ASSIMILATION OF NOTIONS AND META-NOTIONS OF LANGUAGE AND META-LANGUAGE IN PRIMARY SCHOOL

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Abstract: *Although apparently difficult, the paper's paradigm transforms into a pathetic-lucid pleading for teaching a double argued language and a trans-functional and trans-disciplinary meta-language.*
Keywords: *meta-grammatical, frontal teaching, the understanding of the text*

The route to cross

1. Language and communication

To assimilate supposes acquiring knowledge, ideas, patterns, programmes, models, etc. The notion is some general knowledge of the value, meaning, and importance of a thing. Or it means an idea, a concept about something, a general principle in a certain field.

"Meta-" is an element of composition meaning "after" or expressing the idea of transformation, of change, used to form some nouns and adjectives.

So what could it be after the notion? There could be an avalanche of basic knowledge and principles of disciplines and domains. Thus, learning to assimilate a notion ascendantly and convincingly, and especially to define, explain and interpret it - which suppose a call for the metanotion - becomes the key to the whole instructional-educational process.

In a philosophical dictionary, we find the term linguistic / metalinguistic. It is revealed to us as being composed of content and sphere and expressed in words. The notions can be concrete and abstract, individual and general. Between the content and scope of the notion there is an inverse variation: a narrower concept has a wider sphere / and vice versa - a richer notion has a narrower sphere. The notion concentrates and summarizes the conquests of science, any science being characterized by certain notions and by a certain order within them. The notion operations are definition, division, and classification. In the contemporary era, the analysis of notions has developed on the basis of the dialectical metalogics.

Petre Ioan (in Logics and Metalogics, Junimea, Iaşi, 1983) considers that the dualization is a meta-logical principle of general value. He even sketches "a generalized theory of logical duality, in which the lines of force are the meta-theoremes that normalize the "instantaneous" transformation of some formulas into others, of the same value. The Logos is what less than anything could be left out of the logical and metalogical science."

So the meta-logical and the meta-theoretical notion needs a method (gr.methodos = way, path, mode of exposure) through which students acquire new knowledge. The quality of the method translates into practical efficiency and true reflection of evolutionary and evaluative stages. The meta-language sums up all statements about a particular language (natural or formalized) under analysis.

The child is more logical between 6 and 12 years old. The language reflects cognition and socioculturality, and "assimilation requires an attempt to

understand new experiences in terms of existing cognitive structures" (Harwood, Miller, Vasta, 2010). Including new things, new evidences, new reliefs, to what is already known, the child defends his right to adapt to life, to the world, to existence. There are four general stages of cognitive development: sensory-motor, pre-operative, of concrete operations, and of formal operations. After 12 years old, the child likes all high-level abstract operations. This will allow him to deal only with events or relationships that are possible, unlike those that actually exist.

In Eugenio Coşeriu's view, the language denotes any sign system that serves intercommunication. Linguistics deals with – I quote "only the signs that have symbolic value or those that are, though not exclusively, symbols" (Coşeriu, 1995, pp. 21-25).

Writing - we can explain it to an intelligent "kid" - is "a system of symbolic signs parallel to the articulated language, because it reproduces it with other signs" (Coşeriu, 1995, Ibidem). The most common writings are the syllabic and the phonetic, which actually reproduce articulated speech.

Logicians concluded that language has a logical aspect in the sense of the pure symbolic communication of concepts. They first considered an abstract language and not the language as a historical, concrete phenomenon. The predominant trend in the traditional grammar is that it basically relies on the idea of correspondence or equivalence between logical and grammatical categories.

Psychologists consider language as a set of purely psychic facts. A "Child Psychology" has a chapter entitled "Language and Communication". This is exactly what I am interested in in this paper, and the three authors of the respective psychology (Robin Harwood, Scott A. Miller, Ross Vasta) consider that the language reflects for parents, teachers and educators the child's world of thoughts, feelings and desires.

A synthesis of the two directions of research is recommended - not at all paradoxical - in the linguistic act, and the logical aspect and the psychic-affective interference complement each other.

Jacques Claret also takes Jean Piaget with the four stages of child-rearing, and I am only interested in stages 3 ("from seven to twelve years old, a period of coherent and logical deductions about concrete objects") and 4 ("over twelve years old abstract logics appears with the possibility to formulate hypotheses").

A dictionary of synonyms gives almost as being identical the nouns assimilation, acquisition, learning. Then for learning we have as synonyms: studying, ability, memorizing, cultivating, training, initiation, and so on. This synonymous chain might also have other links such as: work, growth, practice, education, training, refining, styling, carving, grinding, polishing. Spectacular, isn't it? But also guidance, anticipation, advising, training, research and so on. Pure adventure ... and simple ?!

