LITERATURE TEACHING TENDENCIES IN THE HIGH SCHOOL TEXTBOOK

Abstract
The aim of this article is to present the results of a research about literary representations and its teaching proposals in the textbooks Novas Palavras (AMARAL, 2013) and Português: Linguagens (CEREJA, MAGALHÃES, 2013), referring to the first year of High School, in the three-year term 2015-2017. During the investigation, based on documental analysis, the full literary texts, the literary excerpts and the exercises of literature teaching of these books were separated and organized, in order to establish the pedagogical and literary tendencies of literature teaching. There were also considered the literary, textual and discursive genres existing on the corpus, as well as the descriptors/drivers of action presented on the exercises of literature teaching in these textbooks. From the analysis, it is possible to understand, still, the presence of the liberal technicist pedagogical tendency and the traditional approach, as well as an structuralist literary slant of the literary content.

Keywords: Teacher’s Education. Textbook. Literature Teaching. Pedagogical Tendencies.