar, elemente de psihologie, comunicarea literară.

The instructive-educational significance lies in the fact that one of the main objectives of teaching-learning Romanian literature is the literary-artistic education of the primary school learner, the awakening of interest in the functions of the Romanian literature”, the process of studying and its application in life. Active-communicative possession of literature includes, in addition to hearing, speaking, reading, writing, and psychological elements.

In order for students to better possess the content of literary work, they need to form literary habits, says didacticist C. Parfene [7, p.11-15]. In order to develop the expression of productive character, the author recommends that subjects be trained in literary expression, in the free expression of ideas, and, advancing the idea that literary expression is formed only on the path of gradual, logical literary development, avoiding the prior, mechanical appropriation of literary behaviors. That's why, it is appropriate to divide the teaching-learning process of the Romanian literature into stages of formation of literary skills and the stage of using these skills in the literary communication activity of students [9, p.34-35].

If we refer to the ideas of the researcher Schiopu C., we find that learning Romanian literature is a cumulative process that combines new cognitive behaviors and psychomotor skills. Gradually, students will also acquire an additional system of communication. They understand that Romanian literature, the assimilated literary block is not only a well-programmed code through which it can express its thoughts, ideas, ideas, but an integral part of a well-defined literary-artistic education environment [16, p.13-14]. A well-assimilated literary content can have not only a literary communication value, but also a literary, but also for documentation, notes Vlad Carmen, an obvious educational valence. Romanian literature is that gate of literary intelligence, claims the author, which will open to any personality a new world to world knowledge [20, p.69-70]. Through the knowledge of a new literary culture, we understand everything that the process of studying Romanian literature in educational, cognitive and developmental aspect can offer to the student.

Elements of literary content are knowledge, skills, motivation, correlation with such aspects of the teaching process as learning, knowledge, evaluation and literary education. In this view, the components of a literary culture can be defined as educational purposes.

The idea promoted by researcher Marilena Pavelescu is relevant. She mentions that the educational purposes of studying Romanian literature are ensured by the content of the literary texts and their themes, by the methodology of the study, by the results of the practical appropriation of the Romanian literature, and by the results of the study, as well as the personality of the teacher and that atmosphere, which he creates in the classroom [15, p.21-24].

Through all its compartments, Romanian Literature contributes to the development of thought and to the modeling of literary feelings, providing the student with the support of the intellectual, literary-evolutionary”, the possibility of integration into cultural life. The combination of linguistic, cognitive, affective and cultural objectives highlights the balanced character of the formative role of Romanian literature in the educational process. We would like to mention that for the achievement of the instructive-educational purposes, the literary text can be used as an essential unit of learning, because it contributes to an effective learning of the literary content. This fact was demonstrated by the researchers Cazacu B. and Vlad Carmen, which hold that the literary text occupies an important and almost exclusive place in the teaching-learning-evaluation process of literary contents [6, p. 181-183] [20, 69-70 p].

With some arguments in this regard comes the researcher Pavelescu Marilena, who found that studying literary contents has always been associated with the use of literary texts. Despite the fact that the technical means have evolved, the teaching methodology has undergone changes, the literary texts have become authentic documents of the literary content”, the, especially in the methodology of teaching Romanian literature for primary education.

The literary text occupies an important place in the teaching-learning process of Romanian literature, the author argues, it is not necessary to postpone this process, it is necessary to accelerate it” [17, p.21-24] (Marilena Pavelescu). The importance of the literary text in the teaching-learning-evaluation process of the Romanian literature has evolved according to various methodological currents [2,126p, 3, 240p, 18, 19]. The status of the literary text, in the vision of Marilena Pavelescu, can be appreciated as greatness, decadence, revival. The greatness of the literary text was manifested in the XIX century, a period when the literary text played an important role in the development of the Romanian classical literature.

These ideas are found in the studies signed by the researchers Bojin Alexandru and Goia V., who, after examining the problem in the context of the traditional methodology of teaching Romanian literature, have highlighted the following: „At that time, it was difficult to establish a distinction: learning Romanian through Romanian literature or learning Romanian literature with the help of the Romanian language”, thus these two domains were merged into the traditional current; the literary text became the main support of literary communication [4, p.231-234]. In the same area of ideas, Jakobson R. he claims that there was a period when the main factor in learning Romanian literature was literary content as a model of the literary education of students [13, p.20-22].

