


**THE IMPORTANCE OF LITERARY WORKS IN READER FORMATION: A
METHODOLOGICAL APPROACH IN PORTUGUESE LANGUAGE** <https://doi.org/10.63330/aurumpub.046-018>**Francisco Welton Machado¹, Marina Rocha de Castro², Francisco das Chagas Gomes³, Kennedy José Alves da Silva⁴, Noé da Silva Carvalho⁵ and Raimundo Lenilde de Araújo⁶****Abstract**

Literary works may be classified as a sociohistorical product of their time, and they contain elements that explain and elucidate problems of the present. The reading process constitutes one of the best means for the development of individuals. Through reading, human beings are able to interact with society by means of the written word. Reading and textual interpretation are essential tasks for the formation of literate individuals. It is necessary to read and produce varied texts in order to respond to distinct situations, in which the individual is expected to be able to read and write correctly. Different textual modalities comprise diverse genres, which may be written or spoken and are easily recognized by people. In this sense, the process of reader formation is a tool that requires variables that foster reading practice, which should not be limited solely to material resources, since the appropriate use of books and other materials containing texts is the determining factor for the development of reading practice and engagement with reading. Therefore, the general objective of this study was to conduct a bibliographic review in order to gather data on the main contributions of literature to the formation of readers. The bibliographic review was the research methodology used in this work, drawing on articles published in international journals, articles published in recognized national journals, books, theses, and dissertations. Based on the readings

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carried out for the construction of this article, it is possible to state that literature should always be considered fundamental to students' learning.

Keywords: Literature, Readers, Teaching and Learning.

INTRODUCTION

Literary works may be classified as a sociohistorical product of their time, and they contain elements that explain and elucidate problems of the present. The perception of the world within the imaginary and subjective dimensions of authors and literary characters contributes to the realization of certain historical-social visions. The social contexts and everyday life presented in Brazilian literary works indicate that values need to be reconsidered (Simon, 2018).

The reading process constitutes one of the best means for the development of individuals. Through reading, human beings are able to interact with society by means of the written word. Therefore, this process provides readers with the ability to understand the text and the written word, which acquire new meanings through the reader's action (Santos et al., 2018).

Arana and Klebis (2015) establish that reading is part of an interactive process, as it activates and interacts directly with the various forms of knowledge acquired by the individual, which at all times becomes essential for understanding what is read.

According to Silva (2013), reading is a process of understanding the world that includes characteristics necessary for human experience, encompassing symbolic capacity and interaction with another word present in the social context. Thus, a text becomes complete through reading insofar as the linguistic and thematic dimensions are updated by a particular reader.

Different textual modalities comprise diverse genres, which may be written or spoken and are easily recognized by people. They are part of a tool capable of assisting and contributing to the process of reading development together with autonomy. For Soares (2013), reading and textual interpretation are essential tasks for the formation of literate individuals. It is necessary to read and produce varied texts in

order to respond to distinct situations, in which the individual is expected to be able to read and write correctly.

The reading process taught in schools is carried out in a systematic and mechanical manner; that is, letters are spelled out, syllables are composed with letters, words are formed with syllables, and, finally, texts are formed with words. This process eliminates the possibility of forming readers from the perspective disseminated by Bakhtin (1988; 2000), since it is grounded in the decoding of written-language codes, without attributing sense or meaning to them, and is disconnected from interaction and dialogue with the other.

Bakhtin (1988, p. 42) believes “that the linguistic system is the product of reflection on language.” Therefore, in contact with the language of readings, the reader becomes acquainted with countless types of utterance, according to the context, since everyday oral productions differ from the more complex ones found in moments of reading. Thus, the reader enriches their repertoire of utterances through the materials read.

Bakhtin (2016) argues that the use of language occurs through oral and written utterances, directed toward the individuals participating in that field of activity. Utterances require three essential elements specific to each sphere, namely: thematic content; style; and compositional construction.

Different textual modalities comprise diverse genres, which may be written or spoken and are easily recognized by people. They are part of a tool capable of assisting and contributing to the process of reading development together with autonomy. For Albuquerque (2007), reading and textual interpretation are essential tasks for the formation of literate individuals. It is necessary to read and produce varied texts in order to respond to distinct situations, in which the individual is expected to be able to read and write correctly.

According to Bakhtin (2016), speech genres lead to standard forms that are relatively stable for an utterance and are sociohistorically determined, so that we communicate only through speech genres, of

which individuals possess a broad repertoire, since adherence to genres occurs as spontaneously as language acquisition.

It becomes necessary for the school environment to promote activities that lead students toward integrative pluralism, enabling them to read the world critically, understanding different cultural interests that describe their actions, relationships, and consequences (Rezende, 2018).

The process of forming readers is a tool that requires variables that foster reading practice, which should not be limited solely to material resources, since the appropriate use of books and other materials containing texts is the determining factor for the development of reading practice and engagement with reading. Thus, the National Curriculum Parameters emphasize that didactic methodologies oriented toward the purpose of forming readers are necessary, including suggestions for students' work, which may serve as a reference for the creation of other activities (Brasil, 2010).

