


**CONTRIBUTIONS OF CHILDREN'S LITERATURE IN THE LITERACY
PROCESS** <https://doi.org/10.56238/sevened2024.037-121>**Janaína Camargo dos Santos¹ and Anna Carolina Galhart².****ABSTRACT**

This article aims to analyze the contributions of Children's Literature to the literacy process, its benefits for the formation of readers and the development of a critical subject. This is a qualitative research, with the foundation of the literature review, bringing references in the areas of literacy and Children's Literature: COELHO, FARIA, FERNANDES, LAJOLO, SILVA, SOARES and ZILBERMAN. The importance of the teacher to stimulate the desire for reading is emphasized, seeking a methodology that favors the process of literacy and literacy, in a precise way, and that triggers the formation of the child's identity. The study about the literacy process and its social aspects, points out as relevant the formation of the teacher as a reading subject and trainer of new readers and the Children's Literature book as a pedagogical resource of this new process that stimulates the contextualization, imagination and creativity of students at the beginning of schooling.

Keywords: Literacy. Development. Reading. Literacy. Children's Literature.

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INTRODUCTION

This research seeks to analyze the contributions of Children's Literature associated with the literacy process, as well as its importance for childhood and in the formation of readers.

The main reason for choosing the theme to be discussed in this project was for personal reasons. Currently, I do not work in the area of school pedagogy, however, when I carried out my face-to-face internship in a school, I enjoyed the opportunity to experience the school routine and the teaching-learning processes.

Literacy and Children's Literature, specifically, enchanted me. I must also mention the classes taught by the professor and advisor of the TCC, Anna Carolina Galhart, in which she provided several options of literature, in this way, she triggered the decisive reasons for the choice.

Together, I must mention my background, which as a child I had no incentive in the field of reading, and today we are faced with how important the transformative role of Children's Literature is, a very powerful tool for understanding the world, which contributes to the information, knowledge and interaction necessary for the act of reading, being able to positively influence social development, child's emotional and cognitive aspects.

And finally, the insertion of the moment of reading delight, within the classroom, awakening the taste for reading, favoring the emergence in the formation of readers, and allows the child to have access to different textual genres, get to know different authors and as the practice is consolidated, it becomes a habit that the reader learns to enjoy and explore for the rest of his life.

In the section that covers the theoretical framework, it is proposed to know the origins of Children's Literature and its historical trajectory.

Next, the importance of working with Children's Literature in the process of literacy and literacy will be presented.

Consequently, the relevance of the teacher's stimulus for the development of reading practice will be discussed.

In the next section, the research methodology will be exposed.

METHODOLOGY

This is a qualitative research. For the elaboration of this study, it was decided to choose the research methodology, the literature review or bibliographic review.

Literature review is the process of searching, analyzing, and describing a body of knowledge, in search of an answer to a specific question. "Literature" covers all relevant

material that is written on a topic: books, periodical articles, newspaper articles, historical records, government reports, theses and dissertations, and other types.

According to Gil (2002), bibliographic research "is developed based on material already prepared, consisting mainly of books and scientific articles" (GIL, 2002, p.44).

The search for studies does not need to exhaust the sources of information. It does not apply sophisticated and exhaustive search strategies. The selection of studies and the interpretation of information may be subject to the subjectivity of the authors. It is suitable for the theoretical foundation of articles, dissertations, theses, course completion works.

In the following section, the theoretical contribution about the contributions of Children's Literature in the literacy process will be presented.

THEORETICAL FRAMEWORK

BRIEF HISTORY OF CHILDREN'S LITERATURE

In this topic, the historical panorama of Children's Literature, in its probable cradle, until its dissemination in Brazil, will be presented in a summarized way.

The history of Children's Literature is linked to the history of the conception of childhood, where the first books for children were produced at the end of the seventeenth century and during the eighteenth century. Children and adults shared the same social events. With the introduction and valorization of a bourgeois family model, the child gains a focus on the reproduction of the class, with a greater interest in his education and in the transmission of bourgeois values.

