

Arts, Linguistics, Literature and Language Research Journal

“FAIRY TALES” AS A PEDAGOGICAL MEDIATION IN THE LITERACY PROCESS IN THE EARLY GRADES OF ELEMENTARY EDUCATION IN A SCHOOL OF THE MUNICIPAL NETWORK IN THE CITY OF PARINTINS/AM

Alessandra Alves dos Santos

Universidade do Estado do Amazonas – UEA
Parintins-AM

<http://lattes.cnpq.br/7649665569887053>

Edinelza Macedo Ribeiro

Universidade do Estado do Amazonas – UEA
Parintins-AM

<http://lattes.cnpq.br/5385395813417606>

All content in this magazine is licensed under a Creative Commons Attribution License. Attribution-Non-Commercial-Non-Derivatives 4.0 International (CC BY-NC-ND 4.0).



Abstract: This article is of fundamental importance, as it aims to objectify and show how “fairy tales” can be worked in the classroom, as a pedagogical mediation in the literacy process. In view of the difficulties of students in the literacy process. Qualitative research was used, as we do not want to use statistical data, prioritizing the quality with which students learn rather than quantity; phenomenological approach method because we seek to highlight the visions and experiences in the research field. And for a better understanding of the theme addressed in the textual genre “fairy tales”, we seek to base our research on the following theorists, Coelho (2000), Dohme (2003), Ferreiro (2000), Soares (2003) among others. The research took place in a municipal school in the city of Parintins-AM. Through an educational analysis, we chose to work with fairy tales, awakening interest, creativity and critical thinking in students. From a personal point of view, the research aroused in teachers the interest in carrying out an in-depth study in which it is possible to make use of the everyday knowledge that the student already has in favor of a “learning that promotes him”. As researchers, it is our wish that this research serves as subsidies for other researches, or that the University itself comes, through researches or extension projects, to establish knowledge in an assured way.

Keywords: Fairy tale. literacy. children’s literature.

INITIAL CONSIDERATIONS

The textual genre is used as a means of communication since the primordial times when there was still no advanced technology, nowadays its presence is notorious, through letters, invitations, e-mail, songs, tales, legends and others. Because it is so wide, it needs to be specified within the field where it is used.

The choice of theme was based on

Linguistics Applied to Education classes, where the teacher suggested a documentary about the “storyteller”, showing the importance of storytelling.

Our concern with the theme suggested in the documentary was for a possible pre-construction scientific research project, as talking about stories is like going back to childhood where our parents and grandparents told stories. We know that today there are several methods to teach the Portuguese language and one of them is the textual genre “short story”.

We know that we are in the 21st century where technology lives the apex of discoveries and we are increasingly having to update ourselves to these new technologies. Is the letter, the note, the tale and the legends something outdated? The truth is that these textual genres, added to new technology, have facilitated student learning, that is, technology today brings us the ability to search for facts, stories, legends in sources and enables us to have a broad knowledge.

Our goal as a researcher is to show that the textual genre “fairy tales” can be used as a tool to overcome difficulties in the literacy process, and can also contribute to student learning. The way these students interpret in the classroom must always take into account their cultural context, that is, making use of “common sense” is also a way of encouraging students to reflect and search for their culture through of books.

The didactics used by teachers in the classroom must serve to stimulate students’ creativity, otherwise it will not achieve the desired effectiveness. Thus, we consider important the use of the textual genre “fairy tale” as an instrument, because in its form it promotes a “meaningful learning” in the students.

“FAIRY TALES” IN THE KNOWLEDGE CONSTRUCTION PROCESS

When we talk about knowledge, the first thing that comes to mind are our daily experiences, as we can only talk about a certain subject if we know it.

The knowledge that develops from the critical sense is fundamental for the growth of the human being. The teacher must be the mediator of knowledge, but in order for there to be this bridge of knowledge between him and the students, he must not convey the idea that only he has the knowledge, but interrelate with students so that it is built together. For Freire (2005) “the educator is what the word says; the students, those who listen docilely; the educator is the one who disciplines; the students, the disciplined”, this conception put by him, that only the teacher can speak in the classroom and the student has to stay in his place without exposing his ideas, is an old idea, however, it permeates until today.

