



Reading as an Act of Freedom from the Perspective of Teaching in Children's Literature

Reading as an Act of Freedom from the Perspective of Teaching in Children's Literature

Quitéria Paiva Villela Santos - State University of Paraná – UNESPAR, Brazil. Master's degree in Education. Interdisciplinary - PPIFOR – Paranavaí Campus, <https://orcid.org/0009-0005-6810-3705>. Lattes Curriculum: <http://lattes.cnpq.br/7865898714707937>. Contact: quiteria.paivasantos@gmail.com.

SUMMARY

This study on Children's Literature describes the development of reading through Brazilian Literature. From birth, a child is a being in constant change; however, learning is continuous and satisfying through pleasurable and playful moments. What captures their attention is an imaginary world, make-believe, drawings, figures, and other elements. Through reading, children can stimulate various senses, and from this perspective, the research will be based on the contribution of Freirean pedagogy, specifically "teaching and learning." In this premise, teaching and learning, along with research, are inseparable; that is, one is not separate from the other. As new knowledge is produced, it surpasses other knowledge that was once new and has become outdated, and is ready to be surpassed by something else tomorrow. Therefore, discovering existing knowledge through literature and reading is fundamental as an act of freedom, as is knowing that we are open and capable of producing knowledge that does not yet exist.

Keywords: Children's Literature. Reading. Freirean Pedagogy.

ABSTRACT

This study on Children's Literature describes the development of reading through Brazilian Literature. From birth, children are constantly changing, but learning is continuous and satisfying through pleasurable and playful moments, so what captures their attention is an imaginary world of make-believe, drawings, figures and other elements. Through reading, children can stimulate various senses and from this perspective, the research will be based on the contribution of Freirean pedagogy, of "didiscence". On this basis, teaching and learning, together with research, are inseparable, that is, one is not separate from the other. When new knowledge is produced, it overcomes another that was once new and has become old and is ready to be overtaken by another tomorrow. That's why it's as fundamental to discover existing knowledge through literature and reading, as an act of freedom, as it is to know that we are open and capable of producing knowledge that doesn't yet exist.

Keywords: Children's Literature. Reading. Freirean pedagogy.

INTRODUCTION

This study on Children's Literature describes the development of reading through...
Brazilian literature. The child from birth is a being in constant change, however, the
Learning is continuous and satisfying through enjoyable and playful moments, therefore what
What captures attention is an imaginary world, a world of make-believe, drawings, figures and other things.
elements.

Children's literature contributes to the development of readers, becoming a...
A man who uses fantasy and imagination in his concrete life. Because he has characteristics
Children's literature is an attractive medium that is extremely important for children.
Reading development. In the formation of a reader, the teacher should be the mediator between the book and the reader.



– as a child, he acts as a guide, a director, focusing on reading, expanding knowledge-building, questioning, transformative, and enriches students' interpretation in Regarding the text and discussion carried out. From a progressive perspective, what I should do is "to experience the dynamic unity between teaching content and teaching what is and how "learning," all content teaching "demands from those who find themselves in the position of learner that, " From a certain point onward, start taking *ownership* of the knowledge of the object as well" - Freire 2024, p.122).

However, through reading, a child can stimulate various senses, and starting from that... that the research will be based on the contribution of Freirean Pedagogy to the Development of reading, from the perspective of learning about teaching. Learning about teaching is a concept- The key to understanding Freirean pedagogy is its foundation in an anthropology that conceives... The human being as a being in construction, therefore unfinished, and within a theory of knowledge. stemming from this anthropology. The epistemological and pedagogical cycle is completed with the method. of knowledge, a new conception of the teacher-student relationship and of the training of Teachers and students. The strength and accuracy of Freire's original intuition have been proven. due to the acceptance of his readers, who saw in his ideas a radical coherence in its epistemological-political-pedagogical construct (Freire, 2021, p.17).

Paulo Freire introduces the theme of teaching and learning, arguing that teaching and learning, Alongside research, they are inseparable , "*indistinct*" in his expression; one is not... separated from the other. Upon being produced, new knowledge surpasses other knowledge that was previously new and It has grown old and is poised to be overtaken by another tomorrow. That is why it is so fundamental. discovering existing knowledge while knowing that we are open and capable of producing it. knowledge that does not yet exist (Freire, 2021, pp. 17-18).

