



Theoretical Coordinates of the Literary-Artistic Education Methodology

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Abstract

The authors define the methodology of forming the reader of literature during the school period in the context of the literary-artistic education at the school discipline of *Romanian Language and Literature*. There are also mentioned the constitutive values of the term *methodology of the LAE*. The practical aspect of the research represents the detailed structuring of the components of the LAE methodology, namely: principles, the system *methods-procedures / techniques-forms-means*, literary-artistic activities, evaluation forms.

Keywords: artistic-aesthetic knowledge; literary-artistic education; reading pupil; principles of LAE; methodology of LAE; literary-reading activities.

Zusammenfassung

Die Autoren definieren die Methodik der Entwicklung des Lesers der Literatur innerhalb des Schulstudiums im Bereich der literarischen und artistischen Bildung im Rahmen des schulischen Fachs für Rumänische Sprache und Literatur. Der Begriff Methodik der LAB wird auch berücksichtigt. Der empirische Aspekt der Forschung bezieht sich auf die gründlichen Strukturierung der methodologischen Elemente der LAB und nämlich: Prinzipien, das System Methoden-Verfahren / Techniken-Formen-Mittel, literarische Leseaktivitäten, Evaluierungsformen.

Schlüsselwörter: artistisches ästhetisches Wissen; literarische artistische Bildung; Schüler-Leser; Prinzipien der LAB; Methodik der LAB; literarische Leseaktivitäten.

Theoretical Coordinates of the Literary-Artistic Education Methodology

1. Introduction

The conceptualization of knowledge or human activity represents the establishment of the basic knowledge of the concerned domain/activity. Once established these become the peculiarities of the terms which define them. We set forth, therefore, to establish or, if necessary, to work out the basic knowledge of the Methodology of the literary artistic education (MLAE) – ideas, concepts, principles, theories, patterns, models, definitions, which would reveal the essence of the praxeological domain of LAE. The definitions of the basic knowledge treated in this research represent the terminology of the LAE methodology and once established/determined-structured the terminology of LAE, this can be defined as a distinct domain in education.

1.1. Epistemic and theoretical premises of MLAE conceptualization

Education, including the training, represents a field of human activity and knowledge which form and develop the human being.

Genetically determined the two simultaneously live in two forms of existence – physical, determined materialistically, and metaphysical, developed continuously by the spiritual activity, the human being becomes by means of direct or indirect involvement in a complex and complicated process of education, an entire world. A modern research of any matter of education reveals, therefore, a holistic approach of its phenomena. The outlining of the epistemic aspects of LAE methodology is influenced and fostered by a complex of major factors, like:

- globalization and Europeanization, as processes which unify the world, not only economically, politically and socially, but also educationally; these two processes represent manifestations of the law of universal connection, which means the knowledge about the unity of the world;
- the establishment at the global, European and national level of educational concept focused on the educated person, on information and communication, which takes place by creating, partially or totally, on reality in the Arts;
- the epistemic reconsideration of the school subjects and of the domains and types of education in relation to types of human knowledge;
- the advantage of the principle of freedom in education to the level of educational ideals in modern times;
- the general reform of education and the establishment of training upon the concept of curriculum;
- more personalized approaches in the educational practice concerning the methodological individualization and diversification of the educational process, which depends on the principle of reality created in the field of the Arts;
- the establishment and implementation of the artistic-aesthetic theory, of the literary artistic education, of the musical education theory, of the concepts and principles of the artistic-plastic education, etc.

The theory of the artistic-aesthetic education (The School in Moscow, the Ideas and Concepts of the Romanians G. Vaideanu – 37: 1970, P. Cornea – 3: 1998, C. Parfene – 25: 1997), founded in the 80s

of the 20th century, has influenced the establishment of the literary artistic education. This transforms the reader into the second subject creator of the literary work, and the work - into the object of knowledge recreated in the process of being received by the *reading pupil*.

The LAE (N.A. Kusaev and his colaborators., 17: 1978; Vl. Paslaru, 28: 2013; C. Schiopu, 33: 2009; M. Marin, 21: 2013; L.Tarlapan, 34: 2012 et. al.) has been founded simultaneously with the re-conceptualization of the school subject Romanian Language and Literature: the removal of the non-specific approaches of the subject (communistic de-ideology), the reconstruction of the new identity of the subject, of the pupils and of the teachers by focusing on the principles of art, literature and artistic-aesthetic education.

