FROM STUDENT TO TEACHER: PERCEPTIONS ABOUT LITERATURE CLASSES

Abstract
This article aims to present, analyze, and relate the models that guided the basic education literature classes which a literature and language undergraduate experienced as student; and the models that he adopts to teach literature in his professional practices as language teacher on basic education. For that purpose, it was conducted an interview, in which the participant could describe the literature classes, both that he attended as student and teach as a teacher and analyze them from the perspective of what was called class model definers and demonstrators: class dynamics, content, didactic material and evaluation. Based on his answers, it was concluded that the literature classes which he attended as basic education student was guided by the historiographic model. It was also concluded that, although the participant had expressed dissatisfaction about that model, as a teacher, he tends to reproduce practices that characterize it.

Keywords: Teacher Training. Literature Class Models. Didactics of Literature.