

# INTERACTION LITERARY TEXT - PRESCHOOLER IN TEACHING SITUATIONS OF ORAL COMMUNICATION

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**Abstract:** *To define the context and teaching interaction process of literary text-child in oral communication for preschooler, we consider necessary to identify the conceptual and operational elements of the teaching situation. This implies, from the outset, selecting literary work for preschooler, knowing the needs and aspirations, defining teaching situation, in general, and oral communication situation, in particular. All these criteria must be congruent, then, are important contextualization and operationalization of literary text by the teacher methods and approaches.*

**Keywords:** *teaching interaction literary text preschooler child oral communication, methods, approaches.*

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## **1. How to select a literary text?**

Literary texts for children are under the categories of general aesthetic, and under the specific aesthetic categories to the infant stage.

### ***1.1. Thematic and educational criteria***

Conceptually, **children's literature** means a part of national literature, including all creations that with profound messages, accessibility and

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level of artistic achievement prove be able to enter the emotional relationship with their readers. The specific nature shows of their special reception at the preschool and lower school, according to factors:

- lower level of mental development: thinking, language, emotions and aesthetic feelings;
- sphere of interests, needs and concerns centred around the game, the carefree world, permanence queries;
- reduced potential of artistic message identification - children must be initiated.

#### **Features of texts belonging to literature for children:**

- The existence of strong conflicts involving grouped characters into positive and negative from fairy tale world. The characters are symbols of good and evil even in stories and sketches, where the mite universe or larger creatures are shown as anthropomorphized creatures (especially, in fables) and facilitate an understanding of human relations and norms of social life; through children's literature, the reader recognizes another child or refuses to identify with a negative model;
  - Before he can understand his own ego, in contact with other egos, the child finds an alter ego multiplied in every person who sympathizes or shows antipathy; as such, is very important to exploit the text in all its possibilities, taking advantage both cognitive and aesthetic virtues, but, especially, the moral ones transmitted by the text or either by dense epic conflict leading up to suspense, either by simple poems;
  - Literary genera interference is required by potential low responsiveness of the little reader; at the beginning, the little reader is attracted to epic (because there is action, with subject moments and characters), but, gradually, the reader is sensitive to poetic expression, identifying beautiful images, figures of speech; so he understands other ones, the description and portrait from reception of *drama*, or theatre sketches. Less present in children's literature and books, drama is accessible only after watching the puppet show.

#### **1.2. Artistic functions of literary texts for children**

- **cognitive or informative dimension:** the literary text communicates information transmitted by a code and is organized in artistic message;
- **aesthetic dimension:** exploration aesthetic virtues of the language. In addition to the four fundamental aesthetic categories (**beautiful, ugly,**

**comic, tragic)** is specific subcategory of literature for children - **gracious, sweet, small world**);

- **formative dimension**: artistic message of the work, in its variety of its meanings, perceived by children, will help to educate them according to chosen moral virtues.

Literature for children includes the same literary genera and species of national literature, in general, but, by the thematic content, it investigates the child universe of knowledge, their expectations and aspirations about family, childhood. Emphasizing the people always courage, through an ingenious artistic transfiguration, literary texts take into account, firstly, that the child is born curious and eager to shift into the world - and only literature meets his incipit.

## **2. Age peculiarities**

The child is left out or trained by the previous or learning life experiences or moment motivations. This means the learner is engaged in **a process of meaning validation and production, view as a teaching building purpose**, because it is to proceed, stages by stages, a structured approach to understanding and led to its interpretation.

But, to reach the optimal point of making a teaching situation, we need to reconsider **the importance of mental management of children**. Factors contributing to the establishment of social physiognomy of human being are: family, school activities, games and fellow group, membership of all kinds groups, social order. Internal factors always combine with external factors, but the elements drawn from outside, in social behaviour, are more important than domestic background. They are: relationships between school success and social background factors of the school organization, elements of physical and human environment, reporting on current aspects of the school, adapting the content of current civilization, formation of the democratic spirit, school and professional orientation, degree of exploration of the environment. All these complex issues, additional to the schooling, are achieved, also by the **cooperative learning**. In the below table, we highlight the main premises of the child learning from 1 to 7 years.

