

METHODS AND MODERN TECHNOLOGIES FOR THE STUDY OF THE LITERARY TEXT

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Abstract

I would begin the content of this material, which can easily become a debate support for our activity by formulating a few reference ideas regarding reading, in general.

The evolution of the Romanian society (integration into an age of the image culture) also marked the way of organizing and advancement of the education, from the macro-educational level to the class. Border discipline (located in the intersection area of language and literature sciences with education sciences and educational psychology), Romanian language and literature determine the occurrence of some collateral effects concerning the other disciplines, assessed due to the formation and development of the communicative competence at students and their performance communication.

Key words: reading, creativity, skills, education, methods, performance

INTRODUCTION

Creativity education based on the acquisition of new knowledge, intellectual mobility, by our own efforts, becomes today, more than ever, a strictly objective necessity, even though the urge to study has always been made by great personalities such as R. Dottrens who show that *To teach the child to read means to open him the path of intellectual development, to offer him the opportunity to discover new ideas capable of generating the motivation for work.* But J.J. Rousseau went much further with his teaching recommendations: *Approach him with problems and let him answer by himself. To establish what he knows not what you said, but what he understood, not to learn science, but to find it.*

Current programs propose a change of vision that is also reflected in the study of literature, not putting the accent on knowledge about literature, about certain texts, but on the formation of skills / abilities to receive different texts and to practice various types of reading: **information reading** (which helps students to find information specific to some diverse knowledge domains or to everyday reality), **reading of pleasure** (the one he

enjoys in his spare time) and *institutionalized reading* (the one made by critics or literary historians or the one proposed by the school) with accent on the last type. The school has the meaning to form a competent lecturer, but also a reader to form his own reading taste so as to become an active reader throughout their lives, to help students understand the world better and understand themselves, differently, to form cultural and aesthetic reference point and to value art as a form of communication and knowledge that their own personality develops.

MATERIAL AND METHODS

The fact that current programs are under the sign of communication has as consequence the conceiving of reading both as a knowledge act and as an act of communication, reading meaning reader's dialogue with the text, active participation in the process of reconstructing of meanings.

Thus, the specific competencies regarding the reception of literary or nonliterary text are subsumed to the general competence of receiving the written messages, being primary oriented towards what in the didactic specialty is called *reading for meaning* (to read for to understand). By reading, the student doesn't only broaden his knowledge circle but develops his aesthetic education and, above all, develops the opportunity to establish firm criteria for selecting the great values with which it's operated in the process of reading: work, truth, good, respect, cooperation, solidarity, generosity.

Regarding the forming capitalization necessity of the content, even if the topic has caused many debates, the concern hasn't inculcated too much in the work of teachers to become also effective, as often the lesson's space is consumed by cognitive aspects, neglecting, unconsciously, the formative value of the content.

In support of these statements, Spiru Haret asked that ... *the teacher to verify, along with the value of the information volume held by students, their thought capacity*. Thus, an effective guidance of students towards reading can shape them for the future in order to be able to develop both the unity and the interconditioning of some necessary elements in the development of personality such as information, action, decision.

RESULTS AND DISCUSSIONS

A desideratum of contemporary education is *the building of an autonomous personality capable of critical and creative thinking* by balancing the elements that make up the personality of the student.

The contents of the curriculum must have in objective the cultural, spiritual, inter-human communication, the valorization of all types of language (colloquial, poetic, familial, scientific, administrative), cultural experiences derived from the socio-linguistic background of the beneficiary of education: rural / urban, amorphous / cultivated, national / mixed, monocultural / political, family, school, cultural-artistic.

In order to achieve the proposed objectives, in the content selection must take into account the student's interests, the accessibility / adequacy of the contents with the cognitive and communication structures of the educators, ensuring coherence with the linguistic education in the study of native language.

The chosen literary texts must *satisfy the aesthetic criterion, include different genres and literary species, writings of folk and cult creation, belonging to national and universal literature, to which time has given them the endorsement of value*. The efficiency of the educational act depends on the conjugation of the method with the objective, the content of the educational process and the form of the organization of the education (involving the teacher-student, student-student relation), which is an element of the educational technology.

In order to receive literary texts, the practice has demonstrated the existence of many traditional and interactive training methods and procedures such as exposition, school / intensive lecture, conversation, debate, literary process, brainstorming, starburst, exercise, didactic play, demonstration, observation, algorithm, student-centered didactic strategies (multiple intelligence theory), computer assisted training, and so on. Given the exponential growth of information, it is absolutely indispensable to teach students the wont to use various sources of documentation in order to increase autonomy and independence in the learning act.

