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Research Article

THE ACCOUNTING OF STORIES IN EDUCATION FUNDAMENTAL EDUCATION II IN A SCHOOL IN THE MUNICIPALITY OF THE PERIPHERY OF THE CITY OF SÃO PAULO, BRAZIL

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ABSTRACT

We assume that all children are able to learn, and when faced with a reality where certain students even reach an initial level of literacy, but do not adequately develop their reading and writing skills throughout elementary school. We believe that stories are wonderful sources of experience. They can broaden the child's horizon; increasing your knowledge of the world around you. Through the good and bad characters, ugly and beautiful, good and beautiful; the child has an understanding of some basic values of human and social conduct. Gillig (1999) calls the tales of fairy tales wonderful by the predominance of essential situations present in these, which lead the child to balance the imagination. The author attributes to the tales a kind of divinatory intervention divided into three functions: phantasmagoric, aesthetic and enchantment. According to Bettelheim (1980), the characters and events present in the fairy tales point to some internal conflicts that the child may be feeling at a certain moment in his life, causing him to seek ways and other steps to solve his problems.

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INTRODUCTION

The purpose of this article is to answer the following questions: Is it possible to harness the power of Literature for the formation of reading subjects? What elements are in operation in the subject from the moment he comes into contact with children's stories?

The question about the conception and function of literature has been widely discussed and in each literary epoch it is attributed distinct functions, in keeping with the current cultural and social reality.

Based on the studies of some researchers, such as Parreiras (2006), for example, in his Master's thesis titled Psychoanalysis of Toy in Children's Literature, we see that it reiterates the use of the tale as a mediator between the real and the imaginary. According to the author, Literature can be considered a bridge between the child and the subjectivity, because it is the Literature that has the quality to create such bridges by working with symbolic, fanciful contents.

Corroborating with the idea that literary language allows words to have a life of their own, new representations and meanings, we offer Project Ciranda de Livros, in a municipal public school of Primary Education II (EMEF), in the peripheral area of the city of São Paulo, Brazil, during 2009, for three hundred

children enrolled there aged between 10 and 12 years old, with great difficulty in reading, writing and not literacy until that year.

The project counts on the collaboration of the community (parents, caregivers, child caregivers) and its main objective is to bring the child closer to children's literature stories in order to stimulate the taste for reading and the exchange of experiences between children and their parents and later the exchange between the child and peers in conversation wheels in the classroom.

Literature Review

The Law of Directives and Bases 9394/96 reinforced that pedagogical proposals should promote education and care practices that deal with the physical, emotional, affective, cognitive, linguistic and social aspects of the child in an integrated way: an integral being. In this sense, the way the child learns; the relationships he establishes with the school and with his colleagues and teachers; the way he begins thinks about everyday events and their interest; conflict management; the development of an ethical stance of solidarity and justice that allows the child to work with the diversity of people, among other principles, make the school a favorable, intentional and pleasurable institution for the search of knowledge.

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In this sense, the binomial to care is to educate is true and aims to provide conditions for children to explore the environment and build personal senses, once they are constituted as subjects and appropriating in a unique way the cultural ways of acting, feeling and thinking. One way of appropriating culture is by reading and writing.

The experience with the literacy process and the concerns about why 38% of children aged 10, 11 and 12 are not literate as the rest of their class, led us to study learning difficulties and different methods of learning. literacy.

It was necessary to develop in addition to diversified and playful activities in the classrooms, a project of reading literature shared with the family. With each reading made, the child should share with the classmates and thus, everyone could in the classroom, potentiate the activities in the classrooms.

METHODOLOGY

The project consisted of choosing one book per child on Friday. On Monday they should bring the story read and a drawing that represented the story.

In a second moment, some students told the stories worked at home, socializing the learning with the colleagues, that could be expressed by the writing, by drawings, collage, among others.

This Project was always accompanied by the Pedagogical Coordination and gradually, according to the children's needs, it was being remodeled and transformed. We noticed over the course of a semester that of 30 children, on average, 20% did not bring activities, nor did the family commit to the education of their children.

We worked hard with educators and parents to become aware of the importance of reading and writing skills.

Little by little, educators realized that families were more participatory and their children produced activities with greater attention, resourcefulness, and happiness, as they were beginning to learn to read the world.

Due to the positive evaluation of children, families, teachers and management, the Ciranda Project for Books continued in the year 2010. A large spiral notebook was used, where a child following the call order carried the shared register with the family about the story, that notebook and his chosen book to be worked from home.

