

# ELEMENTS OF DIDACTICIZATION AND AXIOLOGIZATION IN THE WORKS OF YOUTH LITERATURE

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## Key Words

Approach based on human rights, youth literature, Didactic approach, Gender approach, Primary school cycle, values, knowledge

## ABSTRACT

Abstract. This study aims to investigate some elements of didacticization and axiologisation in the youth literature, through the analysis of two literary works: a childhood novel and a collection of poems. This analysis will be carried out according to a didactic approach for the first work. As for the second work, it will be the target of an approach based on the rights of the child and equality between the two sexes.

## THE RESEARCH QUESTION

Education is a purely social and human act. It begins at birth and extends towards the end of adolescence. From the first words spoken, the child is educated in values of which he is not yet aware. But it is a natural process which is subject to a principle of social reproduction and a cultural and identity heritage. School is the second home for any child who has had access to adequate schooling. The socialization process continues in the different corners of the school and especially in the classroom, an intimate and open place at the same time. This is where the child spends the most time and benefits from a specialized education.

How can we educate children while instructing them and how the literary works intended for them convey values that help to develop the personality of students while helping them in their learning and allowing them to have the right keys to social success in total harmony with their needs linked to their stages of physical and cognitive development. We will try to answer these questions through this study.

## The student manual as a means of education and socialization

All curricula provide educational actors with textbooks which concretize their main lines. « The school textbook implements a teaching program for a given level. It is professionally designed to meet the needs of students, teachers, and parents. »[1]. We are talking here about the needs of the child; essential beneficiary of the manual and it is completely natural that this school document speaks to him and translates his aspirations and expectations. He must provide him with the keys to becoming an active member in his society. In turn, parents and teachers expect the school textbook to help them pass on to the child-student common values aimed at the development of his personality and his socialization with the aim of later integrating well into his society and subsequently become a citizen who acts for the development of his country. The values are present in all school textbooks across all disciplines. But are textbooks

alone sufficient to achieve this end given that they contain learning materials in the form of texts taken from works from great literature in most cases<sup>[a1]</sup>.

## Youth's literature, a framework that carries values

The school textbook is full of materials from different productions, novels, newspapers, encyclopaedias, poems, sketches, and many other genres. But at a time when we expect a manual intended for a child who has specific needs linked to his stage of physical and emotional development, to meet these legitimate requirements, we find an abundance of works intended for the adult.

« The language targeted by the first learning process is therefore a plain language, even simplified, perceived as being the opposite of the literary language. Likewise, with the aim of progressivity, communication situations are voluntarily devoid of cultural traits which would hinder understanding. » [2]

The child and the adult are two entirely different worlds in their way of seeing the world, the degree of accomplishment of the construction of the personality. According to Piaget: « intelligence is built little by little and is characterized by the fact that the child understands the world in a different way as he gets older. » [3]

Let us first define children's literature and delimit the genres in which it is interested, even if it is difficult to do so without shedding light on the duality of linguistic code and the axiological side by which it is characterized: « literature is the most accomplished representation of both language and culture. » [4]

There is no unanimity on the concept we are looking for, but there are intersections to which different definitions come together. First, it is a literature addressed to an audience that has specific characteristics that are completely different from adults. This audience: mostly children and young people are not always the real buyers or decision-makers in the choice of works. Finally, we can say that it is a literature which encompasses genres identical to those of general literature or that of adults, but which is distinguished by typical genres such as the album and the manga.

« Education, being the set of practices allowing the development of the physical, moral, and intellectual faculties of a human being, by extension also designates the means put in place to enable learning. » [5]. It is therefore crucial to alternate pleasure and learning in the learning process while respecting the development of the learner in the primary school cycle. Children's literature, used wisely, promises to meet these requirements.

## Research context and theme

For purely didactic purposes, and with a view to subjecting literary works intended for children to a didactic and educational examination, the choice was made on two works. This maneuver aims to exploit said works in the teaching and learning of FLE and transversal content as well as their role in the transmission of universal values.

