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LITERARY READING: EXPERIENCES AND CONTRIBUTIONS TO THE TRAINING OF READERS

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INTRODUCTION

In my childhood[1], living through the difficulties of the time, from a humble family, far from books and technology, I had few opportunities to discover literary works and appreciate them. My first reading, I remember it as if it were yesterday, was initially torture, as I didn't have the slightest empathy for books. It was the book: ``*Alienista*``, by Machado de Assis, a very short work, whose central theme is a debate about human sanity and normality. Definitely my first "trip".

In 2004, I graduated in Literature from `` *Universidade Federal de Rondônia*`` (UNIR), in the Teacher Qualification Program (PROHACAP), in a partnership signed between the governments and UNIR. My training in the Literature course took place simultaneously with my professional activity, as being a teacher was a condition for participating in the program. At university, inspired by the late professor Moreira (in memoriam), in his traditional expositions on Literature, I was enchanted and learned to appreciate texts that go beyond reason. It was a privilege to have been introduced to Literature, as it contributed to my personal and teaching training, helping to build a bridge between what is reality and the world of fantasy, allowing identification with the story and characters, developing emotions and values.

The most memorable experiences in the classroom were with projects that dealt with reading literary works. I have a great appreciation for the classics, Machado de Assis, Ariano Suassuna, Clarice Lispector, Graciliano Ramos and others. Even with few resources, I managed to reach my students, who, although resistant to the size of the work, the number of pages and the elaborate language, eventually became involved; the final performance was, most of the time, in the form of theater. Many said they had their first contact with literary books in class, which made all the difference in their lives.

I also noticed that the improved activities interaction with the class, provoked discussions about different cultures, customs and behaviors from other times, always respecting each person's point of view.

If we are talking about memories, I couldn't help but mention a tribute I received on Teacher's Day, from a former student, who said: "Dear teacher... How can I describe you? A humble, simple, understanding person and, above all, who always helped me control my nervousness and shyness. I hated the training wheels to read and tell the story later, the last one was ``*Os Cavalinhos de Platiplanto*``, a book that I will never forget. Teacher, today is your day, you were my teacher and friend. I will never forget my beloved Portuguese teacher, who I remember fondly. Thank you for being part of my youth, thank you for being my teacher" (AW).

With so many experiences, I believe that teaching through literature can significantly reduce school failures in relation to reading and writing, the development of students' critical thinking and critical emancipation in our students and in society (Freire, 1987). Paulo Freire, Brazilian educator who presented to the world the appreciation of knowledge acquired by students in their daily lives as something that cannot be ignored.

In the most recent change in the educational parameters that we are experiencing, the BNCC (National Common Curricular Base) brings discussions about the importance of dynamic and reflective reading at school and in students' lives, which can stimulate critical thinking and aesthetic perception. Thus, to turn literature teaching into meaningful practices requires that schools and society

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1. Initially, we chose to write in the first person singular, as it was the master's student's individual trajectory, then the writing was done in the first person plural, as it was a joint work with the supervisor.

rethink the concept of literature, its value and social function. In this sense, literary literacy is of great importance for the academic and social training of students, as it allows literature to be seen in a broader way. Paulino (1998) highlights that:

> The formation of a literary reader means the formation of a reader who knows how to choose his readings, who appreciates constructions and verbal meanings of an artistic nature, who makes this part of his activities and pleasures. This reader must know how to use appropriate reading strategies for literary texts, accepting the proposed fictional pact, with recognition of linguistic marks of subjectivity, intertextuality, interdiscursivity, recovering the creation of language carried out, in phonological, syntactic, semantic aspects and appropriately situating the text in its historical moment of production. (PAULINO, 1998, p. 56).

In the context of literary literacy, interest in the text must not only focus on developing reading skills for literary genres, but also on learning to understand and resignify meanings. In the interaction between teacher and student, both can look at the text in different ways and attribute new meanings, identifying and experiencing significant experiences within the lines of the literary text.

Thus, the teaching of literature at school in line with the social perspective of the moment, represents the culture and history, language and customs of people, in which students can see themselves represented in the work through subjective identification. The school can plan interaction and learning situations with well-defined objectives, so that teaching through text also explores the symbolic plane, which helps to understand its relationship with the social context in which we are inserted.

