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## Ways of reading literature by younger children.

### Upbringing to reading

(summary)

My dissertation deals with literature, especially written recently, which is directed to younger children, aged seven to ten years old and responding to anthropological and cultural changes caused by the domination of new media. During the deliberations, a picture of the current practice of literature in early childhood education with scientific reflections on the theory and didactics of literature was put together. Thoughts are a prolegomenon in upbringing to the first stage of organized education.

The aim of this dissertation was to characterize audiovisual literature, which the literary world creates on the pattern of the structure of speech symptomatic of film and media production, and at the same time corresponds to the audiovisual cognitive abilities and needs of a contemporary younger student and work on reading at school. This is connected with the preliminary recognition that the activities currently in force in this field and commonly used at school are not always adequate to contemporary knowledge about children, as well as to contemporary educational ideas and contemporary concepts about literature for children.

The main thesis of the dissertation refers to the statement that the analyzed literary texts, reflecting new phenomena related to the technological acceleration, are not recognized in the initial literary education, which most often adheres to safe readings established over years in the elementary education process.

The work analyses a number of works include in four publishing cycles and fifteen stories dedicated to the children's audience.

In connection with such assumptions, the area of research concerned the issue of contemporary literature as well as the purpose and structure of the organization of the first literary communication.

The methodology of my research on created literature, and more specifically prose for children, was based on the research procedure proposed by prof. Adam Regiewicz, derived from intermedia in the form of audiovisuality of literature.

In the course of extensive audiovisual and literary studies it can be concluded that today's attempts to transfer the rules of shaping the narratives developed in audiovisual texts to children's literature are a common practice and lead to the creation of metanarrative stories. This is due to the ability of a language that allows a diverse record and development of new literary forms. Thus, they create a polysemiotic audiovisual literature, crossing mimetic patterns of the latest stories about a technological pedigree with a traditional literary composition that allows the use of abdominal reading skills and uses sensory reception capabilities.

Double action is necessary *upbringing to reading* at the start of reading program. It should concern the help of early school teachers themselves in recognizing the rules of the communication process and literary specificity as well as the rules of taming pupils with the art of the word. I mean simultaneously learning the contextual reading of culture and that provides the reader with aesthetic and emotional experiences. An important issue is to understand the current ways of reading, which include noticing its layered architecture in the literature created for children, observing the questions that it brings, visualizing giving a chance to reflect on the text of the dialogue, as well as learning the reading model that is based on a moving interpretative context, correlating with the current cultural paradigm. I am talking especially about reading audiovisuality, which fits into the media and digital systems that influence the reader's reading logic, but also focuses on the opportunities of today's younger audience, fluctuates around the currently dominant narratives of cultural texts, draws special attention to being a lifetime *modus operandi*, language and allows for a possible - just by correspondence with sublime works of art - personal self-education of a human being. Therefore, this work refers to heterogeneous texts, often characterized by literary specificity and the poetics of new media and indicates through a broad analysis of examples for such readings that should be included in early school literary education.

*Upbringing to reading* in early childhood education, in my opinion, is above all immanently connected with the current civilizational and cultural context of literature reading process, associated with the recognition that activities in this area should be adequate to contemporary knowledge about children which is located in philosophy, anthropology, psychology, pedagogy, didactics, sociology, media sociology, as well as contemporary educational ideas and contemporary concepts about literature. It corresponds to the assumptions that treat school as an institution that will not remain in conflict with out-of-school culture. It's

means that school should also draw attention to pop culture. At the same time, however, it undertakes to develop an attractive counter-competition against the flattening vision of the world the seductive offers of contemporary media. *Upbringing to reading* means, in this perspective, efforts for reading interests as an element aimed at developing critical thinking of students and readiness to deal with an open, rational attitude towards people and the world. It requires concentration on building a language-sensitive personality and forms the basis for developing literary skills based on the philosophical anthropology assumptions, including the understanding of Chantal Delsol, or the sociological approach of Margaret Archer.

The literature proposed for the youngest students should fulfill the conditions of a good text that does not remain transparent to the child and becomes a bewitching book in the sense of Grzegorz Leszczyński, which evokes the emotional states and responds to the natural curiosity of the children. It should provoke conversations, ask questions, philosophize, develop the ability to discover and formulate the senses of the text being read, broaden imagination and metaphorical thinking, and also to induce empathy. Early childhood reading initiation is also obliged to conduct activities according to a well-thought-out concept, characterized by a variety of attractive forms that emphasize and visualize the specificity of literary creations. It is about such a model of taming with the art of a word that promises the development of the child's sensitivity, the feeling of literariness, the sense of aesthetics, the desire to contact the book and the need to be in a reading atmosphere. There is a supposition that the senses so designated will provide an opportunity for the students and teachers to jointly recognize that literature is the world of imagination, purposeful use of language, pictoriality, mutual communication and - in general - reading the world that Umberto Eco wrote about.

The analysis of the topic of education for reading in the perspective of audiovisuality in this work has been constituted by four chapters.

Chapter I presents the perspective of the anthropological attitude of the audiovisual man and the influence of the current cultural paradigm on the youngest student. Presented are phenomena characteristic of the modern world caused by civilizational and cultural changes in which new media play a fundamental role.

Chapter II is an analysis of current solutions in the first literary education, made on the basis of my research carried out in a group of 310 teachers in 2017. This part of the dissertation focuses on the topic of pop culture and its correlation with school reality, emphasizing the antinomies associated with such a problem.

Chapter III focuses on the methodology of research on audiovisual literature for children. It is an attempt to locate current literature dedicated to children in audiovisual culture

and refers to scientific reflections on changes in today's literature. The individual audiovisual categories found in specific literary texts have been highlighted here.

Chapter IV of the chapter is a prolegomenon of early school education to read based on the analysis of a number of works. It is a practical paragraph it has been divided into two sub-chapters and proposes certain literary classifications defined as common literature and identity literature.

The most important conclusions of my dissertation are the following:

- In the act of education for reading, the center of interest is the man who creates it, is shaped by it and who can define himself thanks to it.

- A primary school pupil should be genuinely interested in what he reads.

- School reading should contain texts with a narrative structure that intersects literary and media texts, enabling the use of cultural experiences that are based on a technological background.

- Polisemiotic character structure, enabling the reader also creative and even tactical participation in the act of reading, responds to his habits derived from the digital culture, while fulfilling the task of the culture of participation.

- Literature for children should not be treated as a subject matter and only as a material for didactic exercises.

- When selecting literary texts, it's necessary to pay attention to the literary specificity. Language is the life *modus operandi*, while literary language is fundamentally different from any other.

- Metaphor is a form of communication in the world. That is why books proposed to the youngest should not only use poetic, pictorial language and be characterized by the fictional world presented, but also be read in a cultural context.

- In the early-school organization of literary education, reading of fiction should take place every day and in various forms.

Consequently, there is a postulate of introducing being at made about organizing as part of higher education, preparing students for work in early childhood education, so far unproduced classes on human anthropology.

The work is also a kind of an appeal for the improvement of current teachers in the area of literary education.

Anne Hanoche