Accordingly, the general objective was to conduct a bibliographic review in order to gather data on the main contributions of literature to the formation of readers. The bibliographic review was the research methodology used in this work, drawing on articles published in international journals, articles published in recognized national journals, books, theses, and dissertations, all retrieved from the PUBMED and Scielo databases. The criteria used were the languages Portuguese and English, searched using the descriptors: Literature. Readers. Teaching and Learning.

DEVELOPMENT

THE IMPORTANCE OF LITERATURE IN TEACHING AND LEARNING

Most literary works relate emotions and feelings as aesthetic expression and enjoyment of emotions. Only a minimal portion mentions teachings of a moral and behavioral nature. From the Vygotskian perspective, a work of art whose purpose is moral and behavioral instruction may produce adverse effects. The role of the work of art should be aesthetic enjoyment, and it should not serve as a pretext for teaching a specific content.

Literature was constituted as a literary genre and emerged in the history of human civilization from the eighteenth century onward, when childhood gained an importance that had previously been forgotten. However, it was only a century later that literature entered school institutions through pedagogical characteristics aimed at shaping the child's character, which was still viewed in a limited way.

In Brazil, the twentieth century intensified the relevance of literature for development, as it came to be considered an important axis for the child's intellectual and cultural development. Silva (2013) corroborates this explanation, considering that the resources of Children's Literature are potential allies in the process of developing the higher function of attention, since the greater the understanding of adult language and mastery of one's own speech, the more complete and determined the child's memorization capacity will be, which is possible through literature.

It is known that literature and the act of storytelling guide, socialize, and entertain children. This practice acts directly on their development, because throughout this process the child undergoes psychological and moral maturation that will influence their growth as a subject.

Thus, the broad importance of literature for the child's psychic, intellectual, and cognitive development is justified, since through this practice the student's imagination is stimulated while exercising functions of affectivity, language, memory, imagination, and perception, among other aspects. In this sense, it may be stated that through contact with literature, the child expands their possibilities, which is made possible through imagination.

Above all, literature goes beyond entertainment; it enriches vocabulary and language, contributes to human development, and helps children develop confidence and creativity. In addition, stories encourage cognitive tasks relevant to thought, such as verification, generalization, logical reasoning, spatial and temporal relationships, among others (Zilberman, 1989).

The more frequent the interactions with reading and writing in educational contexts that promote emergent literacy, and the more reading and writing are part of the child's daily life—at home and in

preschool—the more easily children will develop their personal projects as readers and writers who are involved and committed to language (Velosa, 2014).

Therefore, the importance of literature arises from the child's contact with books, and not only when they become readers, providing conditions that contribute to the child's full development. It also enables access to the construction of their identity through different characters, settings, contexts, origins, unique characteristics, and specificities that value culture and the human being as a whole (Souza, 2009).

When presenting stories to children, it is possible to observe how literature promotes the expression of their feelings, concerns, and anxieties, and may also contribute to overcoming certain adversities, as it encourages children to experience their own personal fears and apprehensions.

Thus, the importance of these activities for children's formation is indisputable, since they act in expanding vocabulary, developing language and thought, refining attention, memory, and reflection, stimulating sensitivity and self-knowledge, and contributing to the development of cognitive functions such as comparison, logical reasoning, and hypothetical, convergent, and divergent thinking.

We see in literature a new mindset for these students, active beings who, through literature, will be able to organize learning and thought. Furthermore, the school is the most effective space for the formation of the individual, where literary studies develop the mind, relationships, and a different reading of the world; how can one deprive them of this, when only the act of reading and presenting this path to them can provide them with these forms of knowledge?

This space must be open to self-knowledge, existing culture, and new paths. This space for literature should not be linked only to the classroom; it should go beyond it, taking children to the library, reading corners, workshops, and laboratories, showing them that reading is not something rigid that should happen only inside the classroom.

According to Coelho (2000):

Literature is, above all, literature; or rather, it is art: a phenomenon of creativity that represents the world, human beings, and life through words. It merges dreams and practical life, the imaginary and the real, ideals and their possible/impossible realization [...] (Coelho, 2000, p. 27).

Literary works were reduced to intrinsic values, but this has changed over time, with the aim of attracting the child to participate in the experiences that life provides both in the real world and in the world of fantasy.

The importance of Literature in the formation of the child has been provoking changes within cognitive and psychological factors. It fulfills a significant function, in which physical reality surpasses the limits of imagination, transcending the immediate needs of life (Moreira, 2018).

From the twentieth century onward, literature has been seen as forming the new adult of tomorrow, shaping personality and mental structures, also depending on the environment in which children live. Children's literature is an intermediary between the adult author and reality, and for the child reader it serves as a means of acquiring experiences, thus transforming the act of reading into learning. In addition, it is a tool that reaches children's hearts in a calm and affective way, in order to bring to them what the real world is like, in the form of tales, fables, nursery rhymes, quatrains, among others. For this young reader in focus, brief texts with drawings and images should be proposed, and the teacher's presence is crucial so that, together, they may interpret the story, since children need our encouragement in order to experience the pleasure of reading.

