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THE METHODOLOGY OF CHILDREN'S LITERARY RECEPTION IN THE EDUCATIONAL CONTEXT

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This paper explores children's literature from a cultural, aesthetic, and educational perspective, with particular attention to how literary reception can be approached in the classroom. The study looks at the main theoretical ideas behind literary reception and discusses how these can be applied in teaching, especially in primary and lower secondary education. The research is based on a theoretical and analytical approach, combining insights from literary studies, pedagogy, and reading didactics. It highlights the role of children's literature in supporting reading skills, aesthetic awareness, and critical thinking. At the same time, special emphasis is placed on the teacher's role in guiding students' understanding of texts and encouraging a sustained interest in reading. The paper argues that a structured yet flexible methodological approach is necessary in order to turn literary reading into a meaningful and lasting educational experience.

Keywords: *literary reception; children's literature; didactic methodology; reading culture; aesthetic education; literary education; educational context; reading competence.*

METODOLOGIA RECEPTĂRII CREAȚIILOR LITERARE PENTRU COPII ÎN CONTEXT EDUCAȚIONAL

Articolul valorifică rezultate din cercetarea doctorală și analizează literatura pentru copii din perspectivă culturală, estetică și educațională, cu accent pe modul în care receptarea literară poate fi abordată în context școlar. Sunt discutate principalele repere teoretice ale receptării literare, precum și relația dintre text, cititor și actul lecturii, evidențiindu-se rolul acestora în formarea personalității elevului. Studiul subliniază contribuția literaturii pentru copii la dezvoltarea competențelor de lectură, a sensibilității estetice și a gândirii critice. De asemenea, este pus în evidență rolul profesorului ca mediator al lecturii, în orientarea interpretării și în stimularea interesului pentru lectură. Se susține necesitatea unei abordări metodologice coerente, dar flexibile, capabile să transforme lectura literară într-un proces formativ profund și durabil în educația contemporană.

Cuvinte-cheie: *receptarea literară; literatura pentru copii; metodologia didactică; cultura lecturii; educația estetică; educația literară; context educațional; competența de lectură.*

Introduction

With the digitization and information overload of modern applicants, contemporary students are wildly different readers than before. The sheer volume of available online content and the increasingly fragmented modes in which they engage with text radically impacts how youth read. Given this decline in interest, however, it raises basic questions about the place of literature education within schools and how best to teach literary works.

Don't forget children literature means fun or just something for tauts and the background music of my secondary education, It stands for the artistic sensitivity, reading skills and decoding non-literal meaning more complexly. Alternatively, at least if you take the view that literary reception is a complicated process of learning that requires non-stupid pedagogy.

Yet, educational reforms mean that reading is something more than an exercise of the human mind. And it's a cultural practice that forms students. Literary reception cultivates interpretive skill and independence, these are ideals. Facilitating deeper and more contemplative engagement with texts is important because reading is often relegated to speedy information processing.

Exploring Literary Reception in Children Literature using Doctorate Research theory. It examines how the interaction between the text, reader and teacher can facilitate successful learning in a classroom context.

Literary reception is described by many theoretical models, though they do not all end up applying in schools. Reading tasks are often based on assessment and real-life outcomes that only require students to interpret up to a short sentence. The question is – are we using more flexible, adaptative methods anymore?

