



THE ACCOUNTING OF STORIES IN CHILDREN EDUCATION IN A SCHOOL IN THE MUNICIPALITY OF THE PERIPHERY OF THE CITY OF SÃO PAULO, BRASIL

LUZ, Monica Abud* and Perez de Cerqueira

Rua Harmonia, 445, Sumarezinho10

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ABSTRACT

Storytelling is the oldest art. Stories are wonderful sources of experiences. They can broaden the child's horizon; increasing your knowledge of the world around you. Stories provide pleasure and excitement, leading the child to symbolism, favoring the resolution of inner conflicts that she may be experiencing. Thus, fairy tales are essential for the child's formation in relation to herself and the world that is inserted. 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 the balance of 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 problems.

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INTRODUCTION

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

Corroborating with the idea that literary language allows words to have a life of their own, new representations and meanings, we offer a Ciranda Project of Books, in a municipal public school of early childhood education (EMEI) in the city of São Paulo, Brazil, during the year of 2009, for three hundred children enrolled there aged between 4 and 5 years.

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 books in order to stimulate the taste for reading, exchange experiences between children and their parents and later the exchange between the child and peers in conversation wheels in the classroom.

Project Development

The project involves asking a child by class to choose a book in the reading room to be taken home during the weekend to be read in the family. Along with the book the child takes a notebook with A3 sheets to record on one of the sheets, from the reading experience.

This record consists of writing, drawing, collage that express the meaning given to the shared reading and can be done by the child or another member of the family.

On Monday the child takes the book to school and on the talk wheel she tells the class the story read as well as the impressions caused by reading in her and in her family.

It is combined with each child some rules of operation of the proposal, such as: care with the book and with the notebook; the return on the stipulated day, the use of only one sheet for the record and the request to someone in the family who reads the book to the group. These rules are passed on to children orally, but they are also printed in the book itself.

This Project was always accompanied by the Pedagogical Coordination and gradually, according to the children's needs, was being remodeled and transformed: first the books were taken out by the children with an effective control sheet established from the readings shared in the children's homes. Thus, a kind of sheet was created where the family and the child gave an evaluation for the history worked.

This evaluation consisted of cartoons of faces: content (for an interesting story) and sad (for a story that did not please anyone, showing disinterest). The educators were locating the stories that could bring more resources, possibilities to develop parallel projects and that aroused more interest by the ethical and aesthetic.

Young children liked stories with lots of illustrations. They were assessed by drawing with happy and sad faces, giving

*Corresponding author: **LUZ, Monica Abud**
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parameters for teachers to develop their activities in collaboration with children.

The stories evaluated with happy faces represented joy, conquests, good things and those with sad faces referred to the mysterious characters; feelings of insecurity and fear.

In 2012 the Project followed without significant changes.

In 2013, we realized how difficult it was for the educator alone to do all this job capture; listening to the child; socialization of jobs and care for the few who had not done the shared reading at home.

We understand that through these experiences of telling and hearing stories, the child can get in touch with his past, know his present and project his future.

Note that during the Ciranda Project of Books, we corroborate with Cabrejo-Parra (2004) when he affirms that by reading his face and voice, the child constructs his psychic book, already rooted in his psyche. It is through this book that the child can understand other books belonging to the culture. Thus reading is the founder of the psyche.

The number of children who had their stories read at home shared about 98% within the School Unit, which also made us meet our initial goal of reaching 80% of children in December 2013, effectively and emotionally our Project.

We know that access to reading for the child is guaranteed to some extent, since the child goes through school and has contact with the books both in the classroom and in the school library. But the intention to involve the community in the Project shows the need we had to worry about people who are not in school; after all we live in a country where the average purchasing power of the Brazilian does not allow the book to be part of the basic basket of his family.

In this context, to imagine that the reading of stories besides bringing the child closer to his family can lead a reader to make the book a tool of their social and cultural emancipation.

Considerations

We have observed throughout the development of the Ciranda Project for Books (2009 to 2013) several significant positive changes of collective and individual growth in the way children act in the group and individually.

We were also able to observe some specific changes in each child that were discussed with the family members at the parents 'or guardians' meetings and expressed in the semester reports prepared by the educators.

Some of the children, more slowly, some more quietly, were approaching and appropriating story-telling activities, showing interest, participation, concentration.

In the group, they learned to respect themselves and this fact promoted the exchange of experiences, fears, anxieties, dreams, perceptions, pleasure.

We understand and corroborate that the magical elements present in the fairy tales mainly, provided the children the immersion in the fantasy, that is to the base of the psychic health.

Some reports of educators in the JEIF (Continuing Education) schedule under the guidance of the Pedagogical Coordinator point to children who could throughout history verbalize the fear of the loss of the mother; the will to have a certain toy; to review grandparents in another state; to be happy.

Other children used the tales as scenery to realize their dreams of being a princess; a super hero; the evil wolf.

As Bettelheim (1980) shows, tales could convey symbolic messages and meanings still camouflaged in children. Some children, in addition to verbally expressing their feelings, felt comfortable drawing, dramatizing, modeling in the diverse activities in the classroom.

We believe that the development of the Ciranda Project of Books allowed moments of constitution of the subjects, since it allowed the construction of different narratives from the stories socialized and worked in the group.

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