The aim of this research, following the assumptions presented earlier, is to... to raise the reader's awareness about the development of reading through the use of titles from Brazilian Children's Literature. Children's literature emerged in the 18th century but became more... comprehensive in the 19th century with fantastic adventure storybooks guaranteeing a continuity and attraction. Palo and Oliveira (2006, p.11) state that "reading that follows trails, It formulates hypotheses, experiments, doubts, in a continuous exercise of experimentation and discovery. Like life," from this point of view, reading is present in our lives. It allows us to learn, teach, and discover other cultures. Reading literature makes it possible to... Children develop their imagination, emotions, and feelings in a pleasurable and meaningful way.

It involves working with the theme of reading, discussing its importance and making explicit the



A critical understanding of literacy and the role of a community library, reporting and documenting his experiences in literacy and political education that Paulo Freire. He produces his work by thinking and rethinking his own practice and personal experience. This is because the reading of the word is always preceded by the reading of the world (Freire, 2021, p. 24). Thus, this work will be divided as follows:

- Reading through Literature, to highlight reading as an instrument of liberation, in a Freirean perspective.
- Children's Literature as a tool for developing reading and freedom, in the process of developing knowledge and understanding the world.
- School and community libraries: reading opportunities.
- Final considerations will highlight how children's literature can help teachers in the practice and development of reading in the school process, from the perspective of Paulo Freire's pedagogy.

We set out to characterize this study as bibliographic, and thus it may offer subsidies for other studies and research on the subject or related to the same, with Freire's theoretical framework contribution "The Importance of the Act of Reading" (2021); Freire "Pedagogy of Autonomy" (2024); Freire's "Pedagogy of the Oppressed" (1987), among other works and authors.

Therefore, through a commitment to reading literature, we develop a Freirean perspective, language is seen as a vehicle for communication between students and teachers and with the world.

READING THROUGH LITERATURE

Literature makes it possible to experience feelings such as anger, indignation, and fear in the role of the reader, in addition to promoting learning and knowledge. It educates the emotions, it makes individuals become more tolerant, understand the different moments, the different thoughts in different eras, different situations. And through reading it enables human beings to become more critical and aware of their real needs, to know the world and especially oneself, in short, "it provides human development by exploring the developing the imagination, awakening creativity and enriching knowledge of world" (Ujiie and Pietrobon, 2024, p.161).

In this sense, we have chosen children's literature as a tool for articulation and promoter of the educational process, where personal learning characteristics are highlighted.

respecting the conditions, capacities, qualities, and abilities of each individual. And learning to read, to write, to become literate is, initially, to learn to read the world, to understand its meaning. context, not in a mechanical manipulation of words, but in a dynamic relationship that It links language and reality. Furthermore, learning to read and literacy are... Acts of education and education are fundamentally political acts. Paulo Freire reaffirms this. the need for educators and students to take a critical stance when experiencing the education, overcoming naive or "shrewd" stances, definitively denying the presence neutrality of education (Freire, 2021, p.25).

During the literacy period, the child begins to know and recognize the letters (vowels). (and consonants), their sounds and forms, the result of this learning is the combination of letters and sounds. through reading. As auxiliary and complementary elements, children's literature books and the teaching methods adopted favor the literacy campaigns launched and led by opening A space for producing educational and literary works for children.

Through children's literature books, in addition to reading practice, the child develops their... creativity, understanding the imaginary and fantasy allows one to become aware of reality. Good or bad. "Children's literature is, first and foremost, literature, or rather, it is art: a phenomenon of Creativity that represents the World, Man, Life, through words. It merges dreams. and practical life; the imaginary and the real; ideals and their possible/impossible realization" (Cagneti, 1996, p.7).

True reading immediately engages me with the text that my reading presents and the which I give myself and whose fundamental understanding I am also becoming the subject of" (Freire, 2024, p.29). In this respect, Freire (2024) points out that

But historically, like us, our knowledge of the world has historicity. As new knowledge is produced, it surpasses other knowledge that was once new, becomes old, and is "disposed" to be surpassed by yet another tomorrow. Therefore, it is as fundamental to know existing knowledge as it is to know that we are open and capable of producing knowledge that does not yet exist. Teaching, learning, and research deal with these two moments of the epistemological cycle: the moment when existing knowledge is taught and learned, and the moment when the production of knowledge that does not yet exist is undertaken. "Teaching-learning" – teaching-learning – and research, which cannot be separated, are thus practices required by these moments of the epistemological cycle (Freire, 2024, p. 30, author's emphasis).

