TEACHING „SPACE" CONCEPT IN THE LITERATURE FIELD THROUGH INCLUSIVE PERSPECTIVE

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Abstract:The concept of space in the interwar Romanian literature is surprised from different perspectives that illustrate, on the one hand, the physical framework in which the action unfolds Romanesque and, on the other hand, requires a means of shaping the psychology of the characters. From the perspective of educational, teaching-learning concept of space means an adjustment of teaching methodology which is, in turn, influenced by the age and characteristics of individual students and / or students. From the perspective of inclusive, this process involves identifying the most effective methods, means and organizational training pupils / students, so they will be familiar with this concept and use it farther, in different educational contexts. Therefore, differentiation and adapting curriculum are two main educational strategies that should be followed in the training process in an inclusive manner.

Keywords: inclusive education, teaching methods and strategies, interwar Romanian literature, physical space, mental space

1. INTRODUCTION

From epicurean definition to modern times, the concept of space has been claimed in many areas of research so that it has acquired different meanings, or at least, with nuances depending on the perspective from which it was addressed. Used for the first time in exact sciences (physics, mathematics and geometry) which expresses the order, distance, size, shape, length or position of objects in the real world, the term first appears in space Democritus and Epicurus in antiquity which regarded space as "receptacle vacuum and atoms of the material infinite ". Over time, the concept of space attracted the attention of theorists such as Aristotle, Newton, Kant Engels, goes to occupy a special place in the field of philology, namely that of literature. Thus, many critics and literary theorists such as Maurice Blanchot, Gaston Bachelard, Mikhail Bakhtin, Jean - Yves Tadia, Josef Frank, Jean Weisgerber, Gérard Genette, ET Hall, Pearl Abrego, John Agnew, Georges trainer etc. They were dedicated to studying the concept. The description of each theory that those listed above are formulated on the term of space would make the paper to be exhaustive, but it is not the purpose of the present research. Therefore, I will limit myself to a study of the concept of space in literature only in terms of physical space on as the action's framework, and its influence on the psychology of the characters and their relationships, as well as other aspects and nuances in approach literature deserves to be developed in a larger study.

As regards the term conceptualization of space in literature, I believe that, in order to effective analysis of the role it plays in the field of fiction, the novel is the literary genre best suited as the action and the actors are born and evolve in a particular topos represents space-time universe, often built model everyday reality. This is why I chose a comparative approach of two novels manner of interwar Romanian [1] to illustrate the concept of teaching space, methods adjusted to the age and individual pupils / students in terms of inclusive education. In this sense, the choice was a teaching strategy centered on pupil / student in the spirit of constructivist paradigm for teaching Romanian literature involves the use of techniques and teaching methods to prepare pupils / students to acquire specific concepts of literary analysis, so that they may be able to use them in different educational contexts.

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Inclusive education is "not only the integration of children with learning difficulties, but also adapt the educational process to the needs and requirements of all children, regardless of their physical or psychological development that they have or the social environment they come from." [2] the approach of inclusive education in terms of teaching strategies for teaching Romanian literature will prove to be efficient because the discipline status allows the use of methods, means and forms of organization of pupils / students in the spirit of this education.

2. TEACHING AND INCLUSIVE EDUCATION IN LITERATURE CONCEPT OF SPACE

Romanian education system is still based on the use of expository teaching methods. The teachers considered effective educational process using lecture, exposure or story, given that through them can ensure the transmission of information to a large number of pupils / students. Unfortunately, very few teachers opt for a traditional disadvantage of modern pedagogy notwithstanding the fact that a group of pupils / students is dynamic and requires different individual characteristics. Therefore, I believe that an approach to the educational process from the perspective of inclusive education in Romanian literature and literature in general prove to be effective because it will involve the entire team of pupils / students in reception and literary analysis. Moreover, Ion-Ovidiu Pânişoară [3] lists among the basic principles of successful teacher at differentiating instruction. It consists of "folding [training school] on the pace and learning abilities of each student (/ student) in hand."

