

INTERACTION PUPIL-LITERARY PRODUCTION IN THE CONTEXT OF LITERARY AND ARTISTIC EDUCATION

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Abstract

The article approaches the matter of attitudinal development in the literary and artistic education context. It presents the limited attitudinal demonstration of the primary level students in relation with a literary production and its phenomena in traditional didactic situations and the qualitative changes as a result of the formative experiment.

Keywords: *attitude, motivational system, object-connection subject, principles of literary and artistic education, teaching strategies and forms of organizing.*

1. Introduction

Interaction represents a condition of human life, or, the school must offer the maximum possibilities to act according to the others' needs and interests providing psychological skills of communication and tolerance. In the context of literary and artistic education, interaction orients the didactic process and its participants to an individual attitude in relation to literary production. The main objective of the interdisciplinary course Romanian Language and Literature is to *form the pupil reader as receiver of literature and art principle, as well as amplifier and communicant of phenomena, works and literary creations; owner of literary aesthetic instruments and subject of its own humanistic, cultural, literary and artistic performances.*⁷ The contact of the primary school reader with literature generates his self development through a range of activities that require creativity. The Mission of the teacher is to treat the pupil as *the subject of its own literary and artistic formation, evaluating the students' results not only as immanent values, but also as values produced through the learning and communicative activities as well as the literary production of the pupils.*⁸

In any domain interaction consists in solving a complex problem. It also requires fluidity (associative) and flexible thinking from the human factor (the ability to adapt to new situations, to find unusual solutions), as well as sensitivity, analytical and synthetic thinking (the ability to abstract and synthesize), the coherent organization of his ideas and projects. The student must also be able to transform, change the function of the object thus making it useful. *At the Romanian Language and Literature subject, interaction aims at*

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⁷ *Limba și literatura română. Curriculum pentru învățământul liceal. Chișinău: Univers Pedagogic, 2006, p.3, 51p.*

⁸ Vlad Pâslaru. (*Introducere în teoria educației literar-artistice*, Chișinău, Editura Museum, 2001, 312 p.)

"forming a personality able to read and interpret literary texts of different genres and species, being able to delimit the value from non value and value, to interpret literary phenomena according to the data of philosophy, history, sociology, psychology, ethics, aesthetics, as well as through the axiological universe of student-reader".

2. Methodology

2.1. Objective

One of the premises which determined this research deals with the fact that literary and artistic education is doubtful. The teaching stereotype of the Romanian Language and Literature still persists in methodology of many teachers. Scientific knowledge can't be valid in the context where the instruction is subject to education. "Literary-Artistic Education"⁹ consists in the formation of literature reader, through immediate knowledge of works and literary phenomena, and by engaging the student in producing, editing of literary and interpretive texts¹⁰. In this context it should be mentioned about the invasion of methods, processes, learning techniques that are used at random at the lesson. The teachers being attracted by pathetic text titles, of the unusual way of organization, uses new strategies, those being often unjustified and unsystematized. The technology chosen by the teacher is taken as a stereotype itself. Or, the frequent use of one and the same procedure, without adapting to the field of artistic knowledge or creative adjustment, will not produce the expected effect. Therefore, there is no interaction between student and literary work than the reproductive level like a fable retelling, the characterization of the characters following a learnt algorithm, ...

Thus, according to C. Șchiopu, a researcher in the domain, *in the teaching of literary works are observed many lacunae like: the literary text comment is reduced either to translation or language paraphrasing and content retelling, either to the discovery of the theme, main idea and artistic resources that highlight this idea (in the case of the lyrics), either to the sociological interpretation of the literary text, to the classification of the characters in positive and negative, main and secondary characters Students are guided to reproduce literary topic, to find a passage, to characterize the characters, to investigate the action through main moments. Moreover, the text is understandable only in one way, only one interpretation is allowed, the latter being simplistic most of the times. Everything or almost everything is reduced to the answer of the question "Why did the author want to tell through this work?"*¹¹

Another dilemma concerning this interaction is theoretical and methodological studies of a number of researchers (Constanta Bărboi, Cristina Ionescu, Constantin Parfene, Paul Cornea, Georghe Lăzărescu, Vlad Pâslaru, Constantin Șchiopu, Stela Cemortan, G.Kelemen etc.). They approach the matter of literary and artistic education of pupils from various perspectives: theoretical, methodological, and sociological. Treated more than tangential, student interaction and problem of literary production from the perspective of literary and artistic attitudes remain unresolved, the fact which profiled the purpose of our

⁹ * În continuare în locul sintagmei *Educația Literar-Artistică* va apare abrevierea ELA.