Fairy tales are part of this process to the extent that the teacher uses it as a bridge between knowledge and enabling classes to become more dynamic, allowing reflection and construction of knowledge.

“FAIRY TALES” IN THE LITERACY PROCESS

According to Dohme (2003), the child's attention is focused on the most open ideas, always accompanied by an action, whether through music, drawings, colors or illustrations of extraordinary creatures, the child will always turn his attention to things sensitive to his imagination.

In the literacy process, it is essential that the teacher make an interconnection using the stories in the classroom as an activity that facilitates the students' learning, because in a way they manage to make an association of ideas when they are put in a simple way,

that is, through simpler language in this case through the stories. Dohme (2003) recalls that the story must be presented in a happy and child-like way. At first, a story told later that same story can be used in the literacy process. According to Ferreiro (2000) points out that no pedagogical practice is impartial. All are supported by a certain way of conceiving the learning process and the object of that learning”. If the tales succeed in making this interconnection, they can, in a way, collaborate in the literacy process.

CHILDREN'S LITERATURE SOCIALIZED THROUGH FAIRY TALES

Children's literature ends up being one that reciprocates, in some way, to the child's desires, making them identify and arrive at a reflection. According to Coelho (2000) it is the book and the written word that we place the greatest responsibility for forming the critical awareness of children and young people. The importance of encouraging and recognizing children's literature allows us to form the habit of reading in children, as it is in childhood that they begin to form their habits and develop pleasurable and meaningful thoughts and feelings. Faced with this idea, Ferreiro and Teberosky (1999, p. 29) argue that:

The subject we know through Piaget's theory is the one who actively seeks to understand the world around him and tries to resolve the questions that this world provokes. He is not a subject who expects someone who has knowledge to pass it on to him by an act of benevolence.

We can say that the conception of the world of children who read a lot of books would be very different from those who do not read. Because from the reflective point of view, the good reader will always have a very broad vision in the sense that he can articulate better to know more.

METHODOLOGY

The methodology arises from a qualitative approach, as this leads to direct contact between the environment and the object of study. We brought this method to our research, due to seeking to understand the social context of the child through the understood phenomena.

Richardson (1999, p. 102) highlights that “The fundamental objective of qualitative research does not reside in the production of representative and objectively measurable opinions of a group; it is in the deepening of understanding.” The method of procedure is of the phenomenological type, part of the understanding experienced in everyday life and seeks the essence of the investigated phenomenon, as it shows us that the subject is a being who learns, builds and lives in his own way within his limitations, his own history.

According to Rojas (2006, p. 3), “Phenomenology is basically guided by the paths of experience, and thus suggests a reflective approach to experience, opening possibilities to observe things as they manifest themselves.” In the data collection, a semi-structured interview was used, which gave us free will to interact with the students, a non-formal dialogue “[...] favors not only the description of social phenomena, but also their explanation and understanding of its totality [...]”. (TRIVIÑOS, 1987, p. 152). For a better understanding and description of the research, the observational method was used, because from an observation it will be possible to have a more in-depth analysis of the results (GIL, 2008, p.16).

THE CREATIVE MEDIATOR PROFESSOR

During the research it was possible to see that it is possible to use fairy tales as support instruments that will contribute to the students’ literacy process.

Soares (2003) mentions that there is no point in learning a technique and not knowing how to use it. Given this statement, storytelling would not be just a technique to learn to read and write in the classroom, but it must go beyond a technique so that it achieves effectiveness in student learning, so the teacher must provide didactic situations in which their students read before learning to read formally. For this, he must plan activities such as workshops and theater in a way that encourages him to enable learning in a “meaningful way”.

The teacher brings the story and adapts it to the reality of the students, contextualizing it in a reflective way.

PCN Brasil (1997, p.46) emphasizes that:

They are didactic situations suitable for promoting the pleasure of reading and privileged for developing the reader’s behavior, that is, attitudes and procedures that assiduous readers develop from the practice of reading: formation of criteria for selecting the material to be read, constitution of standards of personal taste, tracking the work of favorite writers, etc.

Through this idea, it is necessary to seek methods and techniques that can collaborate in the child’s knowledge process so that fairy tales can exist in the form of a didactic applied by the teacher as a way to develop in children a taste for reading.