In compliance with the above principle, the basic principle of inclusive education, I propose in this paper some methods and teaching strategies for teaching the concept of space in literature, applied two methods of interwar Romanian novels.

In literature, the configuration space is performed by reference action space-time indices, architectural descriptions, details on where to place the narrative. After this time, the character is inserted, which it is or is not mentioned by name, and its role, according to the narrative technique used. The literature set their preferences on a topos as a framework for conducting the events. Whether the topos rural, urban or at, their elements are found in the pages of any fiction in general. Space does not stop at defining descriptive environment places or framing characters physically or geographically. The complexity of this concept comes in the form it acquires when it is transformed into a haven of characters. In this case, the space is not delimited geographical area, but determined forms an interior space of intimacy that emerges in different aspects. Moreover, we can speak of a mental space as far as the actors integrates the existential own scale of values, ie the manner in which topos surprise is assimilated into the mindset of the characters.

The main objective of literature time is to form lifelong competent lecturers. Thus, the curriculum of the discipline, reading must be seen as an act of knowledge, and communication with the text so that the pupil / student to train and develop skills specefice on receiving a text, that is what literature defines through the phrase "reading for meaning" a strong argument for an approach to literature from the perspective of inclusive education. I say this because I believe that the formation of such powers can not occur while using the expository methods and techniques used comprehensively in traditional teaching.

A first didactic way they propose to address the concept of space in literature is a cooperative learning. The literature has shown that the fulfillment of the tasks set by the teacher is effective for group work to individual work. In the spirit of inclusive education, the formation of working groups or teams will not be done on the principle of individual choice but groups formed randomly so as to be designed from people with different experiences and learning styles. It is thus respected the principle of integration. For example, Romania's Liviu Ion Rebreanu opens with the image of the village where all the action will occur. With literary description, the author manages to offer an array loaded with details on spatial coordinates to place names and objects helps in identifying, locating community and the characters who will take part in the action. This point is important because it is the entrance to the "forest narrative" [4], ie detachment from reality and enter into the truth of fiction. To the surprise of the role that is the concept of space in this novel, the teacher can use the "corners". In this case, the collective of pupils / students will be divided into four groups, each representing a

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perspective which will be addressed the concept of space. The teacher will divide the sheets on the description space of passage beginning of the novel and the workload formula. The first team will have to see how to shape the text in terms of physical space (narrative processes, exposure modes, figures of speech used). The second group will follow the reality-fiction in describing the road to the village (the relevance of place names, which elements can be sighted in reality and which were invented by the author). The third group will watch how the character is placed first (teacher Herdelea) and is its importance in the events, while the fourth group will identify the importance of the cross that Christ is crucified, which is entrance to the village: "At the end of the village welcomes you left a crooked cross on which Christ crucified a pale face rain and a garland of flowers hung withered legs. It blows a mild breeze, and Christ his poor body trembles rusty tin on wood eaten and blackened by time decay. "[5] Each group will have 10 minutes to complete the task. At the end of the time allotted, a representative of each group will exhibit solve the task to the class. Together with the teacher, every pupil / student will have the opportunity to address questions, and together can draw conclusions about the passage and the burden he had met a group. Finally, the teacher will highlight the most important things that pupils / students need to retain, namely, that determines the action space, the author uses the description to locate the community in which the action of the novel, he chooses to submit it first to the teacher Herdelea given the importance it has among other community members how and persistence throughout the novel, and tin image of Christ that appears at the beginning and the end of the novel, Village image is seen from the outside, as they are in front of a backdrop which is painted a picture countryside. It is a first step in identifying the role that physical space or topos is the literary analysis. The teacher will guide the students to a critical reading of the novel, after which they will see specific items topos areas such as dance, pub or church, and the importance it has space, seen as a symbolic prestige of the main character, John. In this way, individualized reading cation will allow pupils / students to express their own point of view on the theme, focusing on how each pupil / student understands the concept of space and the possibility of its use in other educational settings.