¹⁰ Vlad Pâslaru. (*Introducere în teoria educației literar-artistice*, Chișinău, Editura Museum, 2001, 312 p.)

¹¹ Constantin Șchiopu. (*Metode și procedee de interpretare a operelor lirice*. (în: *Limba română*, 2006, nr. 11-12, p. 104))

research: to emphasize the principles and mechanism of development of student's attitudes towards the literary production in the context of literary and artistic education. The object of the research is the development of pupil's attitudes towards literary production.

According to the experiment of the research, it must be noted that the development of pupils' attitudes towards literary production is based on the valuation of art and literature principles as well as literary and literary-artistic education that ensures the freedom of imagination and personal opinion-their priority as receptors of artistic text. It stimulates cognitive interests and updates the reading and life experience, being created a context in which the formative potential of literary work is carried out in the framework of activities on the basis of teaching strategies determined by the principles held in a particular system.

The analysis of this problem needs more investigation from the part of researchers including setting the pedagogical, psychological and artistic-literary reference in the development of students' attitudes toward literary production. It also needs some research of *Curriculum of Romanian Language and Literature* in relation to the objectives which emphasize the pupil's attitudes towards the literary production and highlights the correspondence of the school textbooks and the Curriculum. The author emphasizes the pupils' interaction peculiarities toward the literary production through an analyses of the pupil's attitudes towards literary in a real experiment; *elaboration of theoretical Model of attitudinal development of student's towards literary production*; validation by experiment of the *theoretical Model* worked out; formulation of general conclusions and recommendations on the development of student's attitude towards the literary production; elaboration of teaching materials (books, reading guides, reading books, reading diaries, notebooks of creation etc.) in the research process.

2. 2. Participants

Experiment: in the experiment were involved 120 students from grade IV, George Călinescu Lyceum, Chisinau, Moldova.

2. 3. Instrument

The research methodology included the following types of methods: *pedagogical:* scientific documentation, observation, conversation, analysis of pupils' works, comparison, students' activity survey, pedagogic experiment (finding, training, control); *Statistical:* processing data and statistical interpretation of the data according to quantitative, qualitative, and graphic variation indicators.

2. 4. Procedure

During the research I deduced that the student's attitude towards the literary production is qualified as a complex construction of affective reactions of the student based on comprehension, reading experience, interest, motivation, selectivity, aesthetic taste, valuable judgments of the subject. These are reported to the artistic ideals, artistic creed, the general-human values, guiding the student to a particular behavior for knowing himself.

Synthesizing the psychologists' definitions about the attitude¹² it is seen that one of the features of the attitude *comes from a result of direct contact with the object/situation with*

¹² Paul Popescu-Neveanu, (*Dicționar de psihologie*, București, Editura Albatros, 1978, 784 p.)

other people or as a result of an indirect contact with them. The Formula implies a generalizing character but does not apply in the case of literary and artistic education. The attitudes generate in the condition of direct literary contact. A genuine attitude will appear only in this condition and the receiver will not have a false attitude. A reader will have a direct, real contact and the attitudinal idea will project in his mind. For this reason it is necessary to establish a condition that grounds the development of the attitudes, *that of direct contact of the receiver with the literary.*

The event develops the student's critical, polemical attitude. The student has the opportunity to affirm as a personality and to launch creative ideas. The attitudes' formation is a continuous process. The Student gathers literary experiences trough his discernment activities. Thus, the positive personality acquires positive traits of character. The student overcomes shyness and insecurities, being invited to express himself, to formulate opinions, to argue some statements. Obviously, the attitudinal actions must be built on flexible, acceptable points, taking into account the peculiarities of age, levels of perception of literary reading experience, life, motivation towards the examined product.

The theoretical foundation of the development of attitudes towards literary work can be viewed in Figure nr. 1:

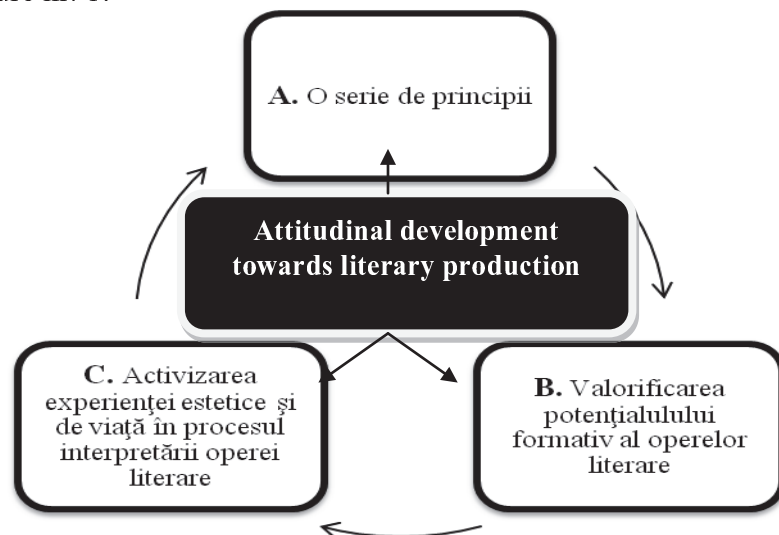


Figure 1. *The development of attitudes towards the literary production*

Here is the argumentation of the above chart with every component

A. The A point offers students the free expression of imagination and of opinion, student's priority as receptors of artistic text. It stimulates interest in knowledge, updates the reading and life experience.

B. It is more enlightening if students are given an opportunity to examine a fact/case, to make and to argue the decisions and to prevent the consequences. The exchange of ideas, opinions, feedback between colleagues and other work partners, finding a solution, the abilities of achieving a common task ,the use of various ways of learning are appropriate here-all these contribute greatly to the development of the attitude towards literary production;

C. Students are placed in a situation of recollecting of the knowledge and previous life experience, to compare the values, ideals, visions with others. The moments of correlations not only generate a rational analysis of the ways of solving, but also creates an emotional attitude toward these ways. In this analysis process the student get to understand that life experience is not sufficient to solve the problem. Moreover, he feels the need to seek a more appropriate solution. Thus, decision making becomes a personal approach being one of the reasons of knowledge achievement. Gradually down the reason stands out first in his motivational system, and then "moves" and reinforces in the other learning activities.

Of all listed above, it should be emphasized the following principles:

1. the principle of stimulation students' interest for reading
2. the principle of updating the life experience of the student
3. the principle of creativity.

Except all these principles mentioned above there is a number of other secondary principles. Here is an overview of the essence of these principles:

- the principle of **operating** .It suggests more thinking tasks -analysis and synthesis, vertical abstraction -to reach the categories or the system of integrators, qualities or abstract relationships (which can be common, general, essential). It represents an information model meant to designate a class or category of objects and phenomena (this is a generalization as a way of operating) ¹³.
- principle of **stimulation** of the creative thinking involves the use of questions, that offers the possibilities of simplification of the problem, the reorganization of its parts. Through tries and errors are built and reconstructed patterns of the situation with a different degree of abstraction¹⁴.
- The valuation principle of the receiver in the process of decoding of an artistic text is always an act of valuation (strictly ideological, emotional, etc.) ¹⁵. The valuation of the artistic text is mentioned by A.Burov, E. Kviatkovski, M. Vulcănescu (1991) ¹⁶.
- **The principle of aesthetic experience and life experience** develops the pupils' creative potential¹⁷. Thus the student uses the aesthetic experience in new situations, new relations between new and old information and knowledge are established, the problems of the literary become close to their own. Information processed trough new operational schemes generates new information, develops creativity. Aesthetic principle shows that the proposed model will be effective if the teacher will take in account the essence of literature and art¹⁸.

J. Mukarovsky and C.Radu (1989) formulated the philosophical-aesthetic and educational concept giving full priority to the art and literature receiver. The principle promotes the idea "in Art the main object is not the author, but the receiver itself"¹⁹. It means that he is the literary reader; the object-connection subject being given

¹³ Constantin Şchiopu. (*Creativitatea la orele de literatură română*. în *Limba română*, 1996, nr. 3., p. 93)

¹⁴ ibidem

¹⁵ Cezar Radu. (*Artă și convenție*. Bucureşti, Editura *Ştiinţifică și Enciclopedică*, 1989, p. 129.)

¹⁶ apud: Vlad Pâslaru. (*Introducere în teoria educaţiei literar-artistice*, Chişinău, Editura *Museum*, 2001, 312 p.)

¹⁷ Hans Robert Jauß. (*Experienţă estetică și hermeneutică literară*, Bucureşti, Editura *Univers*, 1983)

¹⁸ Constantin Şchiopu. (*Creativitatea la orele de literatură română*. în *Limba română*, 1996, nr. 3., p. 94)

¹⁹ Jan Mukařovský. (*Studii de estetică*, Bucureşti, Editura *Univers*, 1974, p. 181)

privilege²⁰. The philosophical-aesthetic concept, applied in the education field defines the literary and art receiver the reader of literature. At first the readers' capacities seem to be doubtful, but the priority principle of praxeology receiver of literature and art reveals the idea according to which every reader can recreate images originating through this *re-creation/processing*, thus obtaining the status of privileged. Another question that appears is: should student's idea prevail in a situation of reception? The answer is presented by Vl. Pâslaru²¹.

