

Literature as an Intermediation Agent between School Subjects

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Abstracts: It addresses literature and its implications in the construction of the student's learning process in basic education, emphasizing the function of intermediation agent between school subjects. It focuses on the current treatment given to the role of reading in schools.

Key words: literature, basic education, school subjects

1. Introduction

In order to direct the art of pedagogy into the future, a study of literature, which has been expanded from its appearance to the present day, was made necessary. It was based on research in books of authors who lead their works to the problem of literature and the curricular and week plans, as well as class observations.

Therefore, literature needs to be further expanded, inserting pedagogy and art in a single context. That way, such an interesting and vast discipline would be better applied to our students, who are currently looking for other forms of non-literary activities, influenced by the media regardless the aspects of their own world.

It is important to ask what would be the contribution of literature to the greater assimilation and better learning of other disciplinary segments of basic education and what forms of approach would be more productive. It is believed that in the current teaching practices, the clarification of this issue will be vital for the progress of teaching methodologies, school results and, consequently, for greater appreciation of literature.

From this perspective, we shall treat the interactive function of literature as an object of research, through the factual verification of this intermediating and enriching possibilities inherent in literature.

2. Goals

2.1 General

Emphasizing the importance of language and literature for the various areas of human knowledge (inter-disciplinarily) and for social relations.

2.2 Specific

- Appreciation of language and literature by the school community;
- Broaden the application of literature in the student universe;
- Reading encouragement.

3. Methodology

The methodological proposal included bibliographic, documentary and field researches.

Initially, a review of the literature of classical and contemporary authors was made to build the categories and conceptualize them. This review through the bibliographical research has been:

- reading and writing texts studying the categories;
- reading records of papers of scholars;
- reading and documenting newspapers and media on the experiences involving the project;
- reading, recording and systematizing the reports.
- elaborating theoretical synthesis that expresses the analysis.

Field research:

- participation in meetings and seminars;
- observation of curricular and week plans;
- interviews of people related to basic education;
- observation of classes in public and private schools in São Luís-MA;
- systematization of the results of the research.

4. Literature as an Agent of Intermediation between School Subjects

While the reasons for learning to read the usual means of communication, such as ads, bus signs etc.-are clarified by their practical functionality, the reasons for reading literary texts are generally relegated to their secondary importance, given the great uncertainty hovering over its usefulness. An example (consequence) of this is the fact that the written material that reaches the hands of the students are basically formed of didactic texts (Perini, 1995, p. 184), that is specific to teaching.

The “usefulness” required for a literary text made from its earliest days, the fable that, despite not being directly written for children, used elements that captivated them also-the personification of animals, of plants and inanimate things, magic, etc.-even the ethical and pedagogically-oriented stories of nowadays. In spite of that, the term “paradidactic” is still reserved to this literary text, not something that should be “by the side”, “together” as the textbook. The use of literature at school is therefore attached to its historical pedagogical-utility functionality.

But these postures and classifications related to literature have to be questioned. If the consequences of the reality(ies) are perceived through the language, by which the world is ordained and receives meaning; If through the word the man was able to assume his immediate environment, taking awareness of space (and time) not accessible to his senses (Duarte, 1994) and if literature is presented as corpus based on a language (denotation/polysemic or objective/subjective) capable of registering and archiving the real history-scientific and naming the unreal (the fiction) (Teberosky, 1996), cannot be dismissed as scripture to be daily used at school, where it is intended to present to the subject other languages and other realities other than his own.

And in order to point out the need for a perspective change in the way reading is being used in school, Professor Adriana Flavia Lima warns:

What has happened in the pedagogical practices is that they conceive reading as a constructed and sequenced process, depending on the group of actions performed by the subject in the construction of its own knowledge. In general, reading or literacy is understood as a special moment necessary to the acquisition of a specific

knowledge, to which all pedagogical action is focused on (Lima, 1994, p. 244, free translation).

In parallel with this new pedagogical vision about reading, as far as the quotation is concerned, literature has sought paths that make it more 'authentic' as it goes on to privilege the poetic use of information and to care more about the aesthetic of language. Rather to think of it as the possibility to interfere in the student's universe, to dictate its models and behaviors, as a control agent over the other, one can think of it as an agent of intermediation between realities presented as independent: family, school, society, etc., or independent didactically: school subjects. It is possible to think of it even as an intermediation between the real and the fictional, life and its mimesis.

