

A REFLECTION ON AFRO-BRAZILIAN LITERATURE AND ITS IMPORTANCE IN BASIC EDUCATION

Lidiane Fagundes Machado Alves

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Teaching Area in Basic Education Prof. Eliane Gonçalves Costa

INTRODUCTION

This work addresses the study of the history of Afro-Brazilian culture, as well as the main challenges faced in the fight and overcoming of racism and social inequality in the school environment.

For several decades there has been discussion about addressing this issue, and we are looking for answers about what is the best strategy for adequate teaching action that enables changes that can boost the fight against social inequality through education.

The research seeks to understand the laws and teaching methodologies to draw students' attention in a conscious way and lead them to learn, referencing the various African matrices that we have as an influence, and tools that would be crucial for this topic to be highlighted with total importance in the school context. The methodology of this research was based on a bibliographical review constructed from a theoretical review carried out on articles found in various electronic journals, and also in monographs and dissertations. After the research, it was time for the descriptive analysis carried out by reading the theme.

MAIN GOAL

Reflect on the importance of working on the issue of African culture in the classroom in general.

SPECIFIC OBJECTIVES

- Understand the importance of working with African culture in the classroom through strategies, use creativity and observe with sensitivity and care with your students.

- Discuss the importance of working on reading in different literary styles, in order to guarantee their learning and development, and especially the equality of individuals.

It is essential to know the topic so that it is possible to develop learning methodologies that make the student become an investigative and participatory being in different forms of work, both individually and in groups. On the other hand, it cannot be forgotten that the challenges faced by teachers in the classroom are extensive. How to eliminate racial prejudice and its aspects by a constant search for inclusion becomes a reality in our society.

It is necessary that teachers need to understand, develop and improve knowledge and techniques that provide pedagogical practice, focused on approaching the theme of African culture and its influences on the construction of the country's history, as the discrimination and prejudice practiced in many spaces is still visible.

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In this sense, the work of literature aimed at the issue of diversity is fundamental importance in the process of inclusion and respect for differences in the classroom, in the different teaching modalities of Brazilian basic education. In this sense, with the support of educational legislation, which supports the study of different cultures in the educational system, it is necessary for the educator to be clear about these contents.

In this way, Souza and Vieira further argue that "working on Afro-descendant culture and literature in

school environment, enabling students to discover the true facet of black people in Brazil, paving the way for ethnic and racial discussion in the classroom.” (2016, p.85)

Literature is seen as one of the modalities that function as a response to this universal need, whose most humble and spontaneous forms of satisfaction are perhaps things like the joke, the riddle, the pun, the riff. At a complex level, popular narratives, folk songs, legends and myths emerge. In our cycle of civilization, all of this culminated in a certain way in printed forms, disseminated by the book, the leaflet, the newspaper, the magazine: poem, short story, novel, narrative. (CANDIDO, 1972)

Given that literature, like life, teaches to the extent that it acts with its entire range, it is artificial to want it to function like manuals of virtue and good conduct. And society can only choose what seems adapted to its ends at each moment, even so facing the most curious paradoxes, - because even the works considered indispensable for the formation of a young person often bring what conventions would like to banish. In fact, this kind of inevitable smuggling is one of the ways in which young people come into contact with realities. (CANDIDO, 1972). From this perspective:

Everyone knows that art and literature have a strong sexual component, more or less apparent in most of their products. And it therefore acts as a stimulant for the erotic imagination. Therefore, it is paradoxical that a society like the Christian one, based on the repression of sex, has used literary works in schools as an educational instrument. (CANDIDO, 1972p.6).