- **The principle of free artistic image**²² (S.Lupascu) makes the receiver to recreate the images created previously by the author. The recreating process is being identified with the reception. The free imagination depends on the attitude, because he develops the subject according to the taken attitude. The recreation is original if the attitude is subjective and comes from the literal acquired experience of the student.

According to all established facts it must be outlined the concept of classification of the theoretical strategies of the formation of attitudes towards literary production:

1. literary production generates attitudes;
2. literary production serves as reason to self-development;
3. types of attitudes toward literary provide developing strategies appropriate to the contents and type of attitude;
4. principles of the esthetical-literary will help to elucidate appropriate strategies for development of attitudes towards literary production;
5. attitudinal objectives will contribute to the revealing of the special strategies;
6. development of motivational system and interest will facilitate the elaboration of a set of processes that will contribute to the development of attitudes towards literary.

The teaching strategies towards literary production needs an introduction in the educational process of a mechanism of development of attitudes as well as adaptation of the teaching techniques which will correspond to cognitive level, interests, students' motivation; the flexibility of adapting the various techniques for achieving an individualized, differentiated approach.

Development of student's attitude towards the literary production requires selection of technologies and didactic activities according to the principles established. Thus, the didactic model includes technologies/strategies, activities and forms of organization of the educational process.

In the experiment were used such techniques as: Reading, The Journal of Reading and of Attitude, Pair Reading, The Booklet of attitudinal expressions, "Eu an" Pro "reading" Literary Correspondence, Book Exhibition, Book Launch, The Storm of Ideas, Press conference, Literary Film

*Momentul de lectură, Calendarul de lectură și atitudine, Jurnalul de lectură, Lectura în doi, Decada lecturii, Glosarul de expresii atitudinale, Caietul de lectură și creație „Eu și cartea”, „Pro lectura” Corespondențe literare, Prezentarea de carte, Lansarea de carte, Licitația de idei, Târgul de idei, Conferința de presă, Ecranizarea operei literare*²³.

²⁰ Cezar Radu. (*Artă și convenție*. București, Editura Științifică și Enciclopedică, 1989, p. 156, p. 171.)

²¹ Vlad Pâslaru. (*Introducere în teoria educației literar-artistice*, Chișinău, Editura Museum, 2001, 312 p, p. 85.)

²² apud *ibidem*.

²³ Tatiana Niculcea, Mariana Marin. (*Limba română, clasa a IV-a, Ghidul învățătorului*, Chișinău, Editura Cartier, 2008, 80 p.)

(Reading, The Journal of Reading and of Attitude, Pair Reading, The Booklet of attitudinal expressions, "I and the book", "Pro reading" Literary Correspondence, Book Exhibition, The Storm of Ideas, Press conference, Literary Film)

Their success is due to the various organizational forms, adapted to the individual curriculum of educational institution or teachers' option. So, we are for the optional reading hours, reading circles, and extracurricular activities which stimulating reading a lot. Among such Extra-curriculum activities can be mentioned *round tables*, *thematic conferences*, etc. Of great importance are *Ghidurile învățătorului*, *Limba română* for the IIIrd and IVth form^{24, 25}. They are used as didactical material (based on textbook) and include more than 130 tasks which contribute to the attitudinal development of the primary school children. Other didactic materials like *Cartea de lectură*, *Limba română* also stimulates the interest for reading through a range of activities placed at the end of the book. The booklet *Tainele cărții* is an important instrument in the experiment of attitudinal formation of students towards literary production^{26, 27}.

The purpose of teachers is to awaken an interest in reading, and then to motivate reading activity, so that from the exploration the literary text, the student should be able to launch the views, opinions, what is the result of taking an attitude towards literary phenomena. It is appropriate to create certain conditions to ensure qualitative formation and development of student's attitude towards the literary.

Here should be mentioned the dimensions and stages of literary production in the conditions of attitudinal development:

- *initial interest*, which focuses attention on the receiver;
- *durable interest* that insists on further cooperation with the object;
- *intrinsic motivation* that appears with the reading experience;
- *motivated behavior*, centered on the attitudinal dimension;
- *the attitude itself*.

2.5. Research validation

The theoretic model of the development of students' attitude towards the literary is a didactic approach validated by experiment, being useful in planning teaching activities from the perspective of curriculum. The research results may be useful for school teachers as well as to the authors of the curriculum. At the same time, different teaching materials can be made on this very *theoretical model* as to contribute to the development of student's attitude towards optimization of literary works.