In this context, as mentioned above, education should be experienced as a "Concrete practice of liberation and the construction of history. And here we must all be subjects," united in this joint task, the only way to build a society in which There will no longer be exploiters exploited, dominant figures bestowing their oppressive words upon others.



dominated" (Freire, 2021, p.25).

Children's Literature as an Instrument for the Development of READING AS AN ACT OF FREEDOM

Children's literature emerges from artistic forms and linguistic constructions, associated with Economic and social events marked the origin of children's literature in the 17th century.

During this period, children were seen as *miniature adults*; later this concept...

It devalues the child, where adults begin to distance and antagonize them from their world.

The child is then considered a fragile, unprotected, and dependent social being.

It becomes valued and protected. Because it is part of a society that is in constant...

Changes require the school to adapt to the educational and social needs of the period.

In each country, literature has its own origins, which can vary depending on social influences and Culturally, different proposals for literary works are gradually emerging. In Brazil, the

Literature has the character of encouraging learning; the books that most pleased the

Young readers were those who explored everyday adventures of play and

However, despite these discoveries, Brazilian children's literature was born at the end of the 19th century. This period...

Concern about this literary genre begins as we move towards

modernization.

Today, there is a literary/artistic production for children that does not originate solely from need to transform itself into a mere pedagogical resource, but whose main functions

It is playful, cathartic, and liberating, in addition to being cognitive and pragmatic, since it aims to prepare the individual for life in a world full of diversity (Gregorin Filho, 2012, p.17).

Literature aimed at children and young adults was viewed with less value.

perhaps because it is associated with pedagogical practice,

These are works that explore literature for children and young people with the aim of exploring linguistic issues of this type of text, such as the marks of oral language present in it, different types of register of Portuguese depends on the region where the text originates or the age range of its target audience (Gregorin Filho, 2012, p. 3).

To begin to take shape in the school environment, spaces that go beyond what has been mentioned.

Previously, it was necessary to formulate a literacy project through reading books.

Literature appropriate to the students' age. Therefore, pedagogical perspectives emerge for the

Teaching children's literature can include "playful and artistic activities, and as an important tool..."

allied to teaching practices that involve reading, writing and, above all,

development of investigative and critical attitudes in the student [...] (Gregorin Filho, 2012, p.7)". Thus, to better elucidate what has been presented so far, the following is discussed.

Regarding children's literature books, because they are constantly changing, they have become...

In the context of consumer products, knowledge gained through reading takes on an important character and fundamental in the formation of the individual as a social being. For this reason, children's books open

A space for the production of different teaching methods and literature. The school represents a space guided by laws, methodologies, methods and other techniques for the development of the *being*, by

Being involved with all social segments, the school is able to structure a process of

schooling that provides contact with the written language and demonstrates that it depends on reading (Lajoto and Zilberman, 2007).

Within this teaching perspective, literature books can provide a

The school environment, with its historical and social aspects, interacts with the world and with...

different types of human behavior. Therefore, Freire (2024) states that

It is in this sense that teaching is not transferring knowledge or content, nor is *training* an action by which a creative subject gives form, style, or soul to an undecided and complacent body. There is no teaching without learning; the two explain each other, and their subjects, despite the differences that define them, are not. They are reduced to the condition of being objects of one another. He who teaches learns by teaching, and he who learns teaches by learning. He who teaches teaches something to someone. That is why, from a grammatical point of view, the verb "to teach" is a relative transitive verb. A verb that requires a direct object – *something*. *thing* - and an *indirect* object - to someone (Freire, 2024, p.25, author's emphasis).

In this context, as pointed out above, of a teaching-learning process, pedagogical practice in

The early grades should be filled with opportunities to acquire new knowledge, the

Teachers should provide exposure to different models, contextualizing the language.

writing through their uses, even before they become effectively able to read and to write.

This is how children begin to make new discoveries for their

learning where the first skills acquired are reading and writing. Because they are born in

In a literate environment, children become interested in activities that allow them to learn, however.

without "*formalities*". In this endeavor, Freire (2024) asks: "How to teach literacy without precise knowledge about language acquisition, about language and ideology, about

techniques and methods for teaching reading and writing? (Freire, 2024, p.78). Whereas

It presents a suggestion for this question, and explains that



As an educator, I need to increasingly "read" the worldview that the popular groups I work with offer, both regarding their immediate context and the larger context of which they are a part. What I mean is this: in my political-pedagogical relationships with these groups, I cannot disregard their experiential knowledge, their explanation of the world they are part of, and their understanding of their own presence in it.