Literature for children as word art and cultural phenomenon

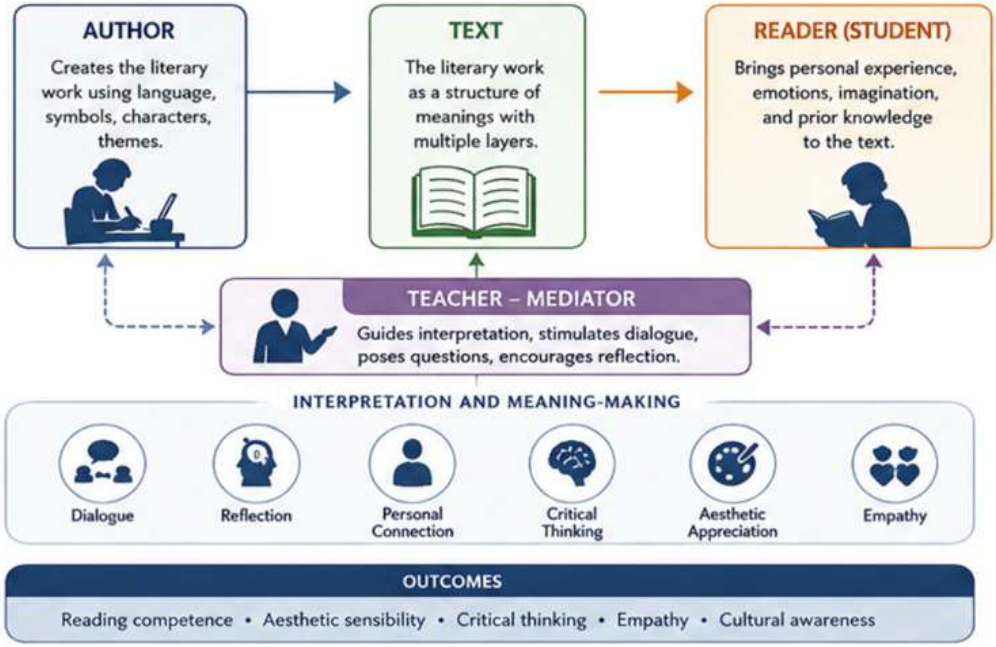


Figure 1. The process of Literary Reception in Children's Literature in the Educational Context

The novels form a different vision from reality. Language highlights intricate worlds of meaning where readers venture into the lives of others in their struggle with human experiences, ethical dilemmas, emotional tensions and identity. Literature, therefore, a symbolic reshaping of reality with the intent that the reader makes the connection. Reader-response theory [7] posits that meaning is produced rather than consumed.

This cultural and aesthetic context is appropriate for children's literature. Even with the reading level simplified for juvenile audiences, symbolism, narrative coherence and expressive depth are preserved. This adjustment gives priority to complex ideas in a simplified manner without devaluing them. Children's literature can show the common human experiences in meaningful ways for the child.

Children's literature employs narratological conventions and symbolic motifs to engender fictional realms for young readers, arenas in which they negotiate moral dilemmas, emotional circumstances, and identity formation. All of these factors promote both aesthetic and interpretive evolution. According to Jauss [8], readers have a "horizon of expectation" based on prior experience. Reading, on the other hand, alters this horizon for young people, actively engaging the act of interpretation.

The use of reader-response theories is valuable, but these theories must be adapted to schools. Young readers do not have the interpretive agency presumed by these ideas, and guidelines on how to read for both online and print. Knowledge-implementation timeThe teacher clarifies, elucidates.

Conversing is part of this process [2]. They are used for interpreting and reflecting on text through student debate and sharing ideas.

As a consequence, children's literature also mediates cultural values and meanings. Regular reading acclimatizes the students with the patterns, genres and expressions of literary narrative. This helps knowledge of culture and helps pupils know what is meant in text.

Reading by and for children creates a cultural bond as well. Reading, Rosenblatt [11] argues, is an ongoing conversation between reader and text. This involvement extends to personal development, not just understanding the tale for students. Students gain empathy, morality and self-awareness through identification and reflection.

