

# AZ IRODALOMTANÍTÁS ÉS AZ OLVASÁS ILLUZÓRIKUS VILÁGA

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Awakening and maintaining a continuous interest in reading literature is one of the major challenges to be tackled by the recently emerging teaching paradigms. The present study aims at a radical debunking of some controversial aspects of teaching literature, viewed from the vantage-point offered by the concept of 'hidden curriculum'. Through various apposite examples it is made clear that certain implicitly transmitted subject matters induce dislike and repugnance of the topic in matter. The process of creative thinking is reduced by offering pupils pre-determined patterns of thought, which imply a simple mechanistic apprehension of facts. As a consequence, the article suggests a reader-centred way of reading and teaching literature.

Keywords: paradigm shift in teaching literature, hidden curriculum, reader-centred teaching, knowledge and personal reading experience.