1.2. Practical premises

The educational practice relies on the epistemology of LAE concerning the way in which the relations between the literary work and the reader. The pupil has the role of the object of the educational practice – instead of that of the second subject of education and of the subject receptor-creator of the literary work, and the literature has the role of learning material. M. Heidegger defined Literature as ‘the place where the truth appears’. (7: 1982)

There can be noticed a dangerous tendency of massive usage of nonspecific methods-procedures/techniques for the artistic knowledge and LAE, which erodes the school subject from its inner side, the professional vision and the developing quality of the reader. The results of PISA 2009 Plus, for example, states that the ability of reading of the Moldavian pupils at the age of 15 is the lowest in the region. (32: 2013)

It must be considered that a possible *methodology of LAE* must appear from the specific artistic-aesthetic knowledge, that must be seen by the teacher as a theoretically applying complex, whose epistemic, teleological components and contents must be in harmony within a system of actions of educational influence specific to literature, to the reception and the development of the reading pupil.

2. The Terms of the ALE Methodology

2.1. The general epistemic context

Goethe has defined the *method* as a path towards the truth. However, the majority of the teachers consider the method only as a way of teaching-learning-evaluating, which is not wrong, but insufficient. It must be mentioned that, on a large scale, the method as the path towards the truth is not only a way of teaching-learning, but a way of human knowledge, given by the relation subject-object of knowledge.

Literature or the literary work, as an object of knowledge, both at the level of creation and of reception, presents an act of subjective creation, therefore, the truth in the artistic literary knowledge is created-recreated in a subjective-objective way by both the subjects of the creation, the writer and the receptor. In the scientific comprehension the object of knowledge exists in an objective way, the action of knowledge being an objective-subjective one.

Hereafter, the methodology of teaching-reception/learning of literature in school must be based on epistemical, theoretical and praxeological points of view on principles of artistic-aesthetic knowledge, but in a balanced interaction with the principles of scientific and empirical knowledge, in which the principles of the artistic knowledge will prevail.

The principles of the artistic comprehension show some specific methods-procedures/techniques-forms-means that will also interact in a balanced way with methods-procedures

applicable within other specific and general disciplines, courses.

2.2. The coordinates of the LAE methodology

Methodology is a process of teaching-learning-evaluating, structured in its components by the first subject of education for the purpose of carrying out the activity within a learning unit with its own unity, established spatiotemporarily, teleologically and contently – the lesson/an extra-class/school activity, with the purpose of achieving concrete educational goals – the values formed to the second subject of education. The hierarchal components of a methodology are structured in the formula:

Methods > procedures/ techniques > forms > means

Associated to the general definition of the methodology, the ALE methodology presents a specific process of teaching-reception/learning-evaluation, consisted of methods-procedures/techniques-forms-means related to the artistic comprehension of the teacher of literature for the carrying out of the literary-reading activity of the pupils at the lessons/extra-class activities with the purpose of forming the personality of the reader.

The LAE methodology is based on the following coordinates:

- *epistemic* – ideas, concepts, principles, theories, paradigm (aesthetic, literary, psychological and pedagogical) concerning the theory and the *ALE methodology*;

- *theoretical*: the organization of the *ALE methodology* of the discipline *Romanian Language and Literature* as a definite component, together with teleology and contents, which is textually represented at the projective phase by the *Curriculum of the RLL*.

- *praxeological*: teaching literature/ ALE teachers, the experiences of literary-reading activities of the pupils, the praxiological discourse recommended by the scientific researches.

In its turn, the systematization and structuring of the epistemic, theoretical and praxeological processes of the ALE is represented:

a) on the *epistemic* coordinate:

given by Aristotel's poetics (mimesis and catharsis) (1: 1965); Platon's aesthetic concept (the unity of the beauty and the usefulness, focused on the human and social ideal) (29: 1986, 1993, 1999); Kant's philosophical system (art is the double existence of the human being, the metaphysical, over-sensible) (13); the theory of the possible worlds of Leibniz (19: 1994); the philosophical concept of psyche of the literary work – reception of art by St. Lupascu (20: 1982); the philosophical concept about the origin (meaning) of the literary work M. Heidegger (7: 1982); F. Schiller's definition of the artistic and aesthetic education as domains of human comprehension (31: 2009);

b) on the *theoretical* coordinate:

by the structuralistic theory: Tz. Todorov (35:1972), the formal Russian school (B. Tomasevski – 36: 1973, R. Jakobson – 10: 1983, V. Jirmunski – 12:1983); the idea of the schematical construction of the literary work (R. Ingarden – 8:1978); the theory of the aesthetic goal of literature (G. Lanson – 18: 1974, J. Mukarovsky -23: 1974); the theory of the literary work understanding (W. Iser – 9: 2006, H.R. Jauss - 11: 1983, U. Eco – 6:1996, C.Radu – 30: 1989 , T. Vianu – 38: 1968); the literary work as text (U. Eco – 6: 1996, Iu. Kristeva -14: 1980, R. Barthes – 2: 1994); the semiotics of reading (U. Eco -6: 1996, Iu. Kristeva -14: 1980); the principles of literary communication (M. Corti – 4: 1981); the theory of reading (W. Iser -9: 2006, P. Cornea – 3: 1998, R.Barthes -2: 1994); the literary hermeneutics (A. Martino – 22: 1987); the theory of the literary artistic education (N. A. Kusaev and the collaborators. -17: 1978, Vl. Paslaru - 28: 2001, 2013);

c) on the *praxeological* coordinate, by the levels of literary developments of the pupils (VI. Paslaru - 28: 2001, 2013); the concept of structure of the literary-reading activity of the pupils (G.N. Kudina -15: 1978, A. A. Melik-Pasaev, Z.N. Novleanskaia – 16:1988; the structuring of the ALE methodologies in accordance with the type of comprehension and didactic-educative activity (VI. Paslaru - 28: 2001, 2013); the concept of literary reading activity of the pupils as a component of the ALE methodology (VI. Paslaru - 28: 2001, 2013); the principles of the literary-reading activity of the primary school pupils (M. Marin – 21: 2013, L. Tarlapan – 34: 2012); the concepts of forming the literary-reading competence of the pupils (C. Parfene -25: 1997, A. Panfil -24: 2004, M. Paslaru -28: 2013).

2.3. *The scope and objectives of the MALE*

The conceptualization of the ALE methodology is based, as the theory of the ALE, which is its component, on the level of teleology, contents and technology, supported epistemologically.

In relation with teleology, MALE is conditioned by a) the system ideal-goal-objective of the ALE and b) by the ALE outcomes.

The A System (*ideal-goal-objectives of LAE*) imposes to the MALE a particular concept, structure and progress.

The B System (*the ALE outcomes: literary reading competences – peculiarities of the reader – literary reading behaviour – abilities, aptitudes and literary reading opinions*) – from didactic aspect of view, it represents a product of literary teaching-learning process – i.e. of applying the MALE.

Due to the fact that A- system is the activity of forming and developing of a reader, identified as *cognition*, the B system consists, first of all, in relation with the principles and peculiarities of the literary perception (the sphere of techniques) and then with those of the ALE contents, established through the cooperation of the artistic, aesthetic, theoretic, psychological, pedagogical coordinates, these representing a pedagogical unity (28: 2013).

The system of objectives of MALE must represent the structuring of such an activity of teaching-cognition/learning-evaluation within a particular didactic unity (lesson), which would provoke the adequacy of the structure of the reading activity performed by the pupils on the plot of the literary work (defining principle of ALE, formulated by N. A. Kusaev – 17: 1978). These will identify the reader:

- continuous learning of *expressive reading* of the literary works, their commenting-interpreting,
- *mastering* the literary, aesthetic and reading *tools*,
- learning and elaborating *specific types of literary texts* on literary works
- and manifesting *attitude* towards the literary works, thus manifesting himself/ herself also as the second subject creator of the literary work.

At the strategic level, the goal of MALE will develop the relations: author-literary work, pupil-literary work, the author of the literary work – pupil; the objects of cognition: literature, literary science, the goals of reading; the axiology of the recipient; the tools of knowledge: theoretical-artistic, communicative-linguistic, the methodology of teaching-perceiving/ learning-evaluating within ALE.

2.4. *Principles of MALE*

Epistemologically, MALE is founded on systems of principles of the related domains:

a) *principles of education*, recommended by UNESCO and the Council of Europe:

- cooperation and establishment of the trust within the group;
- self-respect and respect towards others;