Many aesthetic currents, including those inspired by Marxism, understand that literature is above all a form of knowledge, more than a form of expression and construction of semiologically autonomous objects. We know that all three things are true, but the problem is to determine which is the dominant and most characteristic aspect of literary production. (CANDIDO, 1972)

African literature in the Portuguese language is constituted from the past through orality, the necessary material for your buildings. They strengthen convictions and are founded in the colonial context on the history of the African people in general. In this sense, reading would then consist of the way in which the character inhabitants, driven by the demands of designation, would rediscover the image of their city. (COSTA, 2007)

The language of the literary text reveals more than it says, and this revelation is its true meaning. This is what the literary text says, but this fact is intrinsically related to the reader's act of representation. Because the creation of meaning, for Iser, is a creative act; The reader is expected to imagine, or rather, make their representation about the text, based on a sequence of aspects that the text itself offers. (ZAFALON, 2010). Therefore:

The literature teacher must have as a fundamental objective to establish an effective contact between the student and the text, therefore the literary works selected must be as close as possible to what they expect, since the adolescent's reading experience and worldview are still more restricted. . The participation of students in choosing the texts to be read and worked on would be an initial step towards understanding the literary work. (ZAFALON, 2010p.7)

From the moment the teacher begins to offer students the opportunity to read texts and texts that are truly significant from the point of view of their aspirations and previous knowledge, one can then plan to take higher flights, that is, the teacher, gradually, will introduce literature that be more in-depth and comprehensive, which arouses pleasure, without giving up an immediate practical objective. (ZAFALON, 2010). From this perspective:

The teaching of literature cannot be confused or reduced to the transmission of moral ideas. Teaching literature consists of highlighting its effective contribution to a collective and individual language exercise. The literary text brings in its own construction the process of writing and reading, demonstrating an experience of reflection in which the reader is also an agent, as he lives and which can lead him to a transformation, in the clash with his individual experiences. In the reception process, the reader assumes his position as co-author of the work read, attributing meaning to the texts, placing himself in a condition of criticality in relation to reading, in short, assuming the role of reader-subject (ZAFALON,2010 p.9)

Therefore, each and every literary work is only legitimized by the action of the reader, leaving in the background both the artistic work of the author and the literary text itself. It is the submission of formalist tyranny to the sovereignty of the reader, in a clear transformation of literary paradigms, because from the perspective of Reception Aesthetics, what is most interesting is the confrontation between the work constructed by the author and the reconstructions created by the reader. The text stops being a watertight object and reading becomes a

process of constant reconstruction of the literary work, through the intervention of the reader.(ZAFALON,2010).

Literature, by fulfilling the three functions attributed to it, humanizing man and society, fulfills its emancipatory role. Among the functions of Literature, perhaps the most relevant is the ability of the literary text to humanize, as, by its very nature, it leads the reader to emotionally identify with the text. People who read literary texts have a greater ability to put themselves in other people's shoes, and as a result, they become more self-critical, since they can better understand and question other people's opinions, beliefs and attitudes. (CORREA, 2018).

Literature is not born in a void, but always at the center of a discursive set that shares numerous characteristics. Literature is a set of elements that act in interaction that, developing historically, reveals the nuances of culture and recreates aspects of reality. Unquestionable, therefore, is the contribution of such experiences, whose reports, through literature, are converted into written and published texts, thus becoming a legacy to future generations. (TODOROV,2009;CORREA,2018).In this way:

The contribution of literature to the emancipation of the student as a subject in the process of sociocultural formation is undeniable. It is, therefore, up to the school and the teacher to pay attention to the way in which the reading of literary texts has been worked in the classroom and the way in which such works are or are not accepted by students and whether this work has contributed in a satisfactory manner. in the formation of new readers. (CORREA, 2018 p.19).