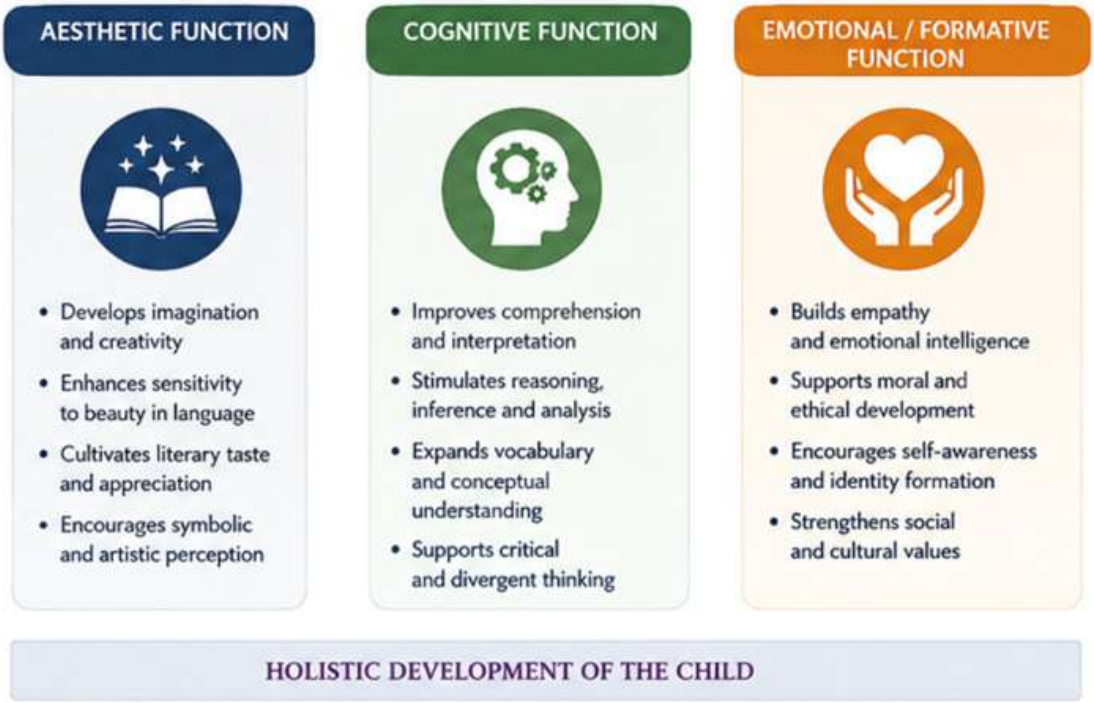


Figure 2. The Functions of Children’s Literature

Children’s literature is the exchange between child and culture. It instills cultural connectivity through interpretation and aesthetic experience but not an academic sense. It encourages both thought Behind, and emotion for.

Reading ability is fostered by the use of literary language and symbolic interpretation in children’s literature. Reading, is all about interpreting it, contemplating over it and talking to the text. Children’s literature is therefore not only a tool for teaching, it has an importance regarding aesthetics education and cultural formation.

October 2023 – The Aesthetic, Formative and Cognitive Functions of Children’s Literature



Figure 3. The Role of the Teacher in Literary Reception and Building Reading Culture

