



LITERARY READING IN THE CLASSROOM: CONTRIBUTIONS TO THE DEVELOPMENT OF CRITICAL REFLECTION

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Summary

Goals: This article presents the contributions of literature to the development of reflection, showing that literary texts cannot be seen only from the competence of interpreting texts, but also in the capacity to expand the world view, based on reflection. Therefore, based on bibliographical research, the study was able to delve deeper into the contributions that literature provides to broaden the student's thinking. **Methodology:** In order to carry out the approach, the study initially deals with Literature skills according to the BNCC (2017). Afterwards, it presents skills in reading literary texts, ending with an approach to literature in the development of reflection. To this end, it is based on Cosson (2018), Candido (2002) and Bunzen and Mendonça (2006). **Conclusion:** Therefore, the study diagnosed how much literature contributes to the development of student reflection, as there is a rapprochement between the student and the author, reaching an identification and reflection of their own reality.

Key words: Literature. Reading. Reflection. Literary Texts.

Abstract

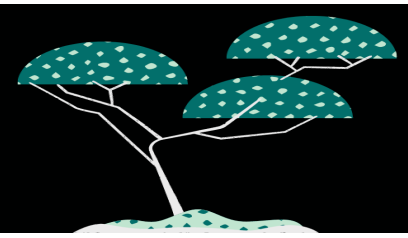
Objectives: The present article presents the contributions of literature in the development of reflection, showing that the literary texts cannot be considered solely from the evolution in the competence of interpretation of the texts, but also in the capacity of amplification of world view, reflection. In view of this situation, based on bibliographic investigations, the studio managed to deepen the contributions that literature provides to broaden the thinking of the student.

Methods: In order to be able to carry out the approach, from the beginning the studio deals with Literature competences according to the BNCC (2017). Afterwards, it presents the competences in the teaching of literary texts, ending with an approach to Literature in the development of reflection. For him, it is based on Cosson (2018), Candido (2002) and Bunzen y Mendonça (2006).

Concludes: Therefore, the study diagnosed how much literature contributed to the reflection of the aluminum, because there was an approximation of the educator with the author, using an identification and reflection of his own reality.

Keywords: Literature. Reading. Reflection. Literary texts.

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1. Introduction

Literature is present in an individual's school life since they begin their career in educational institutions. During elementary school I and II, students come into contact with different literary genres, which promote the development of reading. When they enter high school, students study literary periods, covering classic authors and moments of Brazilian literature.

In the 21st century, teachers in the Literature discipline encourage students to read different texts and even textbooks, which are part of the discipline's programs in many school institutions. Many teachers work with literary texts in the classroom, developing students' ability to interpret texts, through simple decoding of words. However, literature goes beyond contributing to the ability to understand texts, as it promotes students' critical reflection and knowledge of the world.

Often, literature is worked on in the classroom only by teaching literary periods, styles and historical context of productions and the student only memorizes the information to carry out an assessment. It is necessary to see literature beyond a set of textual styles and periods, as reading mediated by the teacher favors the expansion of the student's reflection.

According to the *Common National Curriculum Base*, BNCC (2017), literary education is different from reading, because while reading works with the understanding of texts in their various forms, literary education consists of the knowledge and appreciation of written and oral literature, through knowledge of great classics. Therefore, literary education promotes reading based on reflection and construction of the student's critical thinking, as they begin to appreciate a text, seeing it beyond words, constructing it with its reality. Given this, literature cannot be seen only from the point of view of developing the ability to interpret texts, but also the ability to expand the student's worldview, as according to Cosson (2018) literature makes the world understandable.

Therefore, it becomes relevant to highlight that literature goes beyond contributing to an individual's reading and textual interpretation, so that its use by teachers in the student's daily life in the classroom provides an increase in the student's critical reflection, which will become



see beyond the text. Given this, the present study aims to present the contributions of literature to the development of critical reflection.

2 Materials and methods

The present study is characterized by a qualitative approach, with a review of the literature relevant to the investigation. According to Gil (2010), from this perspective, it is clear that bibliographic research uses existing data. Therefore, this article was constructed through bibliographical research, with a literature review, which for Lakatos and Marconi (2003, p. 248): “consists of a synthesis, as complete as possible, regarding the work and data pertinent to the theme, within a logical sequence.” In this way, it made it possible to contact directly and indirectly with sources of scientifically legitimized knowledge. It is characterized by a qualitative approach, of a basic nature, as for Gil (1999, p. 42) it denotes that this nature “seeks to develop scientific knowledge without direct concern with its practical applications and consequences.” As for the objectives, the research is exploratory, as it aims to “provide more familiarity with the problem”, according to Gil (2002, p. 41).