The next day, the child presents to his colleagues, in the conversation, the story told in his house and the records prepared in partnership with the family. By the end of this school year, educators realized that not all stories were actually told to children in their homes. A still significant number (three students in a universe of 30 on average per room) carried the blank sheet of notebook and the book virtually intact. We realized that 10% of these students still had to be worked.

In 2011, the educators decided to continue the Ciranda Project of Books, justifying the need for adjustments and more encouragement from the families. Thus, they made extra meetings with those responsible, showing movies; working on texts and projections about the importance of reading by and with pleasure.

Gillig (1999), who objectively emphasized his inferences about reading and how healthy was this meeting of the reader with the work, besides being empowered when shared with the other classmates in the room.

The Project was continued, modifying the registration form. Instead of just a child carrying the big notebook and the book; all the children chose the books on Fridays and brought something drawn with the family, representing the most interesting part of the story in a sulphite sheet. (donated by the school).

On Monday, the teacher at the time of the talk round gathered all the leaves in a circle on the floor, placed one by one in the large notebook, questioning the child who told the story; what is the meaning of the drawn drawing; the name of the story; what he liked and what he did not like. The information collected and shared served as a basis for educators to note the speeches, the voices of the children, the pedagogy of sensitive listening.

The educators realized that the number of readings of the children increased progressively, as well as the commitment of the families to the activities of their children. Only one or two children at most came with the blank sheet, claiming that he had not done the work for leaving; traveled, or by anyone at home have told you the story. In these cases, at the end of the initial work of collating and questioning the children by the educator, a child would pick up a book, tell the story to the colleague who had not done the work and then make the same move as the others, completing their activity with the socialized register. In 2012 and 2013 the Project followed without significant changes.

It should be noted that during the Ciranda Project of Books, we corroborate with Cabrejo-Parra (2004) that through the books the child builds his psyche.

FINDINGS / RESULTS

DISCUSSION AND CONCLUSION

First, educators, management staff, families and children expressed in different ways that the approach to books was positive, arousing curiosity about themselves, another world; the responsibility to bring the activity on the requested date, the participation in the wheels of conversation about the books and their stories, the exchange of experiences from the stories worked in the school and with the families, the points of interest, the conflicting ones.

The number of children who shared their stories shared at home reached 98% within the School Unit, which also made us fulfill our initial goal of December 2013 to reach 99% of the children effectively and affectively inserted in our Project: they became literate in an effective and affective way.

Literacy for Freire (1974) was a way for the disadvantaged to break the silence in which they are placed, and could then be the protagonists of the story itself, as he wrote in his book *Pedagogy of the Oppressed*.

The children were establishing a kind of intimacy with the story told and consequently the pleasure in reading; the proximity of the child and the family providing

subjectification; symbolization; the exchange of experiences in the conversation wheels that happened after the shared reading with the families, in the classroom with the other classmates and the records elaborated in the homes and shared in a facilitating moment of the listening, mutual respect; collaboration; acceptance of the other and of oneself.

Recent studies present childhood as a rich period for learning, always highlighting the importance of family and school in promoting fertile conditions for the full development of the child. Benjamin (1994) also studied in depth the human need to narrate; of telling stories: that of others and theirs as a way of understanding life, self and others. The author points to the role of memory in the constitution of the history of individuals and social groups.

The stories and shared readings are cultural activities, which aim to develop verbal language; the imaginary and the symbolism, culminating in literacy.

For Paulo Freire (1974), at the heart of the notion of literacy is the realization that in culture we have moments of domination, just as we have the possibility of the oppressed to recognize ways of breaking with the structures that prevent them from changing the oppressive social reality in which live.

Thus, the stories told by the educators and the families of the children enable them to develop the power of initiative, self-esteem, identity, autonomy, creative imagination, the ability to solve problems and make decisions.

Within this context, storytelling brings people together; the generations; group life; values such as solidarity, ethics, respect for differences, nature, the other and itself.

This joint work made the class group more cohesive; collaborative; happy; reinforcement of self-esteem; of self-confidence; of the self-valorization and autonomy of the whole School Community, providing a positive concept of itself.

The Ciranda Project of Books operated a transformation of the school into a humanized and democratic space, with an improvement in the quality of professional and interpersonal relationships and the experience of citizenship, with the democratic participation of the school and community segments.

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