

# ***THE LITERARY TEXT IN THE CLASSROOM AND THE DEVELOPMENT OF HIGHER PSYCHIC FUNCTIONS: NEEDED REFLECTIONS***

## ***Abstract:***

*This article aims to analyze the development of higher psychic functions from the literary text worked in the classroom. The analysis is made from the foundations of Cultural Historical Theory in Vygotsky and the French Line Semiotics. It seeks to reflect on the way literary texts are worked in school education and whether there are possibilities for the construction of elaborate and critical thinking. The methodology consists of a theoretical study in authors such as Vygotsky (1989, 2001, 2008); Luria (1990); Leontiev (1969); Fiorin (2000, 2005), among others. Through the interpretative analysis of the text, it becomes possible to construct a subjective relationship between the author and the teacher, between the narrator and the narrator and between them as characters in the story, as well as to reconstruct the literary context, in which the work is inserted. From the critical exercise, one can think of new alternatives for working with the literary text in the educational spaces of school.*

***Keywords:*** *Literary text. Psychic functions. Cultural-Historical. Semiotics.*