At this moment, Children's Literature emerged, with the purpose of transmitting the values of this new family model based on a new conception of the child. According to Nelly Novaes Coelho, Children's Literature is:

Openness to the formation of a new mentality, in addition to being an instrument of emotions, fun or pleasure, played by stories, myths, legends, poems, tales, theater, etc., created by the poetic imagination, at the level of the child's mind, which aims at the integral education of the child, providing him with humanistic education and helping him in the formation of his own style. (COELHO, 1991, p. 5).

Children's Literature is concerned with stories for children, it is the literary form aimed at the child psyche, with vocabulary appropriate to the child's knowledge and understanding, helping in the development of personality, with the intention not only of entertaining and informing, but also of disseminating the experiences of life. Regina Zilberman (1985) points out that through fairy tales, the reuse of myths, fables and folkloric legends or the telling of adventures, the reader recognizes the contour within which he is inserted and with which he shares successes and difficulties.

According to Coelho (1991), Children's Literature actually appears in France in the second half of the eighteenth century, during the absolute monarchy of Louis XIV, the "Sun King", who openly expressed his concern with literature for children and young people. "Tales of Mother Goose" (1691 - 1697) by Charles Perrault, "The Fables" (1668) by La Fontaine, "The Fairy Tales" (8 volumes, 1696 -1699) by Mme D'Aulnoy and "The Adventures of Telemachus" (1699) by Fénelon are the pioneering books of the children's literary world. In this way, it can be said that France, through these great literati, was the cradle of Children's Literature in the world.

Brazilian Children's Literature emerged some time after the beginning of the European one. With the implementation of the Royal Press, in 1808, the first books for children began to be published in Brazil. According to Zilberman and Lajolo (1986):

[...] the tradition of The Pasmosas Adventures of the Baron of Munchausen and, in 1818, the collection of José Saturnino containing a collection of moral stories relating to the ordinary defects of the tender ages and a dialogue on geography, chronology, the history of Portugal and natural history. (LAJOLO; ZILBERMAM, 1986, p.23).

But these publications, according to the same authors, were sporadic and insufficient to characterize a regular Brazilian literary production for children. It was only after the Proclamation of the Republic that a Brazilian Children's Literature actually began. This phase is represented, in particular, by the translator Carlos Jansen, through the works "Selected Tales of the Thousand and One Nights" (1882), "Robinson Crusoe" (1885), "Gulliver's Travels to Unknown Lands" (1888), and by the adaptor of foreign works Figueiredo Pimentel, where the classic tales of Grimm, Perrault and Andersen were disseminated in "Contos da Carochinha" (1894), "Histórias da Avozinha" (1896) and "Histórias da Baratinha" (1896).

In 1904, Olavo Bilac and Coelho Neto published their "Contos pátrios". In 1907, Júlia Lopes de Almeida launched the "Stories of our land". In 1910, the long narrative appears, "Through Brazil", by Olavo Bilac and Manuel Bonfim. In 1915, the children's library was created in São Paulo by Professor Arnaldo de Oliveira Barreto, which had a collection of about 100 famous books, among them: "Don Quixote", "The Adventures of Gulliver", folk tales and versions by the Brothers Grimm, Perrault de Andersen, and others. In this first moment of Brazilian Children's Literature, there is the appropriation of an ideological educational project, which came from Europe.

At that time, people wrote minimally for children and the few works that existed were separated from children, as ideological literature was valued for them. Patriotism was configured and rooted in the country's political consciousness and Children's Literature

assumed the role of compromising these ideas. The writings of this period made nature and landscape famous, themes inspired by European models.

Zilberman and Lajolo state that "... the extreme appreciation of nature becomes radical in works by authors such as Olavo Bilac, Manuel Bonfim and Coelho Neto" (LAJOLO; ZILBERMAN, 1986, p. 48).

In 1919, Tales de Andrade with the novel "Saudade", transmitting and disseminating the image of a Brazil that finds in agriculture, its cultural, ideological and economic identity, thus ending this first period of our literature aimed at children.

In 1921, Monteiro Lobato published "A menina do Narizinho Arrebitado", a bestseller. When he realizes the need to write stories for children, with a language that interests them, it is with Monteiro Lobato that we will find the new phase of Brazilian Children's Literature, as Nelly Novaes Coelho states, "Monteiro Lobato had the fortune to be, in the area of Children's and Youth Literature, the watershed that separates the Brazil of yesterday and the Brazil of today..." (COELHO, 1991, p. 225).