- tolerance towards different opinions of others;
 - taking decisions in a democratic way – accepting responsibilities, finding solutions to interpersonal problems, avoiding the conflicts;
 - promoting the cultural pluralism within a diverse society and an interdependent society;
- b) *principles of the literary artistic education*:
- focusing of the ALE on the domain of the artistic beauty;
 - structuring of the ALE objectives on the principles of art, education, artistic and cultural education;
 - orientation of the ALE towards the self-defining and self-education of the personality on the principles of art;
 - interrelation of the semiotic and hermeneutic aspects of ALE;
 - training of the fundamental values of the human being within ALE;
 - establishing ALE on the basis of laws, receiving phenomena and interpretation of the literary texts, on the formation of the literary-reading competences;
 - literary education through values and for values;
 - priority of the hermeneutic approach of the studied subjects;
 - correlation of the instrumental, communicative, literary and reading systems;
 - differentiation of the systems of the students' activity in accordance with: the approached and elaborated text, the communicative situation, the desired competence, the age (30: 1989);

c) *principles of general didactics*: the adequacy of the didactic methodologies to the peculiarities of the educated subject (psychological peculiarities, age peculiarities, the level of development of perception, imagination, artistic thinking); the conscientious and active participation of the students to the activity of perceptive-learning; systematizing and continuing of the activity of receiving-learning; the seriousness and stability of the learning results; the interdependency of the didactic principles (5: 2002).

d) *principles of selection and combination of the components of the ALE methodology* for each educative form and action: correlation of the experiences – with communicative, literary and reading values previously acquired by the pupils; the adequacy to the ALE standards; correlation with the specific aspect of the teaching-learning (scientific, artistic, technological) materials; involvement of the competences, contents and type of evaluation; participation in accordance with the psychological age and the individuality of the pupils; adequacy to the sociolinguistic and cultural-aesthetic environments of the educational unit and of the pupils; correlation with types of communication (utilitarian, cognitive, artistic literary) and with types of speech (common, poetic, scientific); degrees of the educational and literary-communicative/reading processes; the personal-interactive character of the technical process (27: 1997; 28: 2013);

e) *principles of selection/structuring of the ALE contents*: adequacy to the teleology and methodology of ALE; the certified artistic values: the national/universal value of the writer's literary work/creation; the convergence/coherence in promoting the fundamental values of the *humanitas*, of the national values in creating the values of a pupil; the exploitation of the folkloric and national mythological sources by the literary work; the adequacy to the reading interests of the pupils and insurance of the proximate zone of literary development; poetic diversity (thematic, genre, stylistic etc.); rigorous instrumentation of the reading activity of the students; the fulfilment of values: coherence of the *fundamental values* (Truth. Good. Beauty. Justice. Freedom.), of the *specific values* of the artistic work (aesthetic, moral, religious, theoretical), coherence of the *contextual values*; fulfilment and coherence of the system of elements of the poetic speech: form, structure, stylistic figures of speech, versification;

convergence/coherence with the structure of the system of reading activities of the pupils; accessibility or adequacy of the structure of the contents to the linguistic and artistic aesthetic education contents (musical, artistic-plastic education etc.); coherence and continuity in relation with the structure of the national system of education; inter- / transdisciplinarity determined by the universal character of art and by the multicultural education (28: 2013);

f) *principles concerning the privileged, prioritized character of the recipient*: valorisation of the receiving subject; unity-diversity-complementarily subject-object: the image is subject and object simultaneously; intention of the receiving subject, of the influencing factors; fusion of the knowledgeable subject with the object of knowledge; affection as given to the human being (Kant, 13: 1981; St. Lupascu, 20: 1982; M. Heidegger, 7: 1982; J. Mukarovsky, 23: 1974).

g) *principles of literary reception and literary reading competence development* of the students:

- stimulating the hereditary wish to live in the over-sensibility created by the literary work (advancing from immanence into transcendence), realized and maintained through the reading state (28: 2013, p.28), explained by the concept of open literary work (U. Eco – 6: 1996);

- interaction of literature/literary phenomena and of the literary work-reception (Vl. Pâslaru, 26: 1985), converging to the law of universal connection and philosophical concepts of monad and (scholastic) entity: the literary work is like a sufficient universe in itself; which follows to be received-understood-interpreted accordingly (Leibniz, 19: 1994; C. Radu, 30: 1989);

- correlated development to the artistic spheres (of the artistic imaginary) and intellectual (rational) of the reader, of the (logical) artistic thinking and the (logical) rational thinking, the art and science being forms of complementary comprehension, artistic and scientific symbols etc.);

- stimulating the artistic and epistemic curiosity;

- actualization and involvement of the aesthetic and life experiences of the pupils;

- stimulating creative thinking;

- complex operational zing: challenging the reader towards the realization of multiple operations of artistic, scientific and empirical thinking (imagination-association-comparison, analysis-synthesis etc.), which would lead to the elaboration of a unitary artistic picture and of an elevated intimate universe;

- testing the knowledge through life experience and aesthetics: learning literature as self-discovery;

- re-evaluation – establishment of new literary-reading relations between the literary artistic acquisitions.