This text presents the State of Knowledge, which is part of the Master's Research Project in Education at PPEGEDU-UURI, entitled **Literary reading and the book: ``*A bolsa amarela*``: a proposal for reader training,** guided by Dr. Laísa Veroneze Bisol, as a prerequisite for obtaining the Master's Degree.

THE STATE OF KNOWLEDGE

In 2022, willing to experience new experiences in professional life, improve pedagogical practice and contribute to research in Education, the opportunity arose to join PPEGEDU- URI- Frederico Westphalen/RS. In the initial introduction events to scientific research, the specialized group of professors at URI presented to the master's students the need to think about a research topic. Away from the academic space for many years, the difficulties in understanding the guidelines were immense, but with the dedication of the university's doctors, each day was an experience of learning and growth.

To delimit the research topic, we started the State of Knowledge, with a well-oriented and carefully organized research to identify what was being researched based on the descriptors that were emerging with very positive trends for the field of literature, mainly due to a certain identification with the area of language.

We started researching on the CAPES Periodical Portal, officially created by the Coordination for the Improvement of Higher Education Personnel, of the Ministry of Education. This stage was organized to demonstrate what has already been researched on the topic, bringing us possibilities about what can still be explored in Education research. The research considered language as a social practice and the conception of reading as a space for constructing meaning and valuing subjects, guided by the light of literary literacy and the contribution to the formation of critical and reflective readers, considering their individuality, autonomy in a conception of critical-reflective subject.

To delve deeper into the selected topic through a scientifically valid answer, we also define the research problem, which will guide the entire process and development of the study to find empirical answers to the problem. To delimit and deepen the research topic, we start with the following question: how can literary reading contribute to critical and reflective training, considering the identity of the subjects?

Furthermore, we defined the general objective, which aims to stimulate the practice of literary reading in the final years of Elementary School, aiming to train critical and reflective readers and considering the approach of works to the identity of the subjects. From here we look at the state of knowledge, which is detailed in the next pages of this chapter.

To define the direction of the research work, we begin the construction of the state of knowledge, in order to outline methodological paths and find theoretical bases that support the research, so that the entire process is supported by ideas and reflections that contribute to work with lots of learning and the construction of new knowledge.

For MOROSINI (2014), State of Knowledge is identification, registration, categorization that leads to reflection and synthesis on scientific production in a given area, in a given space of time, bringing together periodicals, theses, dissertations and books on a specific topic.

The entire process requires an exercise of reflection on the chosen theme, observing what is available and beginning the construction of a new object of study, based on understanding what is intended and the construction of clear meanings and objectives that are so necessary for scientific research., leading the teacher/researcher to perceive reality and their context of action.

With a mapping of existing ideas, sources of study, pointing out subtopics that can be further explored, we can understand significant silences regarding the topic of study, as it locates and guides the steps of the investigation, based on the knowledge and understanding of the intellectual production that addresses studies related to the object of our research. (MOROSINI; FERNANDES, 2014)

As a source for collecting and producing data, we chose to search the CAPES Catalog of Theses & Dissertations, as it presents the majority of work carried out in the area of education in the country. The search comprised descriptors related to the theme of the research project proposed for the Master's degree.

For better location and subsequent access to the works, we organized folders identified by the descriptors in a numerical sequence (D1, D2), separated for data production, so that no information was lost during the process. It was also necessary to organize folders to save the complete works, and later read them.

The entire state of knowledge process was organized in three stages: 1. Definition of descriptors and definition of the search mechanism, the CAPES Catalog of Theses and Dissertations. 2. Analysis and discards, which corresponds to the analysis of the productions found, selecting, classifying and discarding according to their relevance to the research problem. 3. Deepening and elaboration, which corresponds to the in-depth study of selected productions and the elaboration of the state of knowledge.

The time frame used was the last five years (with expansion depending on the results), to enable the analysis of works found, but mainly to verify the topic addressed from a more current perspective. We know that the study of the theme of Literature is recurrent in the area of Education, but the interest of this research is to identify new ideas,

interests and methodologies in working with literary reading in the specific context of the classroom.

Regarding the type of productions, filters were applied to select master's and doctorate research works, specifically in the area of education, that can contribute to approaching the topic and moving the project forward.

For Author, Advisor, Board, Institution and Library, no filters were applied to expand possibilities. Large Knowledge Area, Knowledge Area, Assessment Area, Concentration Area, Program Name, well-calculated filters were used to contemplate the research topic in the context of the classroom, which we will present later.

