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A NEVER-ENDING STORY – METHODOLOGICAL APPROACH TO GROZDANA OLUJIC’S FAIRY TALES

Summary: Grozdana Olujic, one of our most significant fairy tale writers, has been present in our primary school curricula for almost two decades. In recent years, her fairy tales have been continuously used from the second to the fourth grade, which particularly includes a selection of fairy tales. The curriculum designers’ ПРИЧА КОЈА НЕ ПРЕСТАЈЕ ДА СЕ ПОНАВЉА – МЕТОДИЧКИ ПРИСТУП ... 242 Валерија Јанићијевић intention was thus twofold – to show their respect for Grozdana Olujic’s fairy tales on the one hand and to give children a three-year opportunity to grow up and mature with her work of art on the other. At the same time, pupils are given a chance to develop an understanding of fairy tales (in particular of an author fairy tale) as a literary type. This way, these fairy tales are both honored and imposed great responsibility – being constantly in front of children, influencing their emotional, ethical and literary maturing and moral upbringing and boosting their literary taste. Th is paper analyses the presence of Grozdana Olujic’s fairy tales in three elementary school grades. Special attention is paid to their treatment in reading-books and methodological devices (which show children a direction in their comprehension of a literary work). Further, there is a brief interpretation of the fairy tales followed up by an insight into the basic literary-educational moments, a possibility of better allocation per grades and potential new literary-methodological approaches in the unit presentation stage.

Key words: teaching literature, curricula, fairy tale, author fairy tale, reading-books, methodological devices.