It is worth noting, with regard to the recognition of important authors in the history of Brazilian Children's Literature, Monteiro Lobato should be mentioned, as well as two essential authors: Ruth Rocha and Marina Colasanti. Ruth Rocha is considered, today, one of the most significant writers in both Children's Literature and Brazilian Youth Literature. Like Rocha, Marina Colasanti is reputed as a fundamental figure in Children's Literature.

Thus, today "Centenary, Brazilian Children's Literature offers the current reader a respectable collection of good works, to be remembered by followers of several generations" (ZILBERMAN, 2005, p. 11).

The historical panorama of Children's Literature was presented in a summarized way. Next, Children's Literature in the process of literacy and literacy and the development of the student will be discussed.

CHILDREN'S LITERATURE IN THE PROCESS OF LITERACY AND LITERACY AND THE DEVELOPMENT OF THE STUDENT

Initially, the concepts of literacy and literacy are discussed, according to Magda Soares (2004), *apud* Fernandes (2019). The word literacy, as well as its concept, is something relatively recent in Brazil. The term was introduced into the language of Education and Linguistic Sciences a little over two decades ago.

Soares (2003) *apud* Fernandes (2019), distinguishes the literacy and literacy process, so that one is not confused with the other, and, mainly, so that the use of the term literacy does not end the specificity of the literacy process:

Although running the risk of oversimplification, it can be said that insertion in the world of writing occurs through the acquisition of a technology – this is called literacy, and through the development of competencies (skills, knowledge, attitudes) for the effective use of this technology in social practices that involve the written language – this is called literacy (SOARES, 2003, p. 90).

According to Ferreiro; Teberosky, 1999, *apud* Silva, 2021, it is known that school failure does not occur only in the final years of the school day, but even before in the literacy process. Learning to read, understood as questioning the nature, function, and value of this cultural object that is writing, begins much earlier than the school imagines, taking place along unsuspected paths (SILVA, 2021).

Currently, the literacy process encompasses knowing how to read and write and understanding reading and writing practices. It is not enough just to know how to read and write, but to know how to use reading and writing in various social contexts, thus projecting a future of critical and active subjects within a society, offering them the right to go beyond what is seen and what they are shown. Consequently, literacy is to enable literacy contexts by providing critical spaces focused on reading and writing.

In this way, the practices of reading and writing in school need to be reviewed, regarding the training of teachers who work in the formation of future readers and the structure of the school environment for literacy and literacy. Increasing knowledge about Children's Literature in the school environment, its nature, its process and consequence for children's lives, is fundamental to all educators who wish to offer quality education. Within current conceptions, the process of becoming literate is consistent with knowing how to read and write, and understanding reading and writing practices. Literacy is a current concept studied as a social phenomenon in which the new approach to literacy is considered.

Reading is the guiding means of writing, offering subsidies on how to write. It is not a matter of decoding letter by letter, word by word, but of comprehension, in which the meanings begin to be constituted before the actual reading. Forming the competent reader means forming someone who understands what he reads. An efficient reader is one who has a constant practice of reading diversified texts and this work can involve all students, including those who do not know how to read conventionally.

According to Soares, 2011, "There are three main instances of schooling of literature in general, and particularly of children's literature: the school library; the reading and study of literature books, generally determined and guided by teachers [...]" (SOARES, 2011, p. 6).

Reading in school has been a teaching objective. As it is a complex social practice, in order to convert reading into an object of teaching-learning, its nature and complexity must be preserved. The school needs to offer quality materials, proficient reader models, different texts from around the world and effective reading practices. Good readers are not formed by asking for reading in classroom activities or only in the textbook. Without the diversity of reading, one can even teach how to read, competent readers will not be formed.