**Table 1 - Levels of personality development**

Development Age	Cognitive area	Social area	Psycho-social area	Moral area	Self-knowledge area	Networking area
0						
1	Sensory operations					
2	Pre-conceptual period					
3						
4	Intuitive period					
5		Pre-social stage	Initiative	Reward Punishment	Elementary stage	One-way support
6						
7	Concrete operational period	Exploring the pre-social factors	Activity			Cooperation

In teaching instances of written and oral communication are valued all areas of human knowledge – the knowledge of self and relationship area, and then, the cognitive, social, psychosocial, moral area.

### 3. Learning situations

To make learning situations, we need to consider the following:

- a) to specify the expected results - instructional objectives;
- b) to determine what content and what learning skills are necessary to achieve objectives;
- c) to choose instructional strategies (methods, means) for achieving its objectives;
- d) to choose a certain procedure to check the levels of achievement objectives, comparing expected results with the ordinary.

The main areas of teaching can have semantic sense as follows:

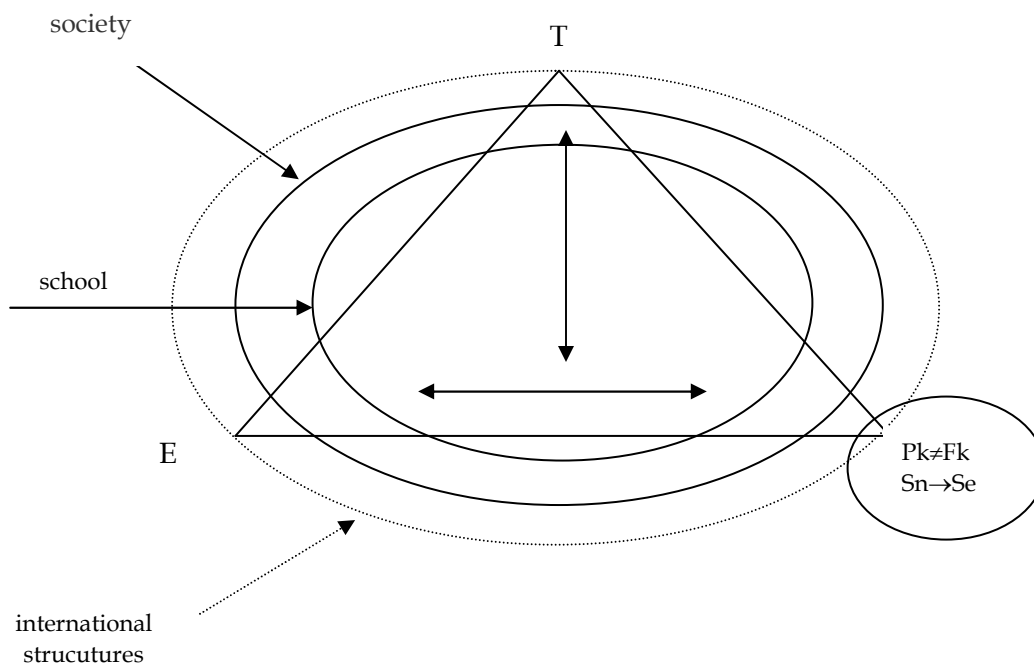
- What? - objectives;
- What? - resources;
- How? - strategies;
- How do I know if is good? - evaluation.

We start from the premise that a teaching situation may make the individual act of preschool child communication at key elements of motivation and interest.

Teaching situation is set procedural and it involves:

- design a teaching situation;
- practices of inference and anticipation of novelty;
- objectivity of practices.

**Figure 1 - Didactic triangle<sup>1</sup>**



T = teacher, Fk = factual knowledge, P = pupil, TS<sub>n</sub> = significant teaching, Pk = procedural knowledge, TSe = teaching signified

Texts, speeches, educational products and teaching schemes proposed by the teacher, as social goods themselves, in re-discussing them, it is impossible that the teacher does not consider the relationships represented in the triangle scheme of teaching situation, as well as their positions in social space that it produces and put them into circulation. Socio-

<sup>1</sup> Costea, Octavia, *Didactica lecturii, o abordare funcțională*, Iași, Ed. Institutul European, 2006, p. 20.

institutional dimensions are considered here as tools to specify the teaching act.

#### **4. Operationalization of the literary text: three models of constructivist teaching design**

(1) **The learning circle** is designed in three steps that can be used as a framework for many types of constructivist learning activities. Learning circle is a model used, especially, in instances where the teacher makes a context. The process begins with the discovery phase. In this phase, the teacher encourages the children to generate questions and hypotheses to work with different materials. Then, the teacher presents the text with the introduction of concepts or keywords. At this point, the teacher focuses on questions and helps children to develop hypotheses and design experiments in language. The third step is to apply concepts, children are working on new problems that reconsider as studied concepts of the first two steps. You can see that this cycle is repeated many times during a lesson or unit.