Reading can be and must create formative virtues capable to contribute to the transformation of the students from an element of contemplation into a dynamic and active factor capable of recreating a new, better and fairer world. As a tool of intellectual education, reading must help

the student to study thematically a book for documentation or relaxation, using the RICAR METHOD: R- skimming the book to form a general idea; I-formulating some questions that are expected to be answered after reading the book; C-reading the book; A-remembering the main points; R-recapitulation to see how well the main points were detected. Like any communication system, literature transmits its message encoded by a system of aesthetic signs, deciphered, more or less, in the field of reading, with the help of the teacher.

Although there is no *theory of text explanations*, since each text involves its own interest, *there are techniques* for interpreting and capitalizing on the text. *The word* in literature is an *artistic sign* that refers to a *hidden sense*, meaningful, which doesn't happen in the act of ordinary communication.

As for *school reading*, this is a *complex process in which are coalesced the competences and skills of recognition and understanding of the literary symbols and literal belonging to the levels of perception, decoding, experience, linguistic background, storage capacity (memory), to establish connections in such a way that the reader can self-design through anticipation or retrospection based on reading*. The reading is conditioned by the specificity of the text (classic / modern / poem, etc.) and by the reader's motivation and purpose (pleasure, informational study, literary chronicle, etc.).

Through its formative character, the literary work contributes to the formation and development of consciousness, beliefs and attitudes, to the development of sensitivity, aesthetic taste. Involvement of students in the process of decoding the message is very important, especially as reception becomes an act of re-creation of the literary work, each reader discovering the literary text by himself. It is known that the postmodern society aims at student-oriented reading, capitalizes the student's personal reactions to the read text, favors the systematization of certain specific concepts about the literary text and the argumentation of some points of view related to the studied works.

VAS technique (see, hear, feel) involves three psychic activities of acquiring visual, auditory and kinetic / tactile information. After reading the text, students answer the teacher's questions using short sentences that include verbs *see, hear, feel*. Another technique of sequential getting through of lyrical, descriptive and narrative text is the *Subjective map of*

reading that consists in the fact that, after each sequence of the text, students will draw or make comments on the reading experience (images / words that shocked, feelings and thoughts awakened at reading). At the end of the activity, the students reflect on the steps taken and highlight the similarities and differences in their readings.

Anticipation is a method in which students work on groups / individuals, in which, starting from the title of the text, they make predictions about the subject, using half-pages which will be reviewed after reading the text. Students who gave answers close to the theme of the text will motivate their choice, the role of the teacher being that of tutor, encouraging the plurality of answers by creating an atmosphere conducive to the discussion, respecting the students' opinions.

A polyvalent strategy is *Book Presentation*, as it develops both literacy and written / oral skills.

Key terms originally given is a method that stimulates students to update their prior knowledge they have about the subject of the lesson, requiring both imagination and creativity, encouraging active learning. The teacher writes on the board 4-5 concepts of the text to be studied (such as *letter, parliament, candidacy, overturning* for *A Lost Letter* belonging to I.L. Caragiale), the students establishing, in pairs, the relation between the terms.

Learning by discovery determines the student to restore the path of scientific research, stimulating his mental capabilities. The teacher's role is that of *tutor* of the student's activity who work in the front, independent, individually or in groups, but also that of their permanent *consultant*. The ways of learning by discovery correspond to the main forms of reasoning: *inductive* - in teaching-learning lessons of literary theory, text commentaries), *deductive* (in demonstrations such as a text belonging to a genre / species / current), by *analogy* (lessons of literature).

Strategies and methods specific to critical thinking form and develop also the divergent and creative thinking, defined by the production of multiple solutions for the same problem. Critical thinking methods are interested in the *product* and *process* of learning. However, for an effective learning a number of conditions must be respected: a meticulous training from the teacher; time necessary to search, the formulation and expression of ideas, observations; encouraging independent thinking, elaborating as many hypotheses as possible; respecting the diversity of opinions; creating a

relaxed climate; developing active listening capacity. *Cube*, *Streams*, *Horoscope*, *Thought-Pairs-Present (GPP)* are just a few examples of such strategies. There are special techniques to study, of reading organization, assimilating information and capitalizing the knowledge gained, but techniques vary depending on the purpose that we propose:

- techniques of documentation and selection of information;
- processing techniques and data transmission;
- techniques with research character.

Regarding the primary cycle, we can't approach any of the listed techniques, as we are dealing with familiarization with the book as an instrument of intellectual work, being the stage of sensitizing. It is only from the gymnasium that we can speak of study-reading, because reading must be conceived as a process of knowledge by which we discover and select information, analyze and interpret them, organize them in new systems, transforming them into operational behavioral acts.