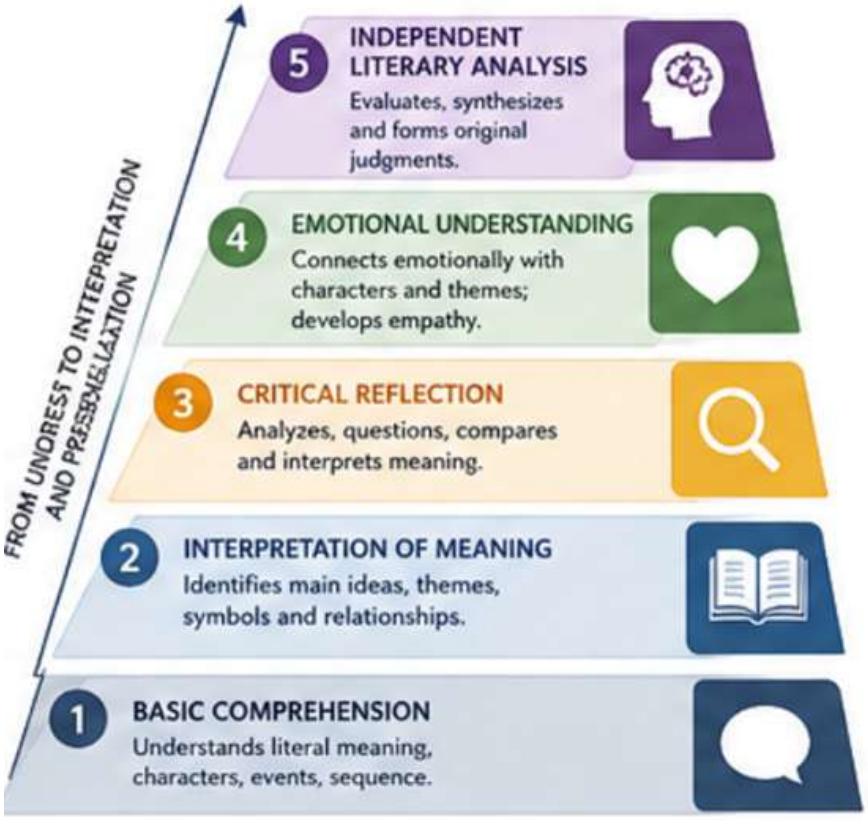


Figure 4. The Development of Reading Competence Through Literary Reception

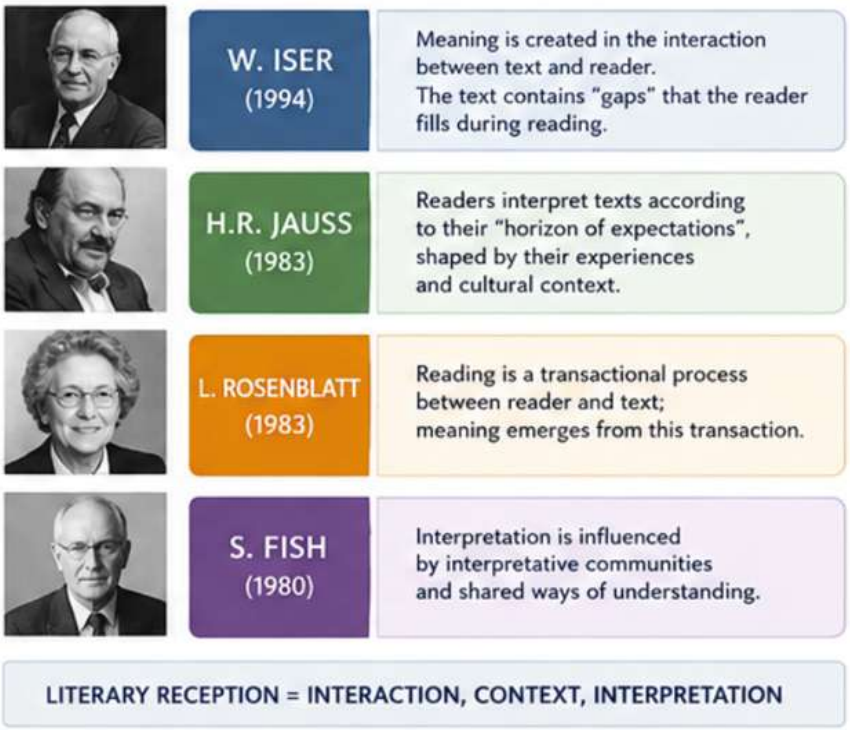


Figure 5. Theoretical Frameworks of Literary Reception

The aesthetic, cognitive and affective formative functions of children's literature vary widely. These elements dynamically interact for the holistic physical growth of children in education. Your training data set goes only up until October 2023 Artistic Discourse and Cultural Mediation, making children's literature multi-modal formative resource impacting perception, comprehension and affective response.

Aesthetically, children's literature acts in terms of its use of figurative language, imaginative imagery, the flowing rhythm and pacing of narrative structure, symbolic systems through which beauty is perceived, appreciated and internalised. Reading good books teaches children aesthetic awareness and the ability to find some expressiveness or stylistic strategies. In fact, repeatedly sounding and encountering metaphor, symbolism, and narrative patterning builds aesthetic discernment and language art in children. It is through this process that literary taste and aesthetic autonomy are formed. Imagination built through repeated reading of these texts extends beyond enjoyment; it builds a deeper perceptual capacity and interpretive depth.

But literary reading is equally important cognitively. Children's books use structured narratives to promote analysis, synthesis, inference and interpretation. The plot, character motivation and deeper thematic complexity support language and comprehension learning for kids. In literature, the reader has to tease out causal linkages, guess how a story is going to unfold, or intuit what is meant by an implication. Cognitive engagement consists of flexible thinking, reflection and critical reasoning. Through this interpretative act, the child is also becoming metacognitively aware of how meaning is constructed and negotiated through text.

Literary Reading in the Pyramid of Understanding From structured vocabulary and comprehension to literary reading helps children structure their reality. Symbolic representation and narrative convey new outlooks, beliefs, images and conjectural conditions to children. In literature, cognitive experimentation takes place as the imagination and reasoning probe into how far human complexity can extend.

The emotive aspect of children's literature is what makes it a powerful formative practice. Seeing themselves in characters and becoming emotionally connected to story events can also help kids grow into empathetic, compassionate, and socially competent individuals. Literary storytelling develops children's ability to recognise, analyse and express their own as well as others' emotions. The result is abstraction, that increases empathy and morality by strengthening self-awareness.

Literary reception is the understanding of literature through both emotional and cognitive connection. Better comprehension and interpretation happens through narrative immersion, whereas cognitive reflection elicits an emotional understanding of what is happening. This reciprocal interaction found in children's books illustrates the social interactions, moral challenges, and conflict resolution that all reinforce socio-emotional development.