Therefore, I believe that the educational process is crucial that the teacher can ensure the participation of each pupil / student. Beyond individual work, group work based on the premise that "one group member can not possess all the information, skills and resources to lead out the task (requiring the contribution of all members to fulfill the task). "[6]

On the other hand, reflections from Husserl's phenomenological, social space is configured as an outdoor and indoor experience. The individual's perception of outer space is transformed into an inner experience, becoming a mental space (G. Durand), an intimate space, living space. The configuration elements are heavily loaded spatiality of symbolic meanings. This is a territory of rebellion, of memory, death, identity or metaphors of the passage of time. Marin Preda's novel, "Moromeţii" captures all these components in his two-volume. As in previous novel, it is a social fresco of a rural community in the Danube Plain undergo the process of change in the interwar and postwar. It is that which best illustrates the idea of switching from a counter-utopia utopia. A widening of archaic strongly illustrated in the first volume, will have as representative in Volume II, Elijah Moromete. Studying the concept of space in this novel is that space is the one that defines the characters and their scope throughout the novel because we are dealing with two different hypostasis of space, one traditional and the other contaminated by elements of the ruling political ideology. To arouse the interest of pupils / students on this novel method we selected this time the conversation after prior reading the entire novel by pupils / students and review them before the start of the work itself. We chose this method because it involves "a way of employment of a whole system of verbal interaction teacher-student / student, student / student - teacher interactions that may contribute to more accurate classification and new knowledge, to deepen their integration, systematization and their verification etc. "[7] As stated Romiţă B. Iucu conversation involves a series of questions by the teacher handled skillfully alternating with answers pupils / students will stimulate the latter to carry out an investigation in the sphere of information already held. They are designed to stimulate curiosity and interest of pupils / students for the proposed theme, notification of causal relationship, capture the similarities and differences. Therefore, the issue of space Preda's novel will be addressed by

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intermdiul conversation. Thus, the teacher will ask questions "open and global nature on how configuration topos in this novel, to ask questions to mind. In this sense, the teacher asks the pupils / students to locate text passages which are described spatial clues in what moment of the action they appear, what is their role in the characterization of the characters and what is clear overview at the end of the novel. This method is effective because it involves one entire team of pupils / students in the discussion of the novel creates the spirit of jurisdiction between them involves the use of text easily, targeting ability within the text as well as training and capacity development expression of personal opinions. It is also a method that allows pupils / students to ask themselves questions peers or teachers in that way employees in question every pupil / student, another principle of inclusive education. Based on the questions and answers, students / stuenţii will find that space in this novel has analyzed the role of creating an atmosphere that is a novel atmosphere, the author uses to frame the rural environment description action, she appeared throughout novel, be it for meetings in Glade Ciocan be gathering fonciirii either going to harvest. Also, will the pupils / students will notice he fact that the second novel brings a change of perspective from which it is perceived space. In this sense, traditional village surprised picture changes radically in the first volume of mentally and in terms of the actors representing the community. With the help of teachers, pupils / students will be able to refer Moromete's radical transformation at the beginning of the second volume because the original space by leaving the boys father brings drama. Ilie Moromete changes from a behavioral standpoint, break old friends in a context where some died, others had chosen leaving the village on the eve of the transition process in the community occurred. Guice died without reconciling with his brother Elias demonstrated by his decision to not even go to the funeral, Niculae does not go to school, but is put to work. Therefore, pupils / students will be able to find that space acquires different values every literary work in hand.

3. CONCLUSIONS

Because intructiv- educational process to be an effective one, it is that the teacher can select the most appropriate teaching strategy taking account of age and individual characteristics of each pupil / student. Such an approach is possible in terms of inclusive education that enables each student's active participation in teaching-learning process. The personal development model, model constructivist paradigm, a student-centered learning and needs.

In conclusion, I believe that such an approach from the perspective of inclusive education teaching strategies for teaching Romanian literature is effective as discipline status allows the use of methods, means and forms of organization of pupils / students in the spirit of this education.

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