The conclusion is that this paper warns us that we have to go through a theme of complexity apparently difficult to expect. And yet here is how, by moving to the "investigation" of the bibliography carefully selected with the connection to the finite points fixed at the starting point, I assume that the crossing route is sprinkled with enough obstacles, challenges, decisions, choices. It is worth ... overcoming them!

2. The key of the whole

In order to be clear to me from the very beginning, the present work focuses

on the assimilation of the notions of language (concepts, ideas, knowledge, basic intradominal principles) on the one hand, and on the other hand the metanotions (knowledge on the value, meaning, importance of a thing, of a concept about something) of metalanguage used in educating children (grades 0 to IV).

Only in grade I children have to assimilate (meta) notions in the (meta) language field such as: story, sound, letter, group, evaluation, revision, game, connection, learning, text, dictation, syllable, speech, meaning, form, understanding, proposition, discovery, recognition, discussion, reading, writing, forms, matching, finding, image, library, book, route, completion, science, energy, alphabet, affection, educator,teacher, series, presentation, success, illustration, work, sense, message, similarity, difference, character, journal, way of realization, question, answer, statement, observation, cover, mastery, song, rhythm, activity, colouring, holidays, friends, and so on.

Dazzling hora, isn't it? Of terms that preschoolers and schoolchildren are invited to, challenged, oriented, trained (etc.) to acquire and purchase daily for at least 7-8 years, as a starting point.

I will start the actual writing by dealing with meta-language because it is predominant in the process of acquiring the general culture on "basic subjects". There is speech as long as there is a language, but the speech is seen mostly as a set of elements and rules, somewhat specialized.

In a somewhat different sense, through language we identify the functional style that serves the needs of expression of a certain field (social, cultural, familial, professional, pedagogical, didactic, methodical, linguistic, metalinguistic, literary, grammatical, administrative, artistic, cultivated, aesthetic, theoretical, essayistic, colloquial, communicative, juridical, sportif, medical, popular, journalistic, political, educational, scientific, standardized, technical, "wooden", figurative etc. (Popescu, 2002, 123 - 155).

Roland Barthes distinguishes the meta-language from the object-language. I quote because it is better and more profitable. Some anti-pieacy programme would certainly scream, hysterical, accusing me of who knows what blame. I automatically resort to this enlightening and extremely useful paragraph for my bibliographic effort: "Object language is matter itself, subjected to logical investigation; metalanguage is the language, artificial through the force of circumstances, in which this investigation is done." These are some greatly clear, translucent definitions. Thus, a teacher and a teacher trainer can reflect logically and then express in a symbolic language (meta-language) the relations, the structure of a real language (object-language).

Since modernity, the literature is also like any language, subjected to logical distinction. That is, they meditate on themselves, on their own being.

He feels that it is double: an object and a glance at him at the same time, the word and utterance of this word, object-literature and meta-literature.

Nowadays, you worship / make the sign of the cross, as the literature seems to be destroyed as an object-language without distinction as a meta-language. The search for a meta-language is defined at the last moment as a new meta-language (read correctly "a translanguage") (Barthes, 2006, 124-125).

Explaining being an attribute of hermeneutics let me resort to it. From this comprehension angle, the meta-language is a determined language whose object is another language. For example, book in the

statement: This book has ten chapters, it belongs to a primary language that refers to the extralinguistic field; while in statements: the "book" it has five letters; "The book" has two syllables / or "the book" means the same thing as "dwelling", "livre", etc. it belongs to the metalanguage.

In meta-language, the object-language can be the language or speech that acts as a plan of expression (any language can have its own metalanguage when it uses words and constructions specific to a certain domain).

A natural language acquires unlimited possibilities thanks to the "meta" function (as a communicative and intellectual ensemble) producing diverse and quasi-autonomous speeches.

The metalanguages belong to the disciplines or specific fields of activity (music, drawing, graphics, painting, communication, didactics, methodology, etc.).

As far as I am concerned, I will resort to the educational meta-language on the one hand, on the other hand, the grammatical one of which the linguist also serves to describe the grammatical functioning of a language (see Grammar of the Romanian Language).

The term "metalanguage" as such has recently been introduced by logicians such as R. Carnap, A. Tarski, but has also been preferred by linguists such as L. Hjelmslev, Z.S. Harris, R. Jakobson (the latter delimits the metalinguistic function). Emile Benvenista considers - more "own" - the metalanguage as hermeneutic language of grammar. A synonym for meta-language would be metasemiotics. In the category of "meta" function there are other notions such as metasemem, meta-taxa, metaplasma and so on. (Angela Bidu-Vrancea, 2005, 310-312).

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