## Study corpus

The works subject of the study is the childhood novel entitled « «ma place est à l'école » by the author and illustrator Véronique Abt (Author, painter, and illustrator. She won three Young Readers' Prizes with "Des vacances au bled" and "Ma place est à l'école" in 2004 and 2006 respectively, as part of the Francophonie in Morocco). and the collection of poems for children « Animaux malchanceux ou malins » de Najia Bennani (Teacher, poet, writer, and painter. Her first publication in May 2008, "la Voix du silence", is her first collection of poems.).

## Approaches

The choice of a didactic approach has as a point of study the procedures prior to the adoption of the didactics and its limits. And since the didactic approach aims at teaching and instruction.

Michel Develay is the godfather of didactic transposition which simply speaks of programmatic reconstruction. He underlines that this reconstruction passes through two correlated processes: didactization determines the learning situations, adapts learning to the level of the students and the objectives, which creates new knowledge to teach; the principle of axiologization (axiology or the science of values).

Thus, the didactic approach seems to be more interested in the learner than in transferable knowledge, the aim of didactic analysis is therefore to allow the future analyst to benefit from his personal experience developed through experimentation, and not only by the acquired theory. It is the experience that gives meaning and allows for true understanding.

The objective of the didactic approach is therefore not only to transmit the content of teaching, but also to recommend teaching practices (physics, mathematics, or French, etc.), considering not only the knowledge to be taught, but also characteristics of the student or students. This what results in practice and knowledge.

As for the approach based on human rights, their principle is that classroom practices, learning situations and moments, even games and extracurricular activities, are an integral part of Children's human rights.

Learners have the extreme right to be offered opportunities for learning, open-mindedness and enrichment following the principle of equal distribution of roles, which is based on equal opportunities for both sexes of different age and non-discrimination between men and women in various activities. In the same sense, the conditions of children with special needs or from a disadvantaged social background or from a certain cultural background are not a reason to exclude them from various school activities.

## Discussion

Najia Bennani's collection of poems is full of learning related vocabulary; with interdisciplinary content relating to scientific awareness in primary school (wildlife), as well as values in relation to common life in an animal community which echoes human society.

Véronique Abt's childhood novel lacks nothing in terms of being a learning medium. The dimension relating to the rights of the child and the gender approach is strongly present. Little Aicha will finally enjoy her right to education as a little girl living in a poor socio-cultural environment. The double exclusion from which she suffers, as a girl who must do housework, on the one hand. And as a rural girl living far from school, on the other.

According to an analysis guided by didactic, axiological approaches and the gender approach, and furthermore the fundamental role which lies in the enrichment of the child's imagination as put forward by Patrick Ben Saussan: « What do we expect from children to do if they won't use this reality to "arrange" their internal world. » [6], childhood and youth literature congregate several elements which are closely related between the emotional needs of the child and educational and social needs.

No one can deny the richness of this somewhat unknown genre; a wealth which is translated by the knowledge which is included there on the one hand, and the values which it transmits. To promote childhood and youth literature in school and family environments and even at the societal level, we agree with the opinion of D. Khalid RIZK who proposes to adopt the theory of reception to the specificities of the public of this literature being a genre without a theoretical framework. [7]

Through documentaries; activity books; object books; animated books (pop-up); picture books, alphabet books, concept books; the first readings; comics (comics); illustrated books or images; picture albums or books; novels for young people; adapted texts; exemplified them; the fables ; nursery rhymes and other ditties; tales ; art books; theatre for young audiences; poetry for youth, childhood and youth literature is obviously a genre that can be didacticized given the diversity of knowledge it contains and the values it conveys.

## Conclusion

As a conclusion, we can say that children's and youth literature is an inexhaustible mine of all kinds of learning, and a magnificent place for transmitting local and universal values.

« The formative value attributed to literature in the school setting now emphasizes the plural nature of the skills that develop through contact with literary texts» [8]

It is therefore important to consider a relevant integration of literary works in FLE classes; an integration that takes into consideration the characteristics of childhood at the developmental, cultural, and psychological level. The public primary school learner has the right to have materials that speak to him during his school career, and this can only be achieved with absolute awareness of his status as a child on the one hand, and by improving teacher training and the review of curricula on the other hand.

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