And all this is made explicit, suggested, or hidden in what I call *the reading of the world*, which always precedes the *reading of the word* (Freire, 2024, p. 79).

(Emphasis added by the author).

Therefore, the proposal for developing reading skills must respect the individual characteristics, prior knowledge, or as mentioned above, their understanding of the world. Hence, the reading of the word becomes an attractive space for literature. Easy to understand, the texts in the children's version can offer playful possibilities.

Presenting games and activities that explore the senses of what is read and the form of the text.

When this interaction between reading the world and reading the word exists, it becomes... The evident cultural enrichment allows the child to characterize and compare it with their own reality. Children's literature enables and creates a space for understanding the freedom of creating make-believe, working on the understanding of children's narratives, that is, the child recreates stories and tales. On the subject, Correio and Orso (2011) consider that

"Reading for school and reading for life", [...] in addition to highlighting how moments of pleasure with books make them unforgettable and how the space for contact with this fascination should be safeguarded by high school teachers; and "Reader: to be or not to be", in which the author explains how shorter literary texts can help the teacher awaken in young people an interest in reading, in addition to stating that reading for the sake of reading alone is also stimulating for young people to feel the pleasure of reading and find reasons that effectively make them readers, emphasizing that there is, however, a difference between enabling students to read and transforming them into readers of literature (Correio and Orso, 2011, p.124, author's emphasis).

Because it is incorporated into the school curriculum, as previously mentioned, literary texts offer a possibility of making students effective readers and not just to empower them to read, but for that to happen, in fact "it is necessary to make use of concrete strategies that are close to the child's daily experience, so that, through contiguity, so that the transfer and learning of the concept can take place" (Palo and Oliveira, 2006, p. 06).

From the point of view of Palo and Oliveira (2006, p. 07) "therefore all art, literary or No, it's always concrete like this," literary works contribute to the formation of structures. cognitive approaches prevalent in education. The first books aimed to pass on values and creating habits for the formation of the *individual*, potentially providing a new perspective on reality with

fun and leisure. "In such contexts, children, adolescents, and adults could rediscover the role of this activity in self-reconstruction and, moreover, the unique contribution of Literature and art for psychic activity. For life, in short" (Petit, 2010, p. 22).

It is evident, in this previous excerpt, that for there to be effective work with the Children's literature and reading are essential for the cognitive development of children. Storytelling to children is part of many cultures, which is why "reading is an art that..." "More is transmitted than is taught, as several studies demonstrate" (Petit, 2010, p. 22).

Therefore, literature strengthens the space for reading in the formation of the reader, the pleasure of reading lies in the opportunity to create situations for play and storytelling. The school represents a privileged location for the dissemination of children's books and texts. The involvement of a child in the learning process through reading texts and stories does not need to be concretized in education, that is, it is important that the child acquires the habit of reading and to understand what has been read. Reference is made here to Petit (2010, p. 284), whose study points out that

The vital contribution of reading in times of adversity, observed for a long time, is therefore not the exclusive domain of those who were introduced to it early in the uses of written culture; nor is it specific to a person's age or certain generations. When devices of the type I mentioned exist, children, adolescents, and adults make use of fragments of works they have read to establish a work of constructing or reconstructing themselves, even when they grew up far from books (Petit, 2010, p.284).

In this regard, Freire (1987) and Petit (2010) converge on the following aspects: a Reading as an instrument for self-reconstruction, in this vein Freire (1987) further states what

Men, on the other hand, when they become aware of their activity and of In the world they inhabit, acting in pursuit of purposes they propose and set for themselves, drawing the decision point of their search from themselves and their relationships with the world and with others, impregnating the world with their creative presence through the transformation they bring about, insofar as they can separate themselves from it and, by separating themselves, can remain with it, humans, unlike animals, not only live but exist, and their existence is historical [...] Humans, on the contrary, because they are self-aware and thus aware of the world, because they are a "conscious body," live a dialectical relationship between conditioning and freedom (Freire, 1987, p. 51, author's emphasis).