2.5. *Specific methodology of ALE*

The third domain of MALE, the *technical* one, embodies methods and procedures of teaching-learning-evaluating, learning activities and forms of organization of the pupils' activity. The methods and procedures/techniques of ALE cannot be structured in full coherence with the objectives, on the one hand, and with the learning activities on the other hand because the multi-valence of the objectives claims, most of the times, not only a method, but a combination of methods-procedures/techniques-forms-means, and the learning activities are very many in number (28: 2013).

The system methods-procedures/techniques-forms-means of ALE of the pupils includes:

- hermeneutic methods: expressive/ interpreted/ creative reading; literary interpretation; structural interpretation; thematic interpretation; biographical interpretation; mythological archetypical interpretation;

- active-participative methods: brainstorming; brainstorming with the map of pictures, case

study, simulation of meetings with the characters from the literary work; rights and responsibilities; role play; *What will you do? How will you act?*;

- methods and procedures of developing creative abilities of the pupils: the verbal picture; the calqued text; the migrating idea, screening of the literary work; the interview; the reportage; the exercise of reconstituting/re-establishment of some text elements;

- methods and procedures of developing critical thinking: problematized question with multiple variants of answers; the situation of moral option; the imaginative experiment; literary debate; heuristic conversation;

- games: the migrating idea; the game of the figures of speech; the game of the phrases; combinations; Academy Hall; *Enlarge, reduce!* The Auction of Ideas;

- algorithmic methods and procedures/techniques: algorithmization, exercise (identification, of comparison);

- procedures/techniques of evaluation: written evaluations (literary interpretation, essay); the test for marks; observing and appreciating; questioning (Vl. Pâslaru, 28: 2013, p. 135-138; C. Şchiopu, 33: 2009).

2.5. *Literary reading Activities*

The methodological component which marks the focus of the modern education on the person of the one educated, and in ALE – the quality of the pupil as the second subject creator of the literary work, is the literary-reading activity of the reader. As for comparison, it is reminded that in the traditional education (informative-reproductive) methodology was considered an exclusive field of the teacher's activity.

The literary reading activities, as part of the ALE methodology, are structured in four related domains of ALE: *listening, speaking, reading, writing understanding*, called integrative habits in case they have become educational goals – characteristics of pupil's personality (27) and in accordance with the theories, principles, systems of objectives of ALE and MALE, with the standards of the literary receptive reading. Within the category of literary reading activities specific to the field *understanding upon listening and speaking*, MLAЕ includes the following *types of exercises*:

- identifying upon listening to the literary texts; -identifying upon listening to the structural elements of the artistic text; -identifying the system of images in an artistic text, of the versification elements; of determining the literary genre and types; -analyzing the information in a narrative/dramatic text, -reproduction of some situations, happenings.

The filed *Reading* includes the following *activities*:

- text reading; -memorizing and recitation of the text; -expressive reading of the text; -roles reading of the narrative/dramatic text; -activities of interrogative and analytical reading; -interpretation of expressive potential of different unities of artistic speech; -activities of decoding the meanings of the images/image of the literary work; -activities of application of the algorithms of characterization; - activities of interpretation of literary works of different genres, -types and aesthetic value; -activities of creative development of the literary works.

The field *Writing* consists of such activities as:

- writing narrative, descriptive, reflexive texts; -exercises of structuring the text on the basis of particular algorithms, exercises of styling and editing the produced text; -exercises of self-assessment and evaluation of the produced texts.

2.5. *Criteria of evaluation*

The three levels of receptivity serve as general criteria of assessment of the school success:

- the affective-reproductive reception;
- the intellectual-appreciative or the analytical-intellectual level;
- the synthetic-aesthetic or creative level (38: 1968).

The MALE model includes the specific criteria of evaluation of the literary artistic education of the pupils, structured on:

- the field of competence evaluated: the pre-reading stage, while-reading stage, the post-reading stage;
- activities of evaluation and forms of evaluating: qualifier, mark, assessment.

3. Conclusion

The ALE methodology consists of theories and principles, according to which a reader is recognized as the second subject creator of the literary work, and the literary work – as a value in itself. The methodologies of ALE are structured on literary hermeneutics, on psychological processes (perception, imagination, creative/critical thinking), on activities of reception-learning, on forms of organization

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