For example, the literary text contextualisation of *Ballad of cricket* by George Topîrceanu: finding autumn items, reading text centred on monologue cricket, redialling the teaching and scenic text.

(2) In the second model, **the teacher implements a number of steps in the structure of learning**: develops a situation where children can explain; selects a process of grouping materials for students; develops a link between what students already know and what teacher will to learn them; anticipates questions and answers to be given, not to stop to provide explanations; encourages children to keep records of learning and to share with colleagues, requires to children reflection on learning.

For example, from observation coming spring, the literary texts of Ion Pillat *Mărțișor* (*In station, here the train began to move, / All the trees in snow, on the hills, are waving their handkerchiefs.*) may become *pre-text*, didactic support for developing complementary educational multi-polar activities.

(3) Another model is **a model for learning environments supported by computer technology**: observation - children observe the source materials where are placed in the naturally context that occur; building interpretation: children interpret observations and explain the causes; contextualization: children construct the context for their explanations; cognitive and social apprenticeship: the teachers help children to successfully complete the observation, interpretation and contextualisation; collaboration - children work for observation,

interpretation and contextualization; multiple interpretations: children gain cognitive and social flexibility, being exposed to interpretations from others; multiple events: children gain transferability.

For example, contextual and technical environmental approach of the literary text *Pantry of fruits* by Ion Pillat (*I see watermelons - emeralds with ruby core - / And yellow muscatel grapes as the summer sun.*) allows exploration of the fruit universe, teaching situation useful to children that it is well to be related to sensory real life: making a fruit pantry, picking fruit in the orchard, etc.

### **5. Oral communication**

In our paper, we address the main teaching oral communication situations.

For oral expression, we can manage the following sequences:

- growing conversational group situations, favourable to expression of opinion, an argument for or against;
- practicing the take-over oral message, sending process to deepen synchronously its understanding;
- practicing the child position to successive identification of social active speaker;
- forming a conversation skill (learning to listen, learning to be heard);
- awareness and cultivate a certain position of the pupil in conversational strategy, taking into account:
  - intention (purpose) of perceived communication;
  - partner dialogue (individual / collective; differences or peculiarities of speech, etc.);
  - the communication situation (time, place, manner of communication, etc.);
  - alternating the position of the listener with the participant in conversational strategy;
- fostering a certain rhythm and tenacity to participate in conversational strategy;
- verbal and nonverbal elements in the message dialogue.

In a situation of communication, we speak:

- *time, space* where communication takes place;
  - interlocutors: speaker (transmitter) - the speaker; listener (receiver)
- one who listens;
- information to be transmitted (message) - what the speaker says.

People can communicate with each other in different ways:

- *One another's presence and remote;*
- *By words, by signs or signals* (natural, mechanical, electronics, etc.).

As we know, the conversation between two people is *dialogue*. It is composed of *lines* of characters. Each line belonging to a character has a sense (one may find an idea of it) and it is connected to the *previous lines*.

But every speech of the character is supposed to be accompanied by certain *gestures* or facial expressions (*mimics*) of the one who speaks, as well as of the listener, related to a particular *speaker's tone of voice*. A writer is not obliged to record as such, but he can leave the default, giving to the reader freedom to imagine them.

Some responses suggest how to be the speaker which can be described by gestures and pantomime. In a simple communication situation, the speaker uses:

- entry or exit known formula from a situation of dialogue: *hello, goodbye, hello!* etc..;
- formula for maintaining attention: *if you give me permission, I would say that ... if you want to listen to me ... I would amplify that ... etc..*

Often, the speaker tries to break away from his own reply and then he uses any types of construction: *in my opinion, of course, from my point of view, etc..*

## 6. Main methods used in preschool education

In this chapter, we address some of the methods used by preschool teachers. Criterion is a pragmatic choice of methods - **sources of knowledge**.