Given the proposition of the authors mentioned above, the literature, in particular, under all its forms (myths and legends, tales, poems, novels, theater, personal diaries, Historical comics, illustrated books, essays—as long as they are "written") provide a remarkable support for awakening inner thoughts, setting thought in motion, relaunching the activity of symbolization, of constructing meaning, and it incites unprecedented exchanges" (Petit, 2010, p.

284). The same source shows us that reading develops a person's critical sense, where the reader engages with what is written, interprets, disagrees, agrees, listens to colleagues' opinions, argues, creates hypotheses, and constructs meaning for life.

School and Community Libraries: Reading Opportunities

The school represents the first legitimate space for the reproduction of knowledge. Reading and writing consciously. Within the school environment, the space that allows and I contributed to contact with the world of reading, whether books, magazines, newspapers, or newsletters. And others include the library. The school library's purpose is to foster interaction with teachers and students, providing the necessary materials and helping to develop users' research skills. A partnership between the library and the faculty is essential. school, because the teacher's support is necessary for the successful outcome of the political function. pedagogical role of the school library, encouraging reading, regardless of the subject. teach (Nabuco, 2017, p.12).

The act of reading is taught and encouraged at school, which will provide development. Intellectual and rational, "reading is one of the most important means for achieving new goals." Learning enables the construction and strengthening of ideas and actions" (Souza, Cavalcante) (and Bernardino, 2012, p. 4). The school library can be a great incentive for reading, because it allows children to develop their critical thinking and creativity through books. thus facilitating integration with literature.

In early childhood education, storytelling can be a means of building... Reading, because it provides enjoyable and playful learning, is another strategy that the school and Teachers can adopt in their teaching methods the exhibition of work done by students with The goal is to emphasize the importance of correct reading and writing.

These educational activities that encourage children to read allow for interaction. with the school and social environment, with exchanges of experiences, learning, and new ways of Interpretation in various literary forms. When the adult leaves the choice of text to the A child's desire can be a satisfactory factor in the development of reading skills; however, This choice should be supervised. In this sense, the librarian can be a professional. which helps in the selection process, as it can act as a mediator between the reader and the literary collection. available at the school, thus promoting the reader development process.

According to Silva (2008, p. 31), promoting closer relationships between students and the text is a "A delicate process that requires mastery, therefore the child will only develop a taste for reading if the world..."



literary material should be presented to her in small doses and in an enjoyable way, since reading is the act of "Feeling good, and it is in this feeling of good that *Children's Literature comes in.*" Therefore, the library must have an up-to-date collection so that it is able to captivate and stimulate the public. Interest of the students. This space, in addition to housing the literary collection, is the school library. It also plays a major role.

The school library has a great responsibility and influence when it offers students new activities to encourage reading; for example, story time, which establishes a new way to awaken children's imagination, developing their critical thinking and creativity, and helping them enter the world of literature [...] (Souza, Cavalcante and Bernardino, 2012, p. 4).

As mentioned above, the library is indispensable within the teaching process. Learning, together with the librarian and teacher, can offer a qualified environment for reading, because through reading the student can acquire and master knowledge, being capable of judging aesthetic and critical values. Because it is an environment full of experiences, the school does not cease to be a privileged place for securing contact with various books. Through them, the school can introduce and explore the world of letters for young children. When a teacher reads to their students, they are introducing what is called reader behavior. In this context, the school plays a fundamental role, as it is the first space legitimized by the conscious production of reading and writing. And it is from her, the responsibility to "promote strategies and conditions for growth to occur" The individual reader is awakened by this, fostering their interest, aptitude, and competence. In this sense, the school should have a strong ally: the library" (Souza, Cavalcante and Bernardino, 2012, p. 2).

The teacher can hold a reading circle with their students to set an example of... reading, thus reading "children's literature as a way to develop habits "healthy and useful throughout the child's life" (Martins, 2009, p. 1). Activities that involve Reading should be present in the daily school routine of young children, as it allows for a journey into the world of reading. The world of fiction and imagination. Books allow for the expansion of cultural knowledge through to bring up unfamiliar situations, and furthermore, reading becomes a privileged activity for to develop

Educational projects, based on movement, music, visual arts, mathematics, various languages, as well as nature and society. Through interdisciplinarity, activities are developed that awaken autonomy, critical thinking, and transform the school environment into a vibrant space of interactions and open to reality (Martins, 2009, p. 1).

