



Lucien Tesnière, the Cognitive Science and Classical Languages in the Third Millennium

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Abstract

My essay starts from the results of experimental cognitive studies[1] in order to demonstrate that the classical languages, during adolescence, incentives a development of neural synapses, due to the peculiarities of the translation activity that, unlike the modern languages, are more codified[2]. Their particular inclination in order to be decoded through logical steps, basically repetitive, creates persistent and long lasting feedbacks. So classical languages can be, in the postmodernity too, an ideal instrument for the development of multiple and autonomous intelligences and became ideal to understand different contexts of the modern and technological life[3]. Chomsky[4], for example, has shown a development of the synapses that realizes an indirect activation of both areas of the brain, because both are pursued in the moment of the translation of classic texts. The study combines a reflection concerning the method of teaching conceived by Lucien Tesnière[5]: the "dependence grammar" is more functional than other teaching methods, because applies a sort of short-teaching and encourages a working laboratory (Active Learning Classroom) and the new technologies for disciplines considered, by the majority, obsolete[6]. The concept of atoms and bonds, taken from chemistry, leads to a type of learning by trial and error in ever-changing variants[7]. The ability to receive different and polysemantic messages requires alertness, speed of processing, cognitive clarity for the causes, ability to find logical solutions in different contexts [8]. The link of cognitive sciences[9] and "dependence grammar" for Latin and Greek can be the "key" to making these languages interesting even today because develop intellectual abilities for the new "digital" generations, very important to reading postmodernity.

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