

Kinesthetic Interpretations of Poetry (Creative Attitude Among Nine-Year-Olds)

Abstract

The aim of the paper is the search for action ways which will reveal the potential embedded in the literary work (understood as the satisfaction of mental needs, stimulation of reflexive attitude) and activate the plentitude of the child's creative interpretation abilities. The author took it upon herself to answer the following question: How far will a kinesthetic procedure of a child's contact with a book affect the stimulation of its development in the divergent spheres?

Key words: child's literary education, interpretation of lyric poetry, intersemiotics

Introduction

The primal objective of modern education is the comprehensive development of the pupil, the chance of its fulfillment may occur under the condition that certain criteria, like the following ones are met: acceptance of the child, creation of the communicative atmosphere, and above all the use of such work methods that would activate and develop the creative attitude. What we have in mind at this point is the shaping of divergence by means of the atmosphere of a literary adventure which is the source of aesthetic experiences enabling total cognition and experiencing the world (Piątek, 1997).

Therefore, the text receiver cannot be treated in an instrumental manner, what is more the literary piece should not be used in order to convey and present mainly pedagogic theses and tasks assumed arbitrarily by the teacher (the use of literary pieces only as bases of grammar exercises). Simple texts are useful for the recognition of poetry elements and may be applied as a didactic tool but approaching