In this same perspective, as mentioned earlier, Paulo Freire (2021) elucidates

He also comments on the importance of projects that encourage reading, and discusses the importance of... popular libraries, as it states

The relevance of the public library in relation to education programs. and of popular culture in general, and not just adult literacy, I believe it is understood both by educators in a naive, or shrewdly naive, position, and by those who adopt a critical perspective. What distinguishes them is the conception – and their commitment to the practice – of the library (Freire, 2021, pp. 72-73).

This same author, as discussed earlier, reiterates the need that he has A popular library centered on a single theme, capable of stimulating the creation of hours. "of group work, in which true reading seminars are held, sometimes seeking critical engagement with the text, seeking to learn its deeper meaning, sometimes offering readers an aesthetic experience, in which popular language is intensely rich" (Freire, 2021, p.75).

In short, it is understood that the school library represents a favorable space and facilitator of direct contact with diverse forms of literature and pedagogical practice. In this From this perspective, the librarian can be yet another professional who encourages reading, along with The teacher, therefore, in addition to organizing the books, can also act as a guide within the literary collection. available at the school, contributing to the realization, in part, of what Freire (2021) said about reading, therefore, involves understanding the relationship between "reading" the world and reading the text. In other words, the public library should be seen as a cultural center and not as a silent repository of... books" (Freire, 2021, p.75).

CONCLUSION

Paulo Freire recognizes the oppressed, the dehumanized, as not marginalized from history. Political, cultural, pedagogical, but authors of pedagogies: Pedagogy of the Oppressed. A warning that comes from the oppressed, which Paulo Freire listens to: there is no way to interpret it. to understand the history, the past, the present, and the future of education, teaching, and pedagogy. without bringing in and acknowledging humans, and especially the dehumanized and oppressed, in their struggle for humanity. Reviewing pedagogical conceptions of human development from the perspective of oppressed, segregated from their human condition, decreed "not being" robbed of his humanity (Arroyo, 2023, p. 216).

One of the ways to recover this struggle for humanity is through reading, with it



The student is able to be clear, confident, and decisive in presenting knowledge; the library
Schooling can assume an educational and cultural function. In the eyes of society, the quality of reading...
Reading is fundamental for the cultural development of growing individuals, thus enabling
to develop wisdom, critical thinking, creativity, boldness, mastery, and awareness for
construction of the social being.

In this endeavor, Arroyo (2023, p. 217) also affirms the importance of "training"
Teachers, educators in the arts of human teaching, trying to understand millions of students,
"Students experiencing this, knowing they have been robbed of their human condition." In this way, the
Reading should be encouraged by everyone around the developing individual, so that
Establishing a routine within the world of "fiction" will allow you to express and give your opinion on what you have
read. It is important to encourage reading in different forms.
content, to consolidate the act of reading, where it is possible to explore challenging elements and
The literary reader can take on complex themes as well as become familiar with various literary genres.
The act of reading for various reasons: to laugh, to reflect, to investigate, to remember, to cry, to experience.
feelings and learning about the unknown. Through reading, the individual learns various things.
possibilities for self-expression.

The purpose of this study was to present children's literature as a means of...
To develop reading as an act of freedom, and through it, to overcome educational barriers.
To develop language through intellectual exercise, to transmit knowledge from another generation.
which can help in the development of the individual's overall personality, because of these
In all aspects, using literature as a tool for developing reading skills is of utmost importance.
importance for the child (individual).

Reading development work should respect the age group and interests of the child.
student, since literature is associated with the formation of the social and cultural being. This work with
Children should have playful activities, as this makes them more attractive, enjoyable, and motivating.
There are new discoveries. The playful aspect acts as a facilitator of socialization.
communication resulting in satisfactory and beneficial learning for the individual. Reading
It contributes to learning correct writing and speaking, allowing the child to later achieve...
To interact with, reflect upon, and interpret literary texts and books.

In this context, the teacher represents the role of "teaching" knowledge in
The literacy process, with activities that manage reading, encourages the student to read, thus contributing to the
formation of a reader. It is important that the child has contact with...
different literary expressions, so that students and teachers can explore them in context.
educational and cultural.



Folk tales and legends can and should also be introduced to children.