READING AS PEDAGOGICAL MEDIATION

For Martins (1994, p. 25), “Reading would be the bridge to the efficient educational process, providing the integral formation of the individual”. It is necessary for the school as a whole to reflect on its pedagogical mediation. The incentive to read is this bridge that points to knowledge, today we seek in other technologies a way that can call the attention of the student in the classroom on subjects that involve reading.

Teachers usually receive courses or participate in lectures involving the reading of fairy tales in the literacy process and thus make their classes more dynamic, thus enabling a taste for reading.

The fairy tale is not just a simple story to be told in the classroom, in addition to the teacher getting the student interested in reading, he can also awaken the critical sense and thus work with him in the literacy process.

The school model to be followed in the 21st century is perhaps the one that encourages the student to be critical, because that is what they become from the moment they seek knowledge through reading.

CREATIVE AND REFLECTIVE SPACE-PLACE SCHOOL

According to Lajolo (2002, p. 7), “the more comprehensive the conception of the world and of life, the more intensely one reads, in an almost endless spiral, which can and must start at school, but cannot (nor usually) end-if in it”. The way in which this knowledge was socialized through reading in the classroom, made the students interested and increasingly sought reading, thus becoming knowledgeable of their world.

According to Machado (1994, p.43) “In the supernatural space there is no real time, everything happens suddenly and precisely, with total arbitrary chance. The characters exist, but they were not created by human laws. They are, rather, natural phenomena. That is why they are enchanted beings”. We know that reading has the power to take us to supernatural places, that is, places created by our imagination.

FINAL CONSIDERATIONS

The short story plays a fundamental role in measuring pedagogy, as we observe that it is through it that this alterity between teacher and student will happen. The stories related to

the classes would be a way of encouraging not only reading, but the child’s critical thinking. During this period, we saw the need to delve deeper into the studies, we sought authors who had specific knowledge in these areas and based on them, we concluded that the school, by bringing the tales, aroused in the students a taste for reading and a reflective sense. Undoubtedly, teachers are the mediators responsible for making this interaction through reading and students are the subjects who participate in this interaction in a critical way.

REFERENCES

- BRASIL, **Ministério da Educação e do Desporto**. Secretaria de Educação Fundamental. Referencial curricular para a educação infantil. Brasília: 1998
- COELHO, Nelly Novaes. **Literatura infantil**, teoria, análise, didática. São Paulo, Moderna, 2000.
- DOHME, V. **Além do encantamento**: Como as histórias podem ser um instrumento de aprendizagem. Fundação EDUCAR Dpaschoal, 2003.
- FERREIRO, E. **Psicogênese da Língua escrita** / Emília Ferreiro, Ana Teberosky. Porto Alegre: Artmed, 1999.
- FERREIRO, Emília. **Reflexões Sobre Alfabetização**. São Paulo: Cortez, 2000. FREIRE, P. (2005). **Pedagogia do oprimido**. Rio de Janeiro: Paz e Terra.
- GIL, A. C. **Métodos e técnicas de pesquisa social**. 6. Ed. São Paulo: Atlas, 2008.
- LAJOLO, Marisa. **Do Mundo da Leitura para a Leitura do Mundo**. 6ª ed. São Paulo: Ática, 2002.
- MACHADO, Irene **A Literatura e redação**. São Paulo: Scipione, 1994. MARTINS, Maria Helena. **O que é leitura**. 19 ed. São Paulo: Brasiliense, 1994.
- PARÂMETROS CURRICULARES NACIONAIS: **Língua Portuguesa (1ª a 4ª série)**, Brasília, 1997.
- RICHARDSON, R. J. **Pesquisa social**: métodos e técnicas. São Paulo: Atlas, 1999.
- ROJAS, J. **Efeitos de sentido e fenomenologia nas práticas educativas**: linguagem, cognição e cultura. São Bernardo do Campo. Anais. São Bernardo do Campo: Editora SE&PQ - Coeditora UMESP, 2006.
- SOARES, Magda Soares. **Alfabetização e Letramento**. São Paulo: Contexto, 2003.
- TRIVIÑOS, A.N.S. **Introdução à pesquisa em ciências sociais**: A pesquisa qualitativa em educação. São Paulo: Atlas, 1987