**Table 2 - Main methods used in preschool education**

<b>Sources of knowledge:</b> <ul style="list-style-type: none"> <li>• socio-cultural and historical experience of humanity</li> <li>• direct or indirect exploration of reality</li> <li>• personal experience</li> <li>• support information: words, images, action, etc..</li> </ul>	Methods of oral communication	Oral expositive methods Interrogative methods: conversation or dialogue, discussion Problem-solving
	Communication methods based on internal language	Personal reflection Memorisation



**Table 3 - Forms of expositive methods**

<b>Story telling</b>	narration of facts, events, in an expressive form, designed to trigger child' s emotional states; it uses as a priority to preschool and primary groups
<b>Description</b>	aims to highlight parts or characteristics of an object or phenomenon, often, in the presence of the described object
<b>Explanation</b>	explanation is clarification of a scientific truth based on a number of arguments; object of explanation (a concept, a phenomenon, a principle, a law, a rule) is introduced to make it understandable for children; at the presentation, can be either an inductive approach (a particular fact is explained by reference to general, to law), either a deductive approach (it proceeds from a principle, a law and it analyses cases, prerequisites, consequences, applications).

**6.2. Conversational methods**

**Table 4 - Parameters conversational methods use symmetric**

Questions	Replies
be correct, simple, accessible expressed	inter-locution be stimulated by the auditor
be addressed to the audience	is fairly stated, in scientific, stylistic and grammatical
not suggest the answer	to be complete
be graded and varied	be argued
to stimulate thinking operations	be validated by the participants in conversation
to be followed by a pause to build sufficient response	to stimulate the mimics, gestures conversational agreeing to enter into dialogue

**Table 5 - Types of conversational methods**

Test conversation (catechist)	questions are of reproductive, regarding knowledge taught and learned, requesting, priority, memory
Heuristic conversation or socratic conversation	questions are of productive type, requesting priority thinking in processing and systematization of data known to some comparisons, interpretations or expressions of personal opinions; thus reach new knowledge, "discovered" by children through personal effort
Building conversation	seeking repeated and systematic knowledge

**Dialogue**

Dialogue involves:

- establish the status of speakers and coordinates of communication situation;
- perception, decoding and proper construction of messages based on non-verbal signals, the appropriate combination of these and message;
- realization of types of connections between global meaning and partial meanings, between sound and meaning of form or statement;

**Conversation**

The conversation is a method that capitalizes dialogue to achieve learning process objectives. This structure involves questions and answers.

**6.3. Debate method**

Discussion method, considered as a variant of conversation method, involves the consideration by a group of students, a problem, while the given problem involves several aspects of interpretation

**Parameters to use the debate:**

- children have a previous training in the field;
- there is a favourable climate for exchange of views;
- the teacher has the role of moderator.

**6.4. Problem-solving**

Problem-solving is to create, during learning, any problem-situations and resolve them by pupils, based on previously acquired knowledge, they reach new truths. It emerges work of knowledge, problem solving, by formulating hypotheses, its verification and some conclusions. Problem-

solving is a method with a high formative potential: it contributes to the development of operations thinking and creative capacity in the cultivation of self-motivation, independence and autonomy education in intellectual activity. Problem-solving can become an effective process to activate students in other ways (exposure, demonstration) or get a broader part of the case study method (if it is a more complex problem).

**Parameters using the problem-solving:**

- problematical exposure to learn the material by the teacher;
- creating a solve problem situation and a common resolution by the teacher;
- didactic orientation to problem solving in independent way;
- notification and problem solving by pupils.

**6.5. Communication methods based on internal language**

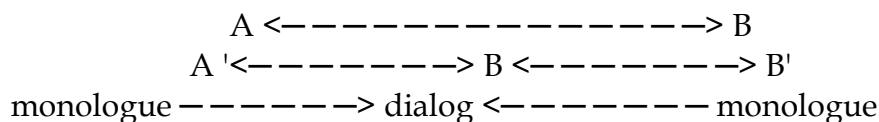
As a teaching method of communication in the internal language and dialogue, personal reflection is related to the intelligence and power of anticipation, to the possibilities of abstraction and creation of the human essence, being an internalized form of intelligence.

Children can practice personal reflection on his own initiative or in individual and solitary learning situations or in learning group situations - transfer from dialogue in interior monologue and vice-versa.

For example: *The Ballad of cricket* by George Topîrceanu

**Interior monologue**

Dialogue is conversation between two people, as the transcript of a conversation, while monologue is continuing speech with itself. Communication between two or more persons and with himself is based on the functions of verbs **to say and to interpret**. We start from the inner voice, of reflection, and by dialogue, we come back on track of the inner voice:



In the construction of monologue, enter:

- inner conflict (e.g., monologue of cricket);
- external information that are related to thoughts (autumn coming);
- thoughts of the character;

- why the cricket is troubled? why it wants not to ask to a neighbour ant?

