

Irodalmi nevelés a tanító- és óvóképzésben – egy helyzetértékelő vizsgálat tanulságai –

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Abstract

The study focuses on a specific problem the kindergarten- and elementary teachers' education and training faces in institutions of higher education, namely on the options of teaching literature and children's literature. The complexity of college level teachers' education and training, particularly the segment representing the teaching of literature constitutes a new challenge. Earlier, within the former secondary-school educational system, literature was one of the secondary school leaving exam subjects with its well-defined requirements.

The study of world-literature and Hungarian literature – according to the requirements of the teachers' education and training program - was supplemented by including some outstanding pieces of children's literature. Literary theory, the history of literature and children's literature were presented simultaneously and interdependently.

This complex knowledge was further enriched and activated by the pedagogical teaching practice, through which the teacher-trainee had to articulate and provide interpretation for literary texts in a clearly understandable way. This turned out to be a good opportunity to simultaneously develop the trainees' ability to understand and interpret literature.

The study starts probing the aforementioned options since they have changed, or more precisely they became more limited. The current curriculum, encompassing six semesters, calls for teaching literature and children's literature for one semester only. The maximum utilization of this limited option becomes feasible only if we have a reliable picture of the students' core knowledge and their competence in analytical processing of literary texts. The questionnaire based survey data collected at the end of the third semester – even if it does not project optimism – might at least provide a direction to remedy these shortcomings.

Keywords

kindergarten- and elementary teachers' education, literature and children's literature, ability to understand and interpret literature, competence in analytical processing of literary texts.

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