The author insists on the idea that the importance given to the literary text in the assimilation of Romanian literature has not ceased to be recognized as a priority. Researcher M. Grigorovita mentions the valuable series of publications of the Herder

Institute in Leipzig, Zur Theorie und Praxis des Deutschunterrichts für Ausländer, affirms that a paper has appeared that deals with the problem of literary texts in the teaching-learning process of the literary text. The authors of this work M. Laschmann and G. Schroder make a valuable contribution to solving the difficult problem of assimilation of literary texts. Starting from the finding that, after a period of time, in which, for various reasons, the literary text was removed from education, but lately there has been a justified revival in favor of the literary text, which has demonstrated its usefulness. If we return to the beauty of the literary text, whether it is narrative or descriptive, the authors argue, it is necessary to take into account the true - „relays of the pupils in the primary cycle, he said, because the child's relays are much more obvious in front of the artistic text, which we can read in the eyes of children, and the concentration and tranquility that is left on the class during the reading of the literary fragments makes us think [11, p.61-62]. The value of literary texts, argues scholar E. The basket, quoted by Vlad Carmen, is indisputable, due to the fact that it is precisely this type of text that is functionally the richest in relation to all other textual types [19, the text reads, pp.166-167]. In the same vein, [12, p.56-5].

I. Gruca notes that the literary space is the – place where literary communication works wonders in the life of the student, works and produces blocks of literary communication for the linguistic environment of the student. The updating of the literary text within the study of Romanian literature in primary classes is characterized in large part by the impact of the communicative approach, Corti M. and Cerghit I. stresses that the communicative approach (CA) attaches great importance to the use of the notions of communicative approach of contexts and the communicative approach of literary texts”. Another option of the authors comes to confirm that the authentic literary text is an effective means of learning Romanian literature, through the authentic literary text the student has the opportunity to realize his practical purposes. „Only authentic literary text can present to the student literary content in a more vivid, and compelling way, a more compelling strategy in the literary-artistic education of students” [8, p.247-248].

The authentic literary text being transformed, which has the property of „literary information”, pedagogically provides an easy to use model for ensuring a „literary teachings”, affirms Carpov Maria [4, 34-36].

Reflecting the above ideas, we note that the learning of Romanian literature for the primary cycle is achieved through the authentic literary text, because he trains students in the process of acquiring and perfecting the skills of literary expression, being a real means of enriching the knowledge of literature.

The authentic literary text is a complex structure, in which the components interact, and the literary „whole” is reflected in each of the details that contribute to its configuration. Representing a „unique”, the authentic literary text is an original and

unrepeatable work that refuses counterfeits. Moreover, the authentic literary text contributes, through the quality of its writing, to enriching the language and exploring the effects related to the literary content of the situation of literary communication.

Bibliography

1. ALBULESCU, I., ALBULESCU, M. *Teaching and learning of socio-human disciplines. Elements of applied didactics*. Iasi: Polirom, 2000. pp.7-8. 224 p. ISBN-973-683-566-9.
2. BERARD, E. *Theorie et pratiques*. Paris: International, 1991. 126 p.
3. BIARD, J., DENIS F. *Didactique du texte litteraire*. Paris: Nathan, 1993. 240 p. ISBN -978-2091902500.
4. BOJIN, A. *Methodics of teaching Romanian language and literature*. Bucharest: Didactic and Pedagogical Publishing House. 234 p.
5. CARPOV, M. *By text, beyond text*. Iasi: UAIC publishing house, 1999. 208 p, ISBN 973-9312-46-2.
6. CAZACU, B. coord., *Ways to interpret the literary text*. Bucharest: SSF, 1981.
7. PARFENE, C. *Literature in School*. Iasi: Editura Universitatii Al. Ioan Cuza, 1997. 299 p.
8. CORTI, M. *Principles of literary communication*. Bucharest: Univers publishing house, 1981. 210 p.
9. DERSIDAN, I. *Method of teaching Romanian language and literature*. Oradea: Emanuel University Publishing House, 2003. 400 p.
10. GOIA, V., DRAGATOIU, I. *The method of teaching Romanian language and literature*. Bucharest: Didactic and Pedagogical Publishing House, 1995. 182 p. ISBN: 973-30-4231.
11. GRIGOROVITA, M. *Language Teaching*. Bucharest: EDP, 1995. 127 p. ISBN 973-30-4220X.
12. GRUCA, I. *Didactique du texte litteraire – Francais dans le Monde*. 1996. 285 p.