In the early grades, it is a means of learning about and recognizing new cultures and their... local characteristics. In this way, the school is a space that fosters learning to read and writing that through them promotes the learning of new social knowledge and cultural. Therefore, since its inception, children's literature has been linked to pedagogical practice because it has a formative function in thought. Activities that involve individualized reading, in both small and large groups, they are important in enabling and creating relationships. Personal relationships with the book, with the colleague where this relationship may be responsible for enhancement of knowledge in various fields.

Based on the aspects presented, children's literature is of great help to teachers in...

The process of developing reading skills allows the child to interact with "their world." Therefore, developing reading skills is important within the teaching process. Learning in the early grades, as children's literature allows the child to begin to create their concepts, which will be reflected in the future formation of the reader and the critical thinker. In conclusion We hope that the work will, "if nothing remains of these pages, at least we hope that something will come of it." Let this remain: our trust in the people. Our faith in humanity and in creating a world in which "Let it be less difficult to love" (Paulo Freire, p. 107). Where these premises would be the basis for the Building a more humane and just world for all.

REFERENCES

- ARROYO, Miguel G. **Re-existing lives: reaffirming their other humanity in history.** Petrópolis, RJ: Vozes, 2023.
- BALDI, Elizabeth. **Reading in the early grades: a proposal for the formation of literature readers.** Porto Alegre: Editora Projeto, 2009.
- CAGNETI, Sueli de Souza. **Book that I want you free.** Rio de Janeiro: Nórdica, 1996.
- CORREIO, Flávia Brocchetto Ramos; ORSO, Alice Crislene. The teacher and literature: for young, medium and older children. **(review). Ciências & Cognição**, vol. 16, p. 123-125, 2011. Available at: <http://www.cienciasecognicao.org/> . Accessed on 20/10/2024.
- FREIRE, Paulo. **Pedagogy of Autonomy: essential knowledge for educational practice.** 78th ed. Rio de Janeiro: Paz e Terra, 2024.
- FREIRE, Paulo. **The importance of the act of reading: in three complementary articles.** - 52nd ed. - São Paulo: Cortez, 2021.
- FREIRE, Paulo. **Pedagogy of the Oppressed.** 7th ed. Rio de Janeiro, Paz e Terra, 1987.



GREGORIN FILHO, José Nicolau. **Children's Literature: A Look at Teaching and Research.** USP – Department of Classical and Vernacular Letters. 2012. Available at: <<http://www.fflch.usp.br/dlcv/lport/pdf/mes/04.pdf>>. Accessed on: July 4, 2012.

LAJOLO, Marisa; ZILBERMAN, Regina. **Brazilian Children's Literature.** São Paulo: Ática, 2007.

MARTINS, Sandra. In the ebb and flow of reading. **Appai Educar Magazine.** Available at: https://www.appai.org.br/media/projetosimagens/revistaeducar/edicoes/72/literatura_infantil.pdf. 2009. Accessed June 4, 2012.

NABUCO, Thays Ares. **Mapping of scientific production on school libraries at the Brazilian Congress of Library Science and Documentation** . 58p. Advisor: Alberto Calil Junior. (Undergraduate Thesis) Federal University of State of Rio de Janeiro, Bachelor's Degree in Library Science, 2017.

PALO, Maria José; OLIVEIRA, Maria Rosa DE. **Children's Literature: The Voice of a Child** – 4th ed. - São Paulo: Ática, 2006.

PETIT, Michèle. **The art of reading or how to resist adversity.** Translated by Arthur Bueno and Camila Boldrini. 2nd ed. - São Paulo: Editora 34, 2010.

SILVA, Ariana Lourenço da. Children's Literature: What is its contribution to the development of reading in the early grades? - State University of Rio de Janeiro –

UERJ - **Soletras Magazine** no. 16 (2008): July-December - pp. 31-39. Available at: <https://www.e-publicacoes.uerj.br/index.php/soletras/article/view/5007>, accessed on 10/20/2024.

SOUSA, Maria Jane Keily de; CALVACANTE, Sheila Cristina; BERNARDINO, Maria Cleide Rodrigues. **The Importance of School Reading as Growth and Development of Readers.** (oral presentation) pp. 1-10. Federal University of Ceará - UFC / Cariri Campus.

Available at:

<https://cartografias.catedra.pucRio.br/artigos/A%20Import%C3%A2ncia%20da%20Leitura%20Escolar%20como%20Crescimento.pdf>, accessed 20/10/2012.