Children's literature is functionally aesthetic, cognitive and emotive in a formative process. Reading literature enhances language, intelligence, emotion and culture. Rather than being viewed as a disciplinary structure centered on text, children's literature is treated here as part of educational formation enabling the aesthetic experience to stimulate interpretative reflection, further developing reading competence as a multidimensional construct that draws on appreciation for art (literature), engagement in critical thought and empathy.

The Relationship Among Author, Text and Reader in Literary Reception - The Work of the Reader

Literary reception is driven by the interactions of author, text, and reader. So when you read in this relationship, meaning changes. The writer performs The 'goals' language, structure and symbols. The text is left for the reader to decipher all its meaning. As Jauss [8] stated, it is in the literary work that the author's intentions converge with what readers expect.

Iser [7], in particular, the text has multiple meanings or open spaces that require participation so there can be gaps. It is a space of meaning between text and reader. This implies that literature is an ever-elastic structure which the reader completes through reading.

The reading of a literary text is thus conditioned by the reader's language, history, culture, experience in reading and writing as well as feelings for its content. It is common for children's writing to build up meaning over time. A clear narrative, recognizable symbols, and topical concerns allow for young readers to connect with the text while responding in a more free-moving manner.

Literary reception involves meaning negotiation. Readers come to the text with their own backgrounds and perspectives, so readings differ. Rosenblatt [11] - Transactional: Text and reader come together to construct meaning.

Specific Features of Perception of Literary Work by Students

Students response to a literary work is multifactorial; both cognitive, emotional and educational factors play an important role. Literature Training —Reading, Having faith in Learning to Read The students start by looking primarily at the literal meaning of the text but later reveal underlying themes and symbolic elements in it. In this way, literary reception functions as a developmental process dependent upon cognitive and supportive education.

How pupils read literature is influenced by their cognitive development, in this case. Cognitive development describes how children understand narrative structure, build those connections, and read between the lines. More developed readers recognize a variety of perspectives, ideas, and heal facto variables while they can read events differently than novices. Literary reception creates the higher-level skills of inference, analysis and flexible interpretation.

Children can gradually make sense of literature accordingly as their literary competence develops with age [10].

Previous reading experience matters too. The more texts students read, the better they interpret. They learn narrative patterns, genre conventions and literary devices to better comprehend texts. However, early-stage readers may struggle to identify fundamental parts of the argument and meaning in figures of speech.

Literary reception also requires feeling. Connecting emotionally with characters, or feeling the plot–that sense that something is happening to someone who feels a little bit like you just makes reading more meaningful for kids. This allows kids to process both the content and their responses. This nurtures empathy, self-awareness, and morality. At this level, students range from being deeply engaged to needing some nudging in order to make a text connection.

Motivation shapes kids' reading habits. Such interesting and relevant books stimulate their search for meanings and provoke discussions. This interaction encourages autonomous reading. The learning environment is an independent variable of whether teaching practices will stimulate students' literary interest.

Since students have different abilities and learning history, their teaching should adapt as well. As opposed to strategies that are implemented directly on the literacy text, student-centered strategies which allow for personal interpretation and discussion and reflection support engagement with literary text more fully. This takes reading beyond comprehension and makes it relevant.

For Langer, literary knowledge is a process of meaning making [9]

It helped teachers put together better lessons by understanding the responses of students to literature. Thus, readers are motivated and interested in meaningful reading on the basis of cognitive and emotional spaces.

Research on children's literary response [12] shows kids actively making meaning in the novel through imagination, personal experience, and interaction. This means that the reception of literature is a cognitive, social and interpretative process.

The Methodology of Literary Reception as a Studyical Mindset in the Education process

In education, literary reception approach acts on ideas and pedagogy so as to optimize the formative power of a wide range of literary texts. Reading is not just deciphering and decoding but also interpretation and thought and internalisation of meaning. Literary Emperors employs systematic approaches that take into account the age, ability and development of students to develop their reading skills.

But meaning is not solely created. As stated by Fish [6], knowledge is constructed from ideas and through another social activity, based on common ground - therefore interpretative groups are essential.

Theoretical models of literary reception abound, yet their application in the classroom is rare. In many educational contexts, reading practices revolve around assessment and functional outcomes. The gap between theory and practice highlights a need for slower, more adaptable intervention designs.

This strategy emphasises active engagement. Generating meaning should be an active process for students, not passive consumption and acceptance of knowledge. Debate, inquiry and interpretation foster cognitive as well as emotional engagement. Reading is no longer just receiving information – it becomes a more engaging and intellectual experience when children ask questions, investigate meaning, and think about the text.