We may also highlight reading carried out by the adult, through which the child comes to know new words extracted from books. In this way, the child performs the generalization of meanings and senses that contribute to the assimilation of concepts. Therefore, the work of art may serve as mediation for the child's understanding of emotions and feelings, assisting in the process of forming higher psychic functions. The work of art refers to realities not experienced by the child, which is fundamental to the development of imagination and creativity (Marçal, 2016).

In the same line of thought, Mendes and Mota (2020) state and emphasize that the educator is an important part of this process and must therefore assist children in constructing this process of identity

and relationship with otherness, promoting appropriate and stimulating activities that foster their emotional development.

LITERARY LITERACY

Silva (2019) explains that from the 1980s onward, studies on literacy began to gain momentum in Brazil, establishing actions that, by using writing and reading as technological as well as cultural tools, focused on redefining basic education.

These studies highlighted the fact that reading and writing are driving factors in literate societies, not least because in these societies, reading and writing have become the gateway for the subject into the universe of knowledge and, thus, one of the steps toward assimilating society's values, which are, for the most part, recorded through written code (Silva, 2019).

According to Barbosa (2011), the term literacy, which is currently quite formal, refers to processes of appropriation of writing as a technology increasingly considered fundamental in modern societies. Far beyond knowledge of a symbolic code, this term allows reference to the mastery of a set of social practices focused on writing.

The concept of literacy still sounds new to many, although it is widely disseminated in academic and school contexts. It was formerly seen as yet another novelty, but in a certain way it has gained ground in teacher education courses and in academic research. Thus, literacy appears as inseparable from life in society. In the school context, working with the various types of literacy, guiding students along paths through which others may be developed, is an essential factor in the teaching process (Vieira, 2015).

There are many uses of writing in modern societies. In this case, literacy provides the possibilities that individuals acquire to participate effectively in the most diverse social practices. Thus, it is possible to observe the increasingly common use of the term in the plural, literacies, a fact that may indicate differences among reading practices arising from their numerous objectives, forms, and objects, together with the diversity of current contexts and media (Barbosa, 2011).

Pinheiro (2011) states that the relationship between school and literacy is considered a complex field, due to the occurrence of a type of school control, instead of seeking the expansion of social practices. Thus, school literacy is considered insufficient when it seeks to measure and evaluate reading and writing skills. In some countries, such as Brazil, inconsistent and often discriminatory functioning gives rise to multiple and differentiated patterns in the acquisition of literacy.

Reflections on reading and writing, associated with the relationships between social demands and individual competencies, are embedded within studies on literacy and are divided into two perspectives, which are, according to Silva (2019):

- **Autonomous Model:** this model receives criticism for restricting literacy to a set of cognitive abilities that may be measured in individuals as the degree of literacy, the level of literacy, or low literacy. By focusing on individual cognitive competencies and taking as reference the subject's relationship only with the written text, the autonomous model shares an understanding of literacy "as knowledge about, situated in people, in people's heads, to solve problems mediated by writing." This model leaves aside reflections on how people use texts and what they do with them in different historical and cultural contexts. Thus, the autonomous model cannot explain why these differences between writing and speech emerged in certain contexts. It may be summarized that the focus on an autonomous model of literacy diverts attention from more complex variables.
- **Ideological Model:** the focus of this model is the social dimension of reading and writing. It is observed in the plural and is understood as a product of concrete and social practices. Literacy must be studied in relation to the culture, history, and discourses that foster these practices. From another perspective, reading and writing practices are embedded not only in cultural meanings, but also in ideological claims concerning the basis of literacy and the power relations associated with it. In this model, the phenomenon of literacy is studied from a broader perspective, taking into account the social nature of reading and writing, including the

multiple character of these literate practices, drawing on transcultural perspectives.

FINAL CONSIDERATIONS

Based on the readings carried out for the construction of this article, it is possible to state that literature should always be considered fundamental to students' learning. The issue of affectivity and intelligence is fundamental to the process of human development. Thus, we may conclude that the interactions that occur in the school environment also need to be affective in all aspects, being present at all moments or stages of the pedagogical work developed by the teacher and not only in the direct relationship that the teacher has with the student; reading can reach this level.

Regarding the reading process, it is a process of comprehension, of understanding the world, which involves an essential characteristic of the subject, granting them intellectual freedom and critical formation. It becomes necessary for the school environment to promote activities that lead students toward integrative pluralism, enabling them to read the world critically, understanding different cultural interests that describe their actions, relationships, and consequences.

Considering reader formation, it is essential that there be a harmonious relationship with books. The habit of reading needs to be contextualized and coherent with the cultural reality of society, because reading must be part of the child's life until the end of their life. Through reading, the child begins to interact with the world around them by means of the written word, in which they are an active being who gives meaning to the text, since it acquires meaning through the reader's action upon it.

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