The first research experience took place between October 16th and 18th, 2022, during the Education Research discipline. At the time, the planning was focused on the practice of literary reading and the training of critical readers. It was a very important experience, as it was an unknown field, due to little experience with academic writing, but with the proper guidance from subject teachers, the advisor and even seminars offered by PPEGEDU, it facilitated understanding and forwarding the work, reducing the strangeness regarding academic writing.

During this period, the supervisor of this dissertation project changed, which contributed to bringing new directions to the research. Thus, new paths were taken, making it necessary to carry out new searches on the platform, which took place on January 30, 2023.

Below, we will present the descriptors and results obtained in detail. Initially, we thought about developing the research within the scope of High School, therefore, the first descriptors selected were literary literacy AND high school. Likewise, we had the idea of covering other themes, such as sociocultural interaction and transformative action in literature, which

is why these keywords were also used at first.

In order to contemplate the work developed in Postgraduate Programs in Education, we started the searches with the Education filter. We carried out a search applying the filters for the descriptors only for the area of Education, in order to verify works that cover the topics researched, pointing to what already exists and what could be innovative in the area of the postgraduate program in Education. Thus, the project will be able to contribute to the field of research with regard to improving the teaching of literature in elementary and final years.

With the descriptors (D1) literary literacy AND high school, there were 24 results in total. As no other filter was applied, only Education, we analyzed the titles of the works, selecting only those that aroused interest in the theme researched as they deal with the humanizing character of Literature (Candido) and the approaches aimed at the classroom context, thus, we moved on to reading the abstracts.

This way, we analyzed the titles and separated three for reading the summaries, of which we highlight for further reading the thesis by Chirley Domingues, Between the sensitive and the intelligible: is the formation of the literary reader, in high school, possible? The research aroused interest in bringing the student to the center of the reading process, discussing and evaluating subjectivity as a determining factor in the teaching process.

From the year 2017, the work does not have authorized dissemination, it is in the context of the Education Area, in the Teaching and Training of Educators Research Line and is presented from the perspective of verifying whether literary reading in high school classrooms allows the effective participation of the reader (student and teacher), mobilizing their subjectivity, enabling the performance and/or formation of a literary reader. The

research indicated that teachers' lack of knowledge about what constitutes a literary reader contributes to the current reality, which can be changed, if there are changes in the academic training of Portuguese language teachers, if the school organizes times and spaces for reading literature and break with the teaching model centered on literary content, marked by panoramic, rigid and outdated knowledge.

With the descriptors (D2) literature AND humanization, applying only Education filters, resulted in only 02 works, which after checking the titles, we did not highlight any work as it did not contemplate the research topic in the context of the classroom and did not focus on the formation of the literary reader in Portuguese Language classes.

With the descriptors (D3) literature AND sociocultural interaction, again prioritizing the Education filter, 163 works resulted, which, by analyzing the titles, we noticed that all the works are unfeasible to deepen the theme, as it is prior to the Sucupira Platform, that is, research prior to 2012.

With (D4) literature AND transformative action, applying the Education filters, there were 289 results, the same thing happened, all the works predated the Sucupira Platform. During the research, we delimited the topic and searched with the new descriptors, applying the same filters mentioned previously.

For (D5) literature AND identity, there were 160 results, all works prior to 2012 and, therefore, without the possibility of access. With (D6) literature AND autonomy there were 116 results, also prior to 2012. The same occurred in the search for (D7) literature AND otherness there were 15 results prior to 2012. With (D8) literary reading AND A Bolsa Amarela, there were 301 previous results to 2012.

With very limited results, we carried out new searches with the same descriptors, expanding the filters and, consequently, the results, bringing new possibilities and ideas to the research, which we will list below.

D1. literary literacy AND high school, with 1,481 results in total. We used a filter for the year of publication, limiting the time from 2018 to 2022, resulting in 540 works. The delimited space of time served to place the researched object closer to our temporal reality, highlighting works that deal with Literature and literary literacy that are closer to our time, showing what has already been done and what can still be researched in the area of Education, contributing to new methodologies and strengthening teaching work. Using filters related to the Large Area of Linguistics/Languages/Arts, Multidisciplinary; Area of Knowledge Portuguese Language, Literature, Teaching, Education; Concentration Area Languages and Literacy/Teaching and teacher training/Language and Literature/Literary studies/Teaching/Education, resulting in 295 works.