To learn to read, it is necessary to interact with the diversity of written texts and participate in acts of actual reading. Reading as a social practice is always a means and never an end. Reading is a personal need. A reading action that does not arouse the desire to read is not an efficient pedagogical activity. It is necessary to promote favorable conditions for reading time, such as planning a moment in the library, creating reading corners, making characters from the stories, proposing reading routines, organizing moments of free reading, where the teacher also participates in the reading. It is very important to see your teacher involved at this time, as it will encourage and awaken the desire to do so as well.

With regard to the social issue, social inequality is responsible for interfering in the context of learning. Considering the economic condition, the child from the most favored class is in the process of literacy and literacy even before completing the first year of age, because contact with books and reading is encouraged by parents, who are their first teachers.

At the other extreme, children who come from low-income classes, contact with reading is practically non-existent, considering that in Brazil the culture of obtaining books escapes the family budget, it is also not a very encouraged habit. Thus, the contact with reading and writing in the popular classes ends up starting even only at school and having their teachers as the first reference of reader and writer.

In this topic, the merit of Children's Literature in the process of literacy and development of the student was presented.

In the next section, the results of the search will be presented.

RESULTS

THE RELEVANCE OF THE TEACHER'S STIMULUS FOR THE DEVELOPMENT OF READING PRACTICE

In this section, we will discuss the relevance of the teacher's stimulus for the development of reading practice.

Children's Literature in the process of literacy and literacy has its relevance in the educational and social context, as it involves the formation of the child reader considering the aspects of creation, imagination and production.

Using the Children's Literature book for the literacy and literacy process will not make the pedagogical instrument be used for a moment of leisure, leaving routine pedagogical activities, on the contrary, it will provide a moment of reading knowledge, that is, the interpretation and understanding of the text. The approach to pedagogical work is not only about using the book merely for the production of didactic activities, but providing concrete moments of playfulness in reading and writing, through the reading of a book, much can be explored by the educator and the student.

According to Faria, 2004, the ability of educators to perceive the richness and structure of the Children's Literature book is one of the alternatives to not reduce literature to a merely pedagogical approach. Exploring the children's book, its narrative, its illustrations, its meaning is a resource that must be approached with competence and creativity, the teacher also needs to know how to be a reader.

Teachers must be prepared to form reading subjects, and this means in the daily reading of the literature book, in the collective interpretation, made with students and teacher and in the record, which is the construction of the meaning of the text. The effort to write something that is heard, obviously mediated by the teacher, leads to the understanding of the old and the possibility of creating the new.

The way of working with Children's Literature in the classroom requires an insight of identification under the methodology worked, involving the interpretation of the text, the exploration of the book, the connection of the author and the illustrator with what they intend to convey with the narrated story, stimulating the curiosity of the students and the dialogue about the book read.

For this literary knowledge to be materialized in practice, it is necessary to have a favorable environment that stimulates listeners, the practice of reading and professionals who understand the true meaning of literature, the benefits it will provide, such as stimulation, creativity, improved writing, empathy, ethical attitudes and the development of critical thinking.

According to Galhart, 2013, the driving force for the formation of readers is the *humanizing function* of Literature, proposed by the theorist *Antônio Candido* (1918), in his work "*Literature and the formation of man*". Literature, by its nature, translates man in his essence and influences in a significant way in his formation, performing two essential functions: *the psychological function and the formative function*. The *psychological function*

is linked to a peculiar characteristic of the human being, which refers to the need to transition between the real world and the fictional universe, as something vital to the human being. According to Jung, 2011, *apud* Galhart, 2013, man has a need for escape, and the pages of a work can be an ideal place of refuge.

According to Candido, the reader of a literary work is influenced by the range of information it brings, provoking various reactions that are beyond his control, therefore, this is the reason for the author to expose the *formative function*, which gives literature a formative and educational character.

The point of view of an author, even if implicitly, defended in a work, contributes to new perspectives on reality, and the reader will somehow have a new posture, if not at least questions to be thought about, which had not yet been triggered: literature does not corrupt or edify, it fully humanizes man.

Literature is not learned, it is experienced, it is coexisted, and rehearsing this exchange in a schooled environment is to provide the opportunity for those who do not have access to reading literature, adds Lajolo, 2011, "No one is born knowing how to read, one learns to read as one lives. If reading books is usually learned on the school benches, other readings are learned there, in the so-called school of life [...]" (LAJOLO, 2011, p.07).

