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## THE LITERARY LITERACY PROCESS IN THE FIGHT AGAINST RACISM: AN EXPERIENCE REPORT ON THE PEDAGOGICAL RESIDENCE PROGRAM AT COLÉGIO ESTADUAL RAPHAEL SERRAVALLE, BA

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**Keywords:** Literary Literacy; Black literature; Blackness; Education; Pedagogical Residency.

This proposal intends to communicate the perspective of the experiences lived in the Pedagogical Residency Program, under the coordination of José Martins Abbade, made possible by the Coordination for the Improvement of Higher Education Personnel (CAPES), in collaboration with `` Universidade Católica de Salvador `` (UCSAL), presented to the `` Colégio Estadual Raphael Serravalle ``, under the supervision of instructor Maria Fernanda Brito Chaves, located in the Pituba neighborhood, in Salvador-BA, in the development of a project designed and executed by UCSAL residents Ariadne Santos de Souza, Filipe Gabriel Alves de Santana and Rafaella da Silva Reiner Pereira Máximo, which aims to encourage the process of literary literacy as a way of deconstructing the structural racism perpetuated in Brazilian territory. This way, the objective is to reaffirm blackness through the recognition and protagonism of black people in literary art.

Historically, ethnic-racial segregation dates back to the institution of the monarchy in Brazil, in which black Africans, removed from their lands, became condemned to a life of slavery. Currently, it is still possible to notice reminiscences of reflections from the past, in which socially sown racial prejudices make interactive relationships full of hatred and inhumanity towards black people.

Therefore, it is understood that this is a report that aims to demonstrate the importance of such a current and pertinent topic in the formation of Brazilian citizens, considering how literature is capable of intertwining perfectly with the proposal and has the ability to take on atone of denunciation regarding a subject that, for a long time, remained forgotten and veiled.

Based on such contextualization, for Rildo Cosson (2006), the process of literary literacy provides a basis for disseminating the act of reading, transforming it into a naturally internalized method. The idea planned for this project is, therefore, to dynamically approach, through necessary discussions, an awareness of racism and its inconsistencies, introducing a new point of view to public school students, based on the analysis of children's literary works, who recognize the need to reevaluate Brazilian sociocultural standards in order to affirm blackness.

Therefore, the aim of this project is to propose growth in the number of readers in Brazil, as well as the appreciation of Afro-Brazilian culture. We can mention the 5th edition of the research "Retratos da Leitura no Brasil", which mentions the information that, on average, Brazilians read 5 books per year, a worrying number, considering the perspective of how much books enrich culture and intellectually. Furthermore, the Center for Studies and Research in Education, Culture and Community Action announced that the 5th edition of the aforementioned research shows that, between 2015 and 2019, Brazil lost more than 4.6 million readers, showing percentages in which, the number of non-readers may, at some point, surpass the number of Brazilian readers, if it continues to increase.

This report is based on studies by Daniele Barros Costa and Nathália Pétala Batista Fernandes (2018), which describe how the use of textbooks, as well as paradidactic books, impact the psychological and identity formation of black children and young people. The theories of Lyjane Queiroz Lucena Chaves (2019) will also provide the basis for this work, considering that they portray how black literature, as described by Florentina Souza and Maria Nazaré Lima (2006), is relevant to elucidate the sociocultural exclusion experienced by citizens black Brazilians,

encouraging criticality regarding socially widespread prejudices to, this way, introduce black writers aware of their transformative function. And so:

“deconstruct an exclusionary literary tradition in the face of markedly political literary production.” (SOUZA, Florentina, LIMA, Maria, 2006, p. 14 apud ALVES, Miriam, 2002).

Therefore, the dissemination of such work, carried out using literature, contributes to the teaching practice of combating racial discrimination and supporting blackness, defined by Kabengele Munanga (2019) as a movement that proposes resistance motivated by cultural self-affirmation, reevaluating the historical consequences and discourses of inferiorization based on stereotypes attributed to the colonized.

Furthermore, the results obtained from the development of the project will lay the foundations for this report. The principles conceived in the research envision the importance of supporting the reading state and the cultural influences of literature on the identity formation of Afro-Brazilian children. This way, it is possible to emphasize that the interest in reading is linked to the process of self-identification with the characters that make up literary works. And, therefore, it is evident how sociocultural representation is capable of awakening enthusiasm for the consumption of literature and, consequently, boosting creative freedom.

Considering the process of literary literacy, this project was based on its theories as a standard to be perpetuated in the lesson plans derived from the work described previously. The following stages of the project were thus divided:

**Motivation** - In which a broad discussion took place, contextualizing the socio-racial derivations of the prejudiced structure that was shaped.

**Introduction** - As an initial step, 6th and 7th year students developed research into the concepts of racism and the social consequences generated. Given this, there was a debate in the classroom, also motivated by studies carried out by residents on the book: “Pequeno Manual Antirracista” (2019), by Djamila Ribeiro, to survey discussions in the classroom, in order to raise students’ awareness of the historical aspects and cultural aspects that demarcate the introductory process of normalizing structural racism, which promoted reflection on the causes of this discrimination in society. Correspondingly, it was discussed how physiognomic expressions are capable of mirroring the sociocultural identifications of citizens. From the development of the discussion, it became possible to present the literary intervention through the books “Amoras” (2018), by the artist Emicida, “Calu - Uma Menina cheia de Histórias” (2017), written by the authors Cássia Vale and Luciana Palmeira, and Sikulume and Others Contos (2009), developed by Júlio Emílio Braz, intending to portray the manifestations of particularities defined by ethnic traits, based on ancestries traced in the linguistic and sociocultural representations.

**Reading** - Based on the proposal, this stage took the main focus of planning, considering that students began to have direct contact with books and internalization of their meanings, as well as the perceptions they will have during the reading process.

At the end of this stage, the textual production proposal was presented, in which the students were divided into groups and each of them was responsible for developing work that rethought the updating of racist words and terms, enabling awareness about the need for changes in demonstrations. idiomatic expressions of the Portuguese language, recognizing the resignification processes that the authors of the books use to value blackness.

Internalization - This final stage demonstrated the reflections of all the intrinsic learning that the apprentices assimilated, as they expressed the understanding they had of the books and how they related their productions to the theme. Based on this, there was an exhibition of fanzines with the groups' textual production, in which it was possible to observe how their perceptions of the world were linked to the texts to interpret it, in addition to all the perception they learned regarding a fundamental theme to be thought about nowadays.

Given this experience, it was observed that the students had an excellent reception of the project content. Interactions with the published material allowed the exchange of ideas and experiences that were debated enthusiastically throughout the process. Students were able to rethink everyday expressions that carried prejudices naturalized in society, presenting interesting facts about the topic. The books used in the proposal received a positive reception,

after the introductory debates, generating broad interest among students in the topics discussed, which resulted in a diversity of perspectives on how structural racism impacts the daily lives of the black population, generating, in addition, identification with aspects of cultural representation. All of this contributed to demonstrating how reading can be engaging and reflective, which motivated the students' commitment to the project. The final stage served as an exercise that boosted the full development of creativity, as well as criticality, motivating them to interact with the artistic process, in addition to valuing the individual work of the apprentices.

Therefore, it is concluded that black literature has a transformative role in playing the process of politicization of young people in development, providing opportunities for the deconstruction of prejudices, as well as black sociocultural reaffirmation, demonstrating that through writing it is possible to claim social visibility for the population black.

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