We observed, at this stage, that the majority of results presented with the descriptors above refer to works aimed at Elementary Education II. On that occasion, we also defined the work groups for the year 2023, which would be Elementary School - final years, coinciding with the proximity of the research topic, which enabled a new project idea, factors that contributed to the change in the direction of research, observing the relevance of the study in question.

Initially going through the titles of the works, those that stood out due to the theme were opened and their abstracts were analyzed. Having proximity to the topic or arousing interest in the method or approach adopted, 08 works considered important for this investigation were selected and organized in a specific and named folder (D1). The others were ignored.

Even moving towards new ideas, the interest in focusing on the humanizing character of literature (Candido) remained strong, and as this perception is still aligned with current work, we maintained the descriptor.

The literature AND humanization, the search went beyond what was expected and confirmed the directions of the research, as they resulted in works with very relevant themes, considering that the central theme is around the idea of literary reading as a space for humanization; there were, in total, 194 results. In this search, the time frame was expanded, with publications corresponding to the period from 2015 to 2022, leaving only 55 works. The time frame expanded the search and the possibilities of results on the descriptors and became central by proposing the use of poetry in literary texts as a humanization factor, raising the level of interest in the topic. To cover a greater diversity of themes in the area of Education, no other filters were applied. After analyzing the themes and subsequently reading the summaries, 08 works were selected and named in a specific folder for complete reading, considering the theme relevant to the research. All filed in a named folder (D2).

Maintaining the selection method, we initially observed the titles of the works, those that stood out for their theme were open and had their abstracts analyzed. Those that were close to the theme or the approach adopted, mainly due to the humanizing factor of literature, were selected in a named folder. The others were ignored.

With the research in progress, interest in the interaction between subjects in society, which the literature addresses through its subjective language, aroused, we decided to research a new descriptor.

D3. literature AND sociocultural interaction, 4,943 works were found, with the time frame from 2017 to 2022, resulting in 962 works. The cut allowed us to expand results and bring the theme closer to our temporal reality, pointing out research opportunities in the area of Education. Using the Large Knowledge Area filters: Literature, Linguistics and Arts; Area of Knowledge: Literature, Portuguese Language and Brazilian Literature; Assessment Area: Linguistics and Literature; Area of Concentration: Language and Interaction, Interaction and Discourse, Languages and Literacies, Literature Program and Language Studies, resulting in 39 works. Of these, we selected 06 for in-depth analysis, which must contribute to the State of Knowledge, filed in a named folder (D3). For the selection of works, the selection criterion was exclusively from the perspective of literary reading and the interaction provoked by the metaphorical and subjective language game. Those who did not consider these ideas were excluded.

Considering the context of literature with the power to transform culturally pre-established ideas and concepts, we decided on the following descriptor, to contemplate and continue the research.

D4. literature AND transformative action, a total of 3,962 results were achieved, with a time frame from 2017 to 2022, the result was 206 works. The time frame allowed us to verify which and how many works address the theme of Literature, outlining the paths of research within a time frame of 05 years, on average, to show which possibilities can still be explored. Using the filters Great Area of Knowledge-Languages, Linguistics and Arts, Area of Knowledge-Languages, Portuguese Language, Area of Assessment-Linguistics and Literature, Education and Teaching, Area of Concentration-Language and Literacy and Language Studies, Program-Languages and Language Studies resulted in 33 works, and after analyzing the themes and summaries, 05 works were selected to continue the research, filed in a named folder (D4). The selected