In this section, we discussed the relevance of the teacher's stimulus for the development of reading practice. Then, the data presented will be analyzed and discussed.

DATA ANALYSIS AND DISCUSSION

In this section, the data presented in the section that addresses the results will be analyzed.

By briefly knowing the origins of Children's Literature and its historical trajectory, as well as some authors, who are worth mentioning, from the beginning in France, the birthplace, with "the father" of Children's Literature, Charles Perrault, following the Brazilian trajectory that emerged after the European one, highlighting Monteiro Lobato, Ruth Rocha and Marina Colasanti, where everyone was fundamental for the development of the genre, and to analyze facts that were responsible for the changes in society's view of the child at that time, in order to be recognized as a being with characteristics and needs different from the adult, facts that were fundamental for the conception of children today. Children's Literature, by its nature, can act as a device for the processes of literacy and literacy.

According to Soares (2008), literacy is the process by which one acquires mastery of a linguistic code, that is, a set of techniques acquired to exercise the use of reading and writing. Literacy is part of the action of decoding the alphabet and representing the sound

by recognizing its graphic symbol. Therefore, literacy is the result of the action of teaching or learning to read and write. There are several practices, both social and school, that require the use of both, and the permanent use of the skills of reading and writing that the individual will establish with his social environment. Using reading and writing will transform the subject into an asset, conditioning him as a transmitter of various knowledge.

And in the midst of this process, the importance of the teacher is highlighted, who carries the role of mediator, trainer and transformer, through stimuli in the habits and attitudes of the students, empowering them readers, people who can see the world in a different perspective and who are conscious in their actions. The educator needs to be very well prepared to show the way to the world of letters to these beginner beings, the preparation for the discovery of a different world, in the incentive to discover the world with the same curiosity that one has in childhood, at this stage, he needs to find all possible ways to learn to read and write using resources conducive to each profile of the student. To use the children's book as a pedagogical resource is to propose a new sense and meaning within the classroom for the decoding of the linguistic code and to launch oneself from this learning, beyond the limits of the classroom, in favor of literary literacy.

According to Cosson (2009) *apud* Fernandes (2019), literary literacy is the process of appropriation of literature as a language. I use the expression process, because it presupposes the idea of something continuous, in cycles that never close. Thus, Literary Literacy begins in childhood, with the first stories heard and with lullabies and extends throughout life, expanding with each novel book. The term appropriation refers to the act of making something your own, so that it becomes part of your life and thoughts.

For a text to be literary, it depends on literalness, that is, it is part of a special elaboration of language, using elements of fiction and the author's imagination (SOUZA, 1986). This arrangement of Children's Literature enables the little reader to go through the dreamlike universe that Children's Literature is capable of providing.

In this section, the trajectory of Children's Literature, since the classics, the communion between Children's Literature and literacy from the perspective of literacy and literary literacy, respecting literality,

FINAL CONSIDERATIONS

In this research we sought to analyze the contributions of Children's Literature associated with the literacy process, as well as its importance for childhood and in the formation of readers.

The literature review was chosen as a research methodology, based on GIL, as a theoretical contribution.

It was concluded, from COELHO, FARIA, FERNANDES, LAJOLO, SILVA, SOARES and ZILBERMAN, that the history of Children's Literature is linked to the history of the conception of childhood. As for the process of literacy and literacy in the early grades, it is thought to learn to read and write, that is, to decode the linguistic code.

Children are the public that should grow the most for the taste of reading, reading more literature books, because the teacher must be a great encourager, because when Children's Literature is well worked, it helps, not only in the formation of character, but also in the general formation of the child as a critical and well-informed person.

The child who reads acquires more parameters to make comparisons and select the works that seem best to him, both in school situations and in situations of his daily life. Therefore, reading should be seen as an inexhaustible source of research.

The study about the literacy process and its social aspects, points out as relevant the formation of the teacher as a reading subject and trainer of new readers and the Children's Literature book as a pedagogical resource of this new process that stimulates the contextualization, imagination and creativity of students at the beginning of schooling.

In this way, I end the article, leaving this reflection for continuity in studies.

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