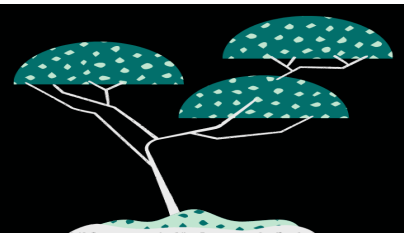
In this sense, so that the approach can be carried out, the study initially deals with Literature skills, according to BNCC (2017). Afterwards, it presents the reading of literary texts, ending with an approach to the contributions of literature to critical reflection.

As a theoretical framework, some works are used, such as “*Literary Literacy*”, by Cosson (2018) and “*Portuguese in high school and teacher training*”, by Bunzen and Mendonça (2006). In addition to using these works, the article uses books and articles by renowned authors in relation to the topic covered.

3 Results and discussion

3.1 Literature skills according to the BNCC

Literature and reading literary texts are often seen by students as something tiring and boring. This is because the texts are not used in the classroom, with the aim of promoting literary education, but only for decoding. of words and expressions. Therefore, students do not reach a critical reflection on the work



proposal. According to Cosson (2006), by reading literary texts, an individual begins to understand the world and what is around them. He goes on to identify that the desires transmitted by the author of literature are the same as those of contemporary men and that the feelings and emotions contained in the words can be compared to his. Soon, the student begins to feel the world around him, leading him to reflect on his own experiences.

A Common National Curriculum Base, BNCC (2017), as a document that guides the essential learning of a student, as well as the skills that they must develop throughout their school life, in all areas of knowledge, presents the teaching of Literature in Basic Education, discussing how this discipline should be developed in the student, the capabilities that should be promoted and the functions that this area has in school life.

According to BNCC (2017), during elementary school, students carry out an analysis of artistic-literary manifestations and how they are reproduced in their daily lives. In this teaching segment, there is no literature subject in the student's curriculum, but texts and literary genres are worked on within the Portuguese Language subject. When students start high school, Literature is already present as a subject separate from the Portuguese Language subject and according to BNCC (2017) it is the time to consolidate and expand the use of reflection.

Therefore, the student must develop their thinking based on literature. Literary texts are not just for textual interpretation, but for bringing the student closer to the author and reflecting on their own reality.

These demands require that high schools expand the situations in which young people learn to make and sustain decisions, make choices and assume conscious and reflective positions, guided by the values of democratic society and the rule of law (BNCC, 2017, p. 477)

Literature reflects the entire historical context experienced by an author, as he reproduces, through words, all his feelings, emotions and criticism in relation to the society in which he participated. When a student comes into contact with literary texts, they will be able to realize that the world portrayed by the author is often similar to theirs, and they will soon reflect, assuming conscious and reflective positions.

As an artistically organized language, literature enriches our perception and our worldview. Through special arrangements of words, she creates a universe that allows us to increase our ability to see and feel. In this sense, literature enables us to expand our view of the world, it helps us not only to



see more, but questioning much of what we are seeing/experiencing. (BNCC, 2017, p.491).

When working on a literary text in the classroom, the educator must rescue, together with the student, the historicity of the work, so that it is possible to understand the entire context in which the author found himself and the feeling that he reproduces in society. The student will diagnose the problems faced by past generations and will be able to compare them to the problems they experience on a daily basis. Thus, more than a textual understanding, the student will feel the entire text, as they will form a relationship with their own life context. Therefore, Literature must be worked on by teachers, following the BNCC (2017), with regard to literary education, so that pedagogical practices in this discipline can go beyond pre-programmed content and simple reading and interpretation of texts .

In fact, as recorded in textbooks, literary texts or texts considered as such are increasingly restricted to extra-class reading activities or special reading activities [...]. Therefore, it is stated that the objective is to integrate the student into the culture (COSSON, 2018, p. 21-22)

Literary texts have great transformative capacity when linked to the student's culture, based on a reading mediated by the teacher, who will teach them the paths of critical reading. This is the function of literature in schools, because according to the BNCC (2017), this area of languages has a strong social issue in an individual's school life, as it favors an expansion of reflection and perception of realities.

3.2 Reading Literary Texts

Some theorists conceptualize Literature as the art of words, that is, the ability that an individual has to, through words, transmit their feelings, desires and apprehensions. Therefore, art provides pleasure and relieves the reader's feelings, causing them to awaken emotions in themselves when coming into contact with a text.