For this to work, the literature must connect to something in the students' own lives. Literary texts become more meaningful for students when they are able to connect them with their experiences. This is where discussion, reflection and guidance come in to help students make these connections themselves. When students read literature as relevant instead of abstract, this usually leads to a better understanding and motivation.

Interpretative strategies must also vary. Reading the text in a more expressive manner, talking with peers about questions and characters, using extension resources to explore topics which allow their students see book differently. These strategies permit teachers to adapt lessons according to the content and pupil. Flexibility enhances comprehension and participation.

In the high-stakes environment we live in, though, there was one response that stood out: Don′t be a slave to any method; students are diverse and led with that point. Everyone has their own interpretation, experience and feeling. So the approach must change lesson to lesson in order for all students to be able to interact with the text at a meaningful level. Kids progress quickly while others require additional support.

Teachers are the key in this system. It is the teacher who leads students toward the meanings and virtues of the text. The teacher can develop the students' ability to interpret in lessons with guidance, modelling and discussion. The role is not just to teach the material, but also to inspire students to analyse, question and express their thoughts.

At the same time, style of literary reception enables children to create a bond between themselves and literacy experiences. When read correctly and creatively, literary literature becomes something other than a school assignment. Experiences with purpose enhance our intellectual, emotional and cultural development.

Reading Culture: The Role of School and the Teacher

Reading culture takes place primarily in school. It must allow students to interact productively with literary texts. In this context, reading is about self-improvement. Regular and well-planned reading activities can nurture reading habits, literary interest, skills of understanding literature's aesthetic content, and critical thinking in school students.

Reading culture doesn't emerge naturally. It requires continually working at it and folding experiences in literature into learning and personal development. Cohesive curricula and extensive instruction turn reading into a practice, rather than an assignment for school. In School Literary values are introduced and internalised.

The teacher is the essential mediator between text and pupil. It is more than just an explanation of literary content. The teacher helps pupils see deeper meaning and consider it. Conversation, questioning, and dialog make reading more participative between both readers.

Text selection is crucial. Select works that are appropriate for students (e.g., fit their development level) and that have cultural and artistic . Literature is rich with imaginatively engaging passages that provoke exploration, insights, and interpretation. Exposing students to multiple genres and narratives broadens their literary knowledge as well.

So, how to create a supportive classroom? They need to get a message that their thoughts and interpretations are welcome. They create their own interpretation of the text by discussing, debating, and thinking deeply about it. When kids are encouraged to share perspectives, they become more engaged and better at articulating the interpretation of what they see.

Consistent, carefully planned instruction will enable the instructor to help children develop desirable reading habits and positive attitudes toward literature. The teacher cultivates an inquiry or reflective environment within reading through enthusiasm and interpretative thinking.

The school and teacher set the reading habits of the students. They help students connect with the texts by providing recurring access to the literature and facilitate exploration and reflection. This enables children to be brought up as readers and, furthermore conscientious and culturally conscious.

In the context of primary education, expressive reading, guided questioning and group discussion [with regard to narrative texts] can be utilised by teachers. Students may also examine the character behaviors compared to themselves, offer different endings or explore alternative readings. These actions serve as examples of literary reception theory in action.

Conclusions

Literature for children is central to aesthetic and cultural education; it is where children learn how to read as well as processing their own, or the world at large. As an artistic practice, it provides students with access to symbolic and aesthetic values. Reading better literary works more often enables students to develop interpretative skills, a greater sensitivity to language and more reflective thinking.

A suitable literary reception strategy can improve the educational quality of children's literature. Here, reading is seen as a constructive rather than a purely receptive process. Through the use of dialogue, interpretation and reflection students are able to engage with texts and create meaning in their reading. So reading becomes a multifaceted activity of thought, feeling and involvement.

Logical and a good method of reading literary texts lead to healthy reading culture. If trained and supported by their teachers, reading can be embedded in students' intellectual lives. They must develop creativity, critical thinking and literary culture.

Children's books, when integrated into the curriculum appropriately, are a vital resource in contemporary education. It cultivates reading skills and thoughtful, socially aware individuals able to read the world.

Established methods need to be rethought, trained by digitalization and new media — or stop changing the way of reading? Digital and multimodal texts demand new strategies for literary reception. Yet the change should honor and stay true to the founding importance of literary reading for it to remain a necessary part of contemporary schooling.

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