In other words:

(...) use that means effective activity of the receptive mind, subject of the connections it makes, of the suggestion of meanings it recognizes and rebuilds complicity with the other — the book is reborn too, every minute of the reading process (Palo, 1986, p.54, free translation).

If the role of literature is to broaden the child's field of action and to increase its possibilities of assimilating the world, to organize it (Lima, 1994), it is valid and proven, in relation to the literature in question, that nothing is more coherent than using it for the student to find the path from fiction to history, from the narrative to the argumentative, from the individual to the social more quickly.

5. Literature in Basic Education

The general dissatisfaction of users and administrators of education has led them to different paths, ranging from questions from the bases of teaching formulas to the conceptions of the psychology of learning. And so it is perceived, today, fluctuating between the "traditional methodologies" of teaching as something that, if not yet outdated, maybe not satisfactory anymore, and the avant-garde conceptions in which the concretista methodology appears as the best response to the diagnosed problems.

In the context of reading concepts, in which literature enters as basic material, the situation is not different. Firstly, because very few teachers, since they do not have the proper literacy to use it, do not do it. And those who dare to do so fall, most of the time, in mechanical use, in which the student is obliged to turn graphic images into sound images, without even having or being able to have a deeper view of the possibilities of the sign in relation to the biosocial. Secondly, reading has been debated because it is no longer possible to conceive it as a mechanical and superficial instrument, but from the basic functions of file and record writing and its aesthetic possibilities, reading becomes the currency of access to the world, to its concrete and abstract realities, to science, to history, to technology.

It is also notorious for the poor remuneration that teachers are victims who sometimes overload their own working hours, resulting in the lack of time to prepare better and deepen in the classroom the contents of their discipline. Moreover, the bad working conditions in public schools, and the excessive collection of contents in textbooks of private schools, often make the practice of reading non-existent. And when there is any reading, it comes down to questions of text comprehension without even trying to relate it to other disciplines and realities.

Therefore, one cannot forget that a range of complex relationships ranging from previous knowledge of the student, his psychomotor skills and aptitudes, even the affective-relational aspects enter as influencers in the learning of this or that discipline. And yet, that there is a mathematical, numerical symbology that is also the

object of reading and socialization to be presented to the student and which is, in principle, dissociated from the verbal scripture. However, it is said that literature, another view of the teaching-learning process, is fundamental for basic literacy, since it is related to linguistic, ideological and socio-cultural phenomena to be communicated to the student.

So it is evident that the conceptions of teaching-learning are reflected in the conceptions of the role of reading. And it should not be forgotten that “knowing” is, as a priority, “knowing how to read”. Therefore, literature is an intersection of linguistic-oenological and, as it has already been said, the basic material to learn to read in any of the pedagogical currents, whether considering only fragments of children's stories or taking into account the whole; whether considering only the fables and the wonderful tales or also the other genres, it is a gateway to the teaching of other subjects in the classroom.

6. Conclusion

The crisis of literature is a consequence of the general crisis we have been debating. However, it has never been so necessary to trace plans to lead the students to a formation that ensures a power of flexibility of spirit to understand the situations they will have to face daily in the future and among which should harmoniously accommodate their lives.

There are all kinds of contents in current literature; however, young people increasingly seem less interested in it. Cinema, television, social networks, the virtual world, the speed of information, everything brings the latest currents very fast, in a practical way; men manage to take advantage instantaneous and satisfactory of it.

When one speaks today in the “death of literature by the rise of image”, it is perceived the immense difficulty of the students in transposing “the barrier” of school writing, we notice how late we are to the defense of our language, to notice the importance of the written modality for our individual and social history and, in a more immediate sense, to diagnose and solve the many shortcomings of linguistic character which students have nowadays.

Today, the situation of students being distant from reading practice and textual production is notorious. And both of the most necessary deepening of the theoretical questions, in the dialectic of the teaching of the mother tongue and of literature, in the themes that make up what can be called reading and knowledge of the world of these students. Now, it is through this knowledge and this reading of the world that the students will know what their role is, their place in the environment in which they live. It is known their history and their possibilities that students can take a direction and an active productive attitude.

If it is through the language that we form, systematize and exteriorize our ideas, whatever the sign we use, the more we apprehend, exercise and know, the more we will affirm ourselves as people and community, because we can better express our convictions, our criticism and better understand our interlocutors. On the other hand, if literature is the mimesis of reality, learning it can make us better see the reality, better understand the human being, conceive the real and the ideal, and therefore literature can transform that reality, like philosophy, directly or indirectly.

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