During reading it is important to follow:

- students' sensitivity to problems;
- the faculty of remaining in receptive state;
- mobility (ability to adapt quickly to new situations);
- originality as a component of divergent thinking;
- the ability to transform and resize, that is, to recombine the facts in new structures, by association and dissociation;
- analysis / ability to observe and research the phenomena of a whole;
- synthesize - reassemble of the details;
- coherent organization of thinking.

The learning situations created have led to the development of critical thinking, gave the possibility to the students to interpret texts, motivate their opinions, accept other opinions, to cooperate, seek, discover, internalize, interpret, elaborating judgments that they will capitalize in the future. Using critical thinking techniques, on emotional and motivational support, are created incitive, reflective learning situations, which have put on thoughts the students, outlining their own skills of intellectual work, learning independence and self-confidence. Being convinced of the necessity and importance of shaping the capacity to receive educational valences in different contexts by the students we are guiding, I looked at this complex phenomenon as a major objective. Therefore, qualification forming

of critical thinking and interpreting literary texts represents the analysis of various and complex features of critical thinking and interpretation of epic literary texts. Education is equilibrium in the rational and affective or sentimental spheres. Therefore, in the process of developing ideas, attitudes and behaviors, ethical and aesthetic norms, received on the basis of literary text, can mend the education of man.

During Romanian language and literature classes, the capitalization of critical thinking is a necessity and a way of forming logical thinking skills, having as purpose the determination of students to read their work tasks carefully and to use all the resources they dispose to its optimal education. Literature brings in front of the student, lifestyles, behaviors, and attitudes, to the teacher remaining the mission to conduct the educational process with the purpose to select and implement these values and assumptions by the student, in the personal plan. Knowledge has value when it is useful, and what we know determines what we can learn. We have to understand the fact that a *critical thinking* is a result, in other words, it analyzes in what comprise the critical and creative thinking, in the context of modern education, not being a matter of study.

Critical thinking is the mental process of analyzing or evaluating information, initiating complex cognitive processes, that begins with the accumulation of information and ends with decision-making. If we analyze the necessary framework for the development of critical thinking, we can observe several factors, such as:

Time - to form new opinions, explore ideas, beliefs and previous experiences and to express points of view; communication gives us the opportunity to polish ideas and to make feedback;

Permissibility constitutes a difference between creating opportunities for expression;

Diversity of opinions and ideas occurs as soon as students feel free to express their personal opinion, giving up the belief that there is only one correct answer;

Active involvement is essential to the development of critical thinking;

The assumption of cognitive risks can be seen by ridiculing the ideas that constrain thinking, cannot be tolerated;

Respect

Value

The diversity of didactic strategies that promote the development of critical thinking are multiple:

Student activity-

- express their own point of views;
- performs exchange ideas with others;
- argue-ask questions to understand things;
- cooperate in accomplishing the tasks.

Teacher activity-

- ❖ organize and direct learning;
- ❖ facilitates and shapes the activity;
- ❖ helps students to understand;
- ❖ accepts and stimulates the expression of different points of view;
- ❖ is a learning partner.
- ❖

Didactic methods, methods and techniques of didactic communication must be achieved in a complex manner that provides both the comprehension, reception, analysis, interpretation and appreciation of the read, as well as the transfer of the literary-artistic and linguistic-communicative acquisitions in new situations, detached from everyday life.

The interpretation of the literary text analyzes the intent to analyze new models and strategies of pedagogical, pragmatic-methodological approach, of the dual potential real axis, intended for improving the learning behavior in confronting students with the difficulties generated by the subtlety of the understanding and interpretation of literary texts.

In the context subjected to the analysis, the reading, as a fundamental technique of intellectual work, fulfills multiple functions:

- culture;
- proper learning (training and self-training);
- information and documentation.

For the student reader, as well as for the modern man, the reading of the book is an effective way of access to the values of culture, providing it

with an essential and important method of perfection and permanent cultivation. This introduces and maintains us in the intimacy of literary creation, in the actuality of scientific and technical texts, being an essential method of instruction that tends to become also a technique, absolutely necessary, for information and documentation.

CONCLUSION

In this context, the design and development of a complete didactic model, of some working techniques, by the comprehension of the stages of understanding and interpreting the literary text, which to provide concrete support points to the student readers, appears as a pressing necessity.

The educational mission of literature is that of the art of the word being universally recognized because of its many aesthetic, moral, intellectual and emotional valences; literature is not just a story, a poem or a simple creative fantasy. Literature is a fundamental component of the Romanian language and literature discipline through which it is possible to get the skills and the competences to work with the tools of intellectual work, meant to help the student to form a proper attitude towards human values.

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