Literature appears in official documents from 1996, with the publication of the Law of Guidelines and Bases of National Education: law 9394/96 (LDB/96). The teaching of literature is linked to article 35, which specifies the purposes of Secondary Education, more specifically in section III, where it states that one of these purposes is: “the improvement of the student as a human person, including ethical training and the development of intellectual autonomy and critical thinking ”.(CORREA, 2018)

It is therefore up to the school to establish goals that promote human development, autonomy intellectual and critical thinking. Literature teaching aims to fulfill this section, as literature, as we have already seen, appears as an indispensable factor in humanization. (CORREA,2018)

From this perspective, literary texts are a very complex activity of producing meanings that is carried out based on the linguistic elements present on the surface of the text and in its form of organization, which is why it requires the mobilization of a vast set of knowledge on the part of the reader. This means stating that the meaning of a text is constructed in the author-text-reader interaction. In this sense, the context must be considered, that is, everything that, in some way, contributes to the construction of literature in a general and broad way..(CARVALHO,2015).

It is understood that language and literature classes must go hand in hand, as only then will it be possible form a reader aware of their cooperative, productive and reflective role. It is up to the Portuguese Language teacher to promote this integration between grammar and literature so that teaching-learning can take place. (CARVALHO,2015).

Mariosa (2011) argues in her research related to Afro-Brazilian literature, that popular tales, of African and Afro-Brazilian tradition, are also an important and significant way of preserving memory and tradition, despite being little valued in literature. Thus, the author also says that the strength of this culture lies in the possibility of new experiences to perceive the world. There is a growing number of publications of these stories, originating from oral tradition, which expresses a construction of new socially constructed paradigms.

Reading the literary text in the classroom sharpens the student's interest in knowing more about the life and cry of the author selected as the object of study, as well as other authors, whose works are made available to the student. It is therefore necessary for the teacher to have profound literary knowledge and to bring enthusiasm into his reading, demonstrating not only knowledge, but also passion. (CARVALHO,2015).

It is the role of the teacher, in addition to being knowledgeable and seen as an amateur in the literary text, to facilitate this type of reading, considering that it requires more active participation from the reader. It is from reading it that the student will understand the functionality and beauty of the literary text, invited to enter the universe of verisimilitude. Entering the universe of literature will provoke great transformations in the reader, who will travel through the universe of imagination and recreate things based on reality. You will transform as a human being with knowledge about yourself and the world around you as your reading progress, hence the importance of literature for student training. (CARVALHO, 2015).

It is the teacher's role to make choices between authors and works that adapt to projects that develop the habit of reading, without forgetting to consider the main meaning of working with literature: the formation of



fluent and skilled literary readers. To this end, there must be an expansion of language and repertoire practices, in an approach that favors collaborative production and the crossing of cultures and knowledge. (YPIRANGA, 2019)

Working with Afro-Brazilian literature thus allows the teacher to seek new methodologies accompanied by texts and stories that can be developed in the classroom, with all the other students. Therefore, it is essential that educators research and encourage new methodologies in the classroom.

Literature, by fulfilling the three functions attributed to it, humanizing man and society, fulfills its emancipatory role. Among the functions of Literature, perhaps the most relevant is the capacity that the literary text has to humanize, as, by its very nature, it leads the reader to emotionally identify with the text.

Therefore, reading, especially literary texts, is a very complex activity of producing meaning that is carried out based on the linguistic elements present on the surface of the text and its form of organization, which is why it requires the mobilization of a vast set of knowledge on the part of the reader.

TIMELINE

Year/months	2023					2024				
	Apr/Mar	May/Jun	Jul/Aug	Sep/Oct	Nov/Dec	Apr/Mar	May/Jun	Jul/Aug	Sep/Oct	Nov/Dec
Activities										
Initial data collection on the topic	█									
Definition of Theme and Delimitation	█									
Problem and hypotheses	█									
Introduction	█									
Goals		█								
Literature review		█								
Methodology		█								
Timeline			█							
Initial contacts as an Organization			█							
Budget-Resources			█							
References				█						
Slide Organization				█						
General Review - Formatting				█						
Project Delivery in Coordination				█						
Defense of the Project					█					
Shipping to CEP					█					
CEP assessment and response						█	█			
Data collection and tabulation								█		
Construction of Theoretical Discussion								█		

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