It is necessary to consider that, as Bakhtin (1997) discussed, the reader of a literary text or the contemplator of this art is not a passive being, who only receives communication. Individuals recreate and update their feelings when they come into contact with a text, even though they are in different historical, cultural and social periods. Therefore, the importance of teaching Literature, not only for the construction of a critical vision in the student, but also for the awakening of their emotions and feelings. Well, literature plays a humanizing role, making men similar. Writer, text and reader dialogue between



itself, formulating ideas and conceptions that are constructed, based on the life context of the reader.

Literature is the living portrait of the human soul; It is the presence of the spirit in the flesh. For those who sometimes despair, it offers comfort, showing that every human being is equal, and that every pain seems to be the only one; it is she who teaches men the multiple paths of love, enveloping them in laughter and tears, in their similar suffering; She is the one who vivifies every moment the fact that we really are brothers of the same clay. (LANES, 1978, p.15)

An individual, when coming into contact with a text, realizes that everything he experiences in the present, his pains, anxieties, joys, were already in the past, when he sees that the literary author expresses the same concerns and emotions. Therefore, through literature, man is able to see his own soul and have an awakening within himself, to his feelings, causing an identification and awareness of similarity between people.

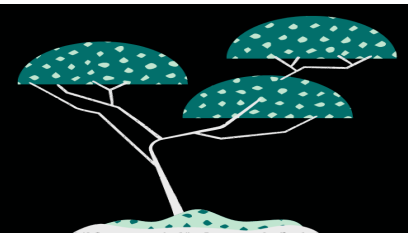
Reading a literary text is the action of reading something and having the ability to influence the way individuals act, think and even speak. Each person has their own, daily and personal experience, making the reading unique, incapable of repeating itself. Through reading, individuals recover special memories that are part of their culture. Mistakenly, the concept of reading is most often reduced to deciphering linguistic codes and learning them. However, one cannot fail to take into account the process of social formation of individuals.

Reading is, therefore, a highly complex interactive activity of meaning production, which is evidently carried out based on the linguistic elements present on the textual surface and its form of organization, but requires the mobilization of a vast set of knowledge within the event. communicative. (KOCH, 2010, p. 11).

Teachers, when working on literary texts in the classroom, cannot only read with students based on decoding words and textual interpretation, based on questionnaires and understanding styles and periods. Because, the act of reading is not only related to understanding the text, it is also related to the reader's knowledge of the world and it is this factor that gives life to the text.

It is not possible to accept that the simple activity of reading is considered the school activity of literary reading. [...]. In the sense that we read only with our eyes, reading is, in fact, a supportive act, but interpretation is a supportive act (COSSON, 2018, p.26-27)

Reading cannot be an activity in which teachers task students with reading and interpreting various texts at home or in individual readings in class. Well, this activity needs to be shared. Readers need to express their feelings,



their emotions and impressions when reading a literary work, and all this action will culminate in a more effective work in teaching literature. When students share their experiences, when they come into contact with a text, they also express their own culture and life context, because before they even read the word, they have already read the world.

According to Freire (2013), reading the world precedes reading the word. With this, it is understood that the individual has acquired a lot of learning through their experiences in society, and such experiences may be different from what they acquired in the world of schooling. Reading several books will be of no use if you just decode the words without understanding the true meaning they have.

Therefore, there will be no point in using literature in the classroom if only teachers use it for textual interpretation activities, in which the student only searches for words and expressions. Reading must go further, as the student needs to see outside the text and, for this action, he needs the mediation of the educator, who will lead him to bring the text closer to his experiences, showing that the same facts, feelings and emotions also are on par with their contemporaries. Well, literature reinvents itself daily. "A good reader, therefore, is one who uses texts to convey the meanings of the world, understanding that reading is a concert of many voices and never a monologue". (COSSON, 2018, p. 27)

With regard to the National Curricular Parameters (PCNs, 1998), reading has an essential function in the teaching and learning process of individuals, taking into account that with the development of their reading competence the individual can become proficient in all subjects. Therefore, these skills must be built through reading practices that occur within the classroom environment. According to the National Curricular Parameters:

Reading is the process in which the reader carries out active work of understanding and interpreting the text, based on their objectives, their knowledge of the subject, the author, everything they know about the language, etc. It's not about extracting information, decoding letter by letter, word by word. It is an activity that involves selection, anticipation, inference and verification strategies, without which proficiency is not possible. It is the use of these procedures that makes it possible to control what is being read, allowing decisions to be made when faced with difficulties in understanding, moving forward in the search for clarifications, and validating assumptions made in the text. (PCNs, 1998, p. 69 and 70).

Therefore, a competent reader is one who is prepared to select and use various texts, managing to understand them. According to Koch (2010, p. 13), in this



According to the PCNs (1998), “the role of the reader as a constructor of meaning is reinforced in the reading activity, using strategies such as selection, anticipation, inference and verification”.