In analyzing monologue, we are taken into consideration:

- style based on the colloquial (familiar);
- statements that are fluent, belonging to the interior language;
- use self-irony, humour;
- lexical field is outlined of argument verbs;
- presence of appellations, of interjections;
- punctuation is different from that of the written standard form.

**Types of exercises:**

- What is described the autumn? What is the character's main response?;

- Tell why the cricket is bothered in *Ballad of cricket* by George Topîrceanu;

- What does cricket?, etc..

### ***6.6. Filing in memory***

**Analytical** or **sequential learning method** is recommended when the learning material is vast and complex and is necessary to outline the systemic structure of perception. Fictional texts can be approached in this way.

**Parameters to use the learning:**

- fragmentation or division of material into logical and compact units study: thematic sequences, chapters, subchapters, etc.. – material does not become fragmented after page;

- learning each unit of study determined by the method of synthetic learning model, internalizing emotionally and associatively the literary text;

- operation on the text by repeating many times, first, on the separated fragments;

- progressive repeating, on the growing groups of fragments, in order to assemble or integrate into a similar structure to the original;

- repeating all, awareness of possible mistakes and achieve error-free reproduction.

### 6.7. Drama

Drama may be:

- **variation of role play**, the method exploits techniques of drama art (dialogue, gesture, mimics, pantomime, scene, etc.), by which aims, especially, deepening the understanding of dialogical action consisting in transferring in dialogical acts the facts, events, issues studied in literature, history, etc. (for preschool children, language education, education for society, environmental knowledge through stories, memory, teacher reading, etc.) or transposition of the social and professional roles. Is made, usually based on the texts studied or categories of activity in kindergarten;
- **alternative learning through discovery** - e.g. reconstruction of the road of Lizuca in *Wonderful grove* by Mihail Sadoveanu, reproduction of experiments;
- **a variant of exposure with opponent**, where drama gives more tracks for the exposure, offering different approaches to a subject and printing dynamism and variety to exposure.

In the kindergarten and primary education is used the first option - **drama as a variant of role play**. These theoretical constructs, concepts with objective and rigorous scientific character, is a cognitive toolkit that gives satisfaction that certain empirical concepts, usually used in current work with preschoolers, are correct. There are correct explanations and, especially, practical virtues-applied, through a direct referral of significant terms, of the typical individual and rule of effective action which, sometimes, ahead theory.

#### Drama for children

The preschool drama aims to develop oral expression ability and perception of oral message as a clear, correct and expressive expression, grammatical logical or psychological pauses during the interpretation of texts, and also capacity for expression of feelings through stage movement, pantomime and / or gestures. Seen as an optional activity that takes place for a long time, drama involves the pursuing steps of objectives aimed at a presentation program in the framework of celebration - drama provides a successful approach for a celebration.

#### Parameters to use drama:

- Careful choice of text to be staged;
  - Addressing the principle of accessibility: age and individual profile.
- Children receive ethical literary text message with great rapidity, but they

expresses more difficult, because the vocabulary is lower and the level, different from of adults, of flexibility of speech. Dramatizations achieved in the short lines and short stories known by children are easier to remember;

- Making auditions and / or visionaries on that story. This stage has multiple functions: development attention of long-term focus, knowledge of text content, capturing exactly moments of the subject, the separation features of characters, familiarity with the game acting, directing, stage design of staging the text. Dramatization may be complementary to debate and critical analysis of staged text: interpretation, evolution of characters, specificity of costumes, etc..

- Reflections of ethical message of dramatization are beneficial, influence preschool children's behaviour;

- Casting is a time when children are involved, taking advantage of their ability to be objective and to be selective;

- Drama offers rewarding and immediate emotions, positive examples of behaviour and action;

- Stage movement exercises, suggested by music or lyrics, the composition of facial expressions or behaviour lead to the development of nonverbal expression;

- Repeating the role is a long-term memory exercise and expands the amount of information stored;

- Increasing the level of relational adaptation;

- Ensuring physical conditions of the staging text for a success motivating for actors and spectators: the involvement of children in carrying costumes, decoration, organisation of festive space.

In conclusion, our article reviewed the main conditions and tools construction of oral teaching communication situations, specific for preschool children - at conceptual and operational levels. Of course, the topic addressed is complex and remains open.

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