The experiment results are presented in Figure 2. Here is seen that the level of attitudinal experiential school students has grown considerably in relation to the attitudinal formation of pupils-witness.

This fact confirms the validity of the research hypothesis and the efficiency of the methodology of development of students' attitude towards the literary production. The results presented in Figure 2 shows a decrease the reproductive responses in proportion 85%: 10% (experimental class) which represents a visible trend of expressing the attitude

²⁴ Tatiana Niculcea, Mariana Marin. (*Limba română. Clasa a III-a. Carte de lectură*. Cartier, 2007)

²⁵ Mariana Marin, Tatiana Niculcea. (*Limba română. Clasa a IV-a. Carte de lectură*. Cartier, 2008.)

²⁶ Mariana Marin. (*Eu și cartea. Agenda de lectură și creație. Clasa I și a II-a. Chișinău, Lyceum, 2010*)

²⁷ Mariana Marin. (*Tainele cărții. Agendă de lectură și creație, clasele a III-a și a IV-a. Chișinău, Cartier, 2010.*)

of students towards literary and scientific. In the experimental process 85% of the responses and arguments in fourth grade matched the reproductive level, 15%-the productive and 0%-the creative level. At the final stage of the formative experiment (control stage).

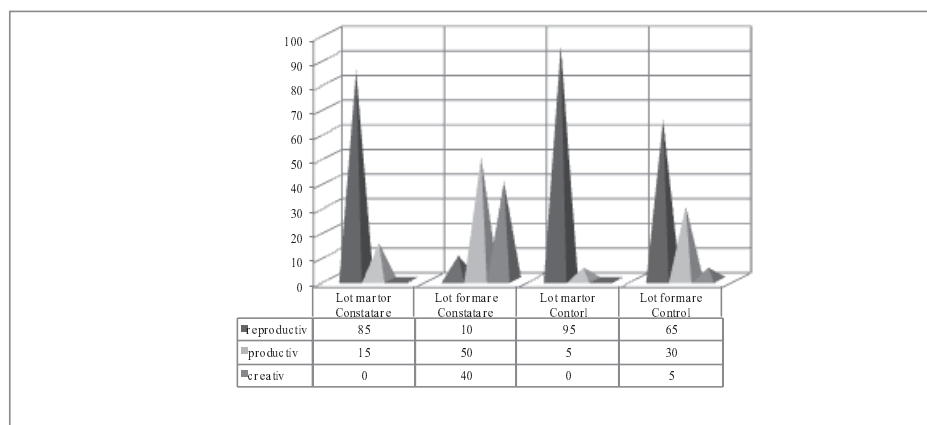


Figure 2. Contrastive aspects of experimental values of argumentation of post reading impressions

Thanks to the application of theoretical model developed by us, only 10% of pupils' responses matched the reproductive level, 50%-productive level and 40%-of the creative. The students gave creative and productive answers thanks to the overcoming of the cognitive barriers (knowledge gaps, lacunae,) as well as emotive barriers (fear of failure, fear of mistakes, shyness, etc).The creative answers prove the value of work. You can talk about modeling through highlighting traits of character. The original expression appears. The students can express the attitude towards a character "I'm delighted, I drew my attention on, I ask myself a question, I was amused, I enjoy the fact etc."

The implementation of activities in the pre-university education, theoretical and practical seminars for teachers is also an experimental research innovation.

3. Results

Based on the theoretical and applicable approach of the mechanism of development of student's attitude towards the literary production it has been proved that the problem itself depends on the valuation of artistic-aesthetic principles, literary and literary-artistic education that ensures the freedom of imagination and personal opinion- students' priority as receptors of artistic text. It stimulates cognitive interest towards the reading, updates life experience. Thus is created a context where the formation role of literary production is done through teaching strategies common to a particular system. It was also found that literary production generates attitudes, the idea being fully justified by the principles of literary and artistic education. The results of the research have demonstrated the qualitative impact on practical approaches which calls to the need of the implementation of some teaching strategies and forms of organization of teaching activities in pre-university education in order to develop students ' attitude towards the literary production.

4. Discussions

In agreement with the results obtained in the process of the investigation, we recommend the following: to implement the *theoretical Model of development of student's attitude towards the literary production* not only at the lesson-while working with a literary text, but also within extra-curricular activities, ensuring continuity at all levels of education (primary, secondary). Another idea in order to offer the development of student's attitude towards the literary production consists in including in school textbooks, guides for teachers of a range of activities that target the attitudinal component.

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