It is observed that in the reading process the reader uses a lot of knowledge, ranging from knowledge of the world to knowledge acquired in the school space. Koch (2010) also states that readers resort to many strategies when it comes to constructing meaning. Reading transforms people. Individuals change their worldview as they introduce reading into their lives. Therefore, teachers need to invite students to immerse themselves in literary works, so that they explore it from the most varied aspects, as reading a literary text is carried out effectively when there is a deep interaction between reader and author.

“The teacher is responsible for creating the conditions so that the student’s encounter with literature is a full search for meaning for the literary text, for the student himself and for the society in which everyone is inserted” (COSSON, 2018. p.29)

Therefore, reading is the oldest way of acquiring knowledge and this is not restricted to sheets of paper, but to a relationship between words and experiences, in which, linked to a literary text, a broadening of the student's worldview develops.

3.3 Literature in the Development of Critical Reflection

Literature is a way for man to express what is deepest in his being and, when the reader comes into contact with this expression, reading beyond the words, he begins to reflect on everything that was evidenced in the work. According to Cândido (2002), Literature has three functions: psychological, educational and social.

In the first, the literary text awakens the student's fantasy and imagination, because when he comes into contact with a narrative, he begins to form the scenes narrated in his mind, providing him with creative thinking. In the second, this theorist addresses that literature has a function of forming individuals, in the sense that they identify the realities transmitted by texts. Because, the author of a literary text reproduces his own context, often with a critique of what is being experienced.

Therefore, when the student comes into contact with a 20th century narrative, which criticizes social inequality, he begins to realize that the same inequalities exist today, forming a critical mind and thinking in relation to the subject portrayed. Then, the



student reaches social function when he produces this relationship between the stories narrated, with his own context.

It is clear that the three functions of Literature, addressed by Cândido (2002), must be explored by the educator when reading a literary text, as they provide the development of the student's reflection. All students, in order to reach reflection, must first work on their imagination, then on identifying the experiences of the narrative in their present, in order to compare the situations narrated with their own life context. Because, "Literature acts as an instrument of education, of human formation, since it expresses realities that the dominant ideology tries to hide" (CANDIDO, 2002, p. 85).

In view of this, it is understood that the ability to develop reflection in literature is linked to the criticality that many texts have, because through words, literary authors reproduce ideas that are often not perceived in everyday life, this is due to the fact that the literary artist have a greater sensitivity to the world.

It is necessary for the school to further expand its activities, aiming at reading literature as a playful activity of construction and reconstruction of meaning [...] literary reading should not be used solely for the purpose of carrying out tasks such as producing summaries, filling out forms reading (BUNZEN; MENDONÇA, 2006, p. 85 -95).

Literature goes beyond textual production, as it provides thinking to the individual. Before working on the interpretations and production of texts, students need to feel everything that is portrayed in the work, they need to reflect on everything that is transmitted. Therefore, writing will arise from reflection. Many educators work on literature with students only by decoding words, proposing summaries and activities based on questionnaires that do not spark student reflection. When working with literature in the classroom, with the aim of reconstructing meaning, it is necessary to make students think about their own reality and see it in the text. In this way, literature fulfills a reflective role.

According to Cosson (2018), the feelings aroused by the literary text would be so ineffable that there would be no words to say them, that is, there is no way to measure the reflective capacity of literary texts. Well, the reader awakens sensations in themselves when reading, because there is an exchange between world views. Literature is, therefore, the fulfillment of the teacher's role of forming critical citizens, based on humanized teaching. More than just reading, literature promotes the development of thinking, emotions and criticality. It is understood that literature becomes a social activity, with profound



reflection and intensity in human relationships. In such a way, students are able to express their deepest feelings and reflect on their own experiences, based on identification.

4 Final considerations

Given the approaches taken, the study presented the contributions of literature in the development of reflection, highlighting its relevance in the training of critical students. The importance of teachers promoting literary education in the classroom was understood, so that students with an expanded world view are developed and the importance of a reading practice based on the consideration of students' experiences and the promotion of dialogue between reader and author, not being a mere decoding of words and textual interpretation, as this is what will develop the student's reflection.

Therefore, Literature teachers should not view their practice as simply a transmission of texts and knowledge of literary styles, but as a process that must be systematized and organized, in a way that leads the student to a better conception and critical vision in relation to literary productions. Because, education is linked to criticality, so students must be able to reflect not only in the classroom, but also in their daily lives. In other words, the texts must have an impact on the student's daily life. Because, through a literary work, the student can be able to think about their own life reality and the problems that their community faces.

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