

The importance of teaching literature

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The 45th edition of *Cadernos CESPUC de Pesquisa – Série Ensaios* discusses the teaching of literature during elementary education years, which encompasses a vast and complex network of themes, such as historical contexts; working conditions; reader and teacher training; literary productions for readers in formation; issues of economic order (such as the book market); and politics (such as curriculum organized by governmental sectors), among others.

The guiding question of this *Cadernos* edition is “The importance of teaching literature”, stemming from a crisis that has been observed and intensified over the last decades due to various reasons, as argued by Durão and Cechinel (2022):

If it is true that preferential themes such as national identity, literary genres, or the defining aesthetic-formal character of works are no longer sufficient to justify or ensure the presence of literature in *curriculum*, or even to explain its privileged space in relation to other cultural products or discursive genres, the tendency to establish literary studies as a priority locus for human formation, for individuals ethical-moral awareness, and for the most burning political discussions, usually postulated by so-called cultural studies, although it may offer, at first, a certain impression of survival to literature and its *curriculum* transmission, ultimately signals the final admission of an impasse of difficult resolution for the area. (Durão; Cechinel, 2022, p. 51).

The literature teaching thus treads on unstable grounds regarding theoretical and conceptual aspects present in official documents and didactic manuals, or in idealized views of what this formative practice means, all exacerbated by concepts linked to the neoliberal world, as exemplified by the BNCC, turning teaching into a grid of instrumentalizing competencies

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and skills, that goes against areas that cannot be quantified, such as literature. In other areas there seems to be an “emptying out of both the field fundamental theoretical problems and the specific historical constitution of its institutionalized transmission” (Durão Dechinel, 2022, p. 71).

The scenario questions “whether this institution [literature] still holds any value in people’s lives, whether it should be maintained in the curriculum of elementary and university education, and in what way” (Perrone-Moisés, 2016, p.71), considering the fact that the 21st century is globalized by information, which means that studies which privileges, for example, domestic productions committed to Brazilian literature, may seem somewhat anachronistic (Perrone - Moisés, 2016, p.72).

Precisely for this reason, literature teaching, and literature itself, should be the subject of reflection, perhaps to foster its own status as an object saying “something in a certain form, more complex, richer, more ambiguous”, (Perrone - Moisés, 2016, p.77) to be taught according to students that are learning how to deal with complex matters, understanding literature as a space of knowledge, of reality representation and its de-automatized expression.

In this scenario, this edition has welcomed studies that deal with literary literacy, the reception of young people, and literary works whose constitution promotes discussions about the literary object itself in its market and political conditions of production.

In “Advances and possibilities of teaching practice with literary literacy in elementary education”, Telma Borges da Silva and Maria da Penha Brandim de Lima propose to analyze “the understanding and application of the concept of literary literacy, according to Cosson’s perspective, with a view to its implementation at the forefront, the Elementary Education”, considering practices carried out by Profletras, the Professional Postgraduate Program, from the State University of Montes Claros/MG.

Marta Passos Pinheiro and Micheline Madureira Lage, in “Reading habits of young freshmen in High School: what does this reveal to literature teachers?” focus on a research on cultural habits, with an emphasis on literary reading habits, of students starting integrated technical courses at high school level at IFECT of Goiás - Goiânia Campus. The reflections are based on Antonio Candido’s theories concerning literature as a right.

The study's main goal is to contribute to teacher's practice in creating and developing methodological strategies for teaching literature.

Claudson Faustino and José Hélder Pinheiro Alves bring a contribution to classroom practice that fosters teacher reflection on procedures to encourage teaching and learning the reading of literary texts. The authors consider dramatic texts as a collaborative element for reader formation and share an experience of dramatic reading of a fragment from *Romance do conquistador*, by Lourdes Ramalho. In this practice, oral reading strategies are used to enhance text comprehension and literary appreciation .

Gislene Ferreira da Silva's text, "Between words and images: Guimarães Rosa's language retold in the picture book *Sagatrissuonorana*" discusses retelling as a strategy for literary literacy. For this, she analyzes *Sagatrissuonorana* (2020), written by João Luiz Guimarães and illustrated by Nelson Cruz, and the *The Three Little Pigs* classic, in a dialogue that promotes literary readers formation and the traditional narratives updating for the new generations.

"Compositions for children and reader development: a comparative analysis of *Sagatrissuonorana* and *The Three Little Pigs* version of the *Conta pra Mim* Program", by Mikaella Pereira da Silva, comparatively analyzes two objects: *Sagatrissuonorana* (2021), written by João Luiz Guimarães and illustrated by Nelson Cruz, and the *Conta pra mim* Program — especially its version of the tale *Os três porquinhos*. Both are considered for their role in promoting reader formation, as elements that can be analyzed and selected by the teacher, who must consider whether the work contributes to reader formation or restricts it.

Gabriel Felipe da Silva, in "Literary Criticism, teaching literature and best-sellers" studies best-sellers as a constituent element of reader formation. Although often dismissed by critics regarding its formative role, the widespread consumption of this kind of production by children and adolescents justifies the importance of studying it. In the teaching and learning process of aesthetic reading, best-sellers could contribute to analytical-critical thinking.

Examining José Saramago's text, *O lagarto*, Daniel Vecchio and Vera Lopes discuss its journey from a chronicle published in a newspaper, through a collection in the work *A Bagagem do viajante*, to being edited as

a short story by Companhia das Letrinhas. This trajectory is significant for both the experienced reader and the developing reader. Factors such as the author's biography, political context, media intervention, reception, genre, aesthetics, and illustration are crucial for understanding the progression of this Saramago's text.

This volume of *Cadernos Cesruc*, therefore, covers a variety of interesting topics in the field of teaching and learning literary texts reading. The papers that compose this edition contribute to studies of teachers whose practice is based on ongoing training involving various experiences and researches.