Title	Level/Year	Author/Advisor	Keywords	Concentration area
Contemporary times and the reading of literary texts in elementary school II.	Master's degree 2021	Melina de Paulo, Professor Advisor. Dr. Fani Miranda Tabak	Literature, literary literacy, elementary education	Literary Studies
Reading Anne Frank's diary in an elementary school classroom at a school in the Amazon.	Master's degree 2020	Edilena Pinheiro, Advisor Prof. Dr. Fernando Maués Faria Júnior	Literary education; literary literacy; reader training; Anne Frank's diary	Literary Studies
Chronicles of Luís Fernando Veríssimo – a literacy proposal for the 6th year elementary school teacher.	Master's degree 2021	Francisco Antônio Pereira de Araújo, Advisor Prof. Dr. Nelson Eliezer Ferreira Júnior.	Reading. Literary literacy. Chronicle. Humor.	Literary Studies
Training critical readers: a proposal to approach literary reading at school.	Master's degree 2020	Marcia Oliveira de Andrade, Advisor: Prof. Dr. Acauam Silvério de Oliveira	Reading; Literary Literacy; Reading Training.	Literary Studies
The book: ``*A bolsa amarela*`` and other baggage: literature, humanization, mediation and reader training in elementary school.	Master's degree 2020	Andréa de Castro Cidrak, Advisor: Profa. Dr. Lílian de Oliveira Rodrigues	The book: ``*A bolsa amarela*``. Humanization. Literature. Literary literacy.	Language Theories and Teaching
The teaching of political literacy on the wings of literature: literary readings as an agency for critical practice.	Doctorate 2022	Valdivina Telia Rosa de Melian, Advisor: Professor Dr. Márcio Araújo de Melo.	Literature. Policy. Education. Coloniality of Power. Decoloniality. Training of literary readers. Political literacy. Literary Literacy.	Teaching Language and Literature
Literary reading practices at school from a humanizing perspective.	Master's degree 2020	Josiléa da Silva Pinheiro, Advisor: Prof. Dr. Maria Isaura Rodrigues Pinto	Literary literacy. Teaching reading. Humanization.	Literary Studies
A journey through Edgar Allan Poe's fantastic tales: literary literacy proposal for 9th grade elementary school classes.	Master's Degree 2021	Eliane Barbosa Taveira, Advisor: Prof. Dr. Sarah Diva da Silva Ipiranga.	Literary literacy. Meaningful reading. Fantastic.	Languages and Literacy

TABLE 1. Literature AND secondary education

Title	Level/Year	Author/Advisor	Keywords	Concentration area
The humanization of law: a reading of three short stories by Franz Kafka.	Master's degree 2016	Iata Anderson Fernandes, Advisor: Prof. Dr. Ailton Siqueira de Sousa Fonseca. Co-supervisor: Prof. Dr. Karlla Christine Araújo Souza.	Literature. Humanization. Right. Kafka.	Languages, Memory and Knowledge Production.
Literature in the common national curriculum base: literary teaching and the humanization of the individual.	Master's degree 2019	Nathalia Soares Fontes,	BNCC. Literature. Humanization. Lukács	Public policy.
From violence against women to female empowerment: a proposal for literary literacy based on contemporary stories.	Master's degree 2019	Margot Kirsch Berti, Advisor: Prof. Dr. Antônio Aparecido Mantovani	Literature; Humanization; Critical and reflective readers; Condition of women in contemporary times.	Languages and Literacies.
(Dis)paths for teaching literature and for the formation of critical thinking through the BNCC perspective.	Master's degree 2020	Vivien dos Santos Carneiro Lopes, Advisor: Lucilo Antônio Rodrigues	Literature. Humanization. Critical Thinking.	Language, Education and Culture.

Literature: Humanizing power, its (non) place in school and literary literacy for the formation of the literary reader.	PhD 2019	Andressa Teixeira Pedrosa Zanon, Advisor: Prof. Dr. Eliana Crispim França Luqueti	Literature. Humanization. Literary literacy.	Cognition and Language.
Scientific literacy in literature in high school and the production of eco-formative knowledge.	PhD 2020	Mario Ribeiro Morais, Advisor: Prof. Dr. Márcio Araújo de Melo	Scientific literacy. Ecotraining. Feelingthought. Literature. Humanization.	Teaching Language and Literature.
Narratives and (Re)meanings: a path to school humanization.	Master's degree 2020	Luciana de Paula, Advisor: Prof. Dr. Maria Zilda da Cunha	Reader Training. Literary Reading. Narrative. Humanization.	Reader Training.
Literary reading practices at school from a humanizing perspective.	Master's degree 2020	Josiléa da Silva Pinheiro, Advisor: Prof. Dr. Maria Isaura Rodrigues Pinto	Literary literacy. Teaching reading. Humanization.	Literary Studies.

TABLE 2: literature AND humanization

Title	Level/Year	Author/Advisor	Key words	Concentration area
Literary reading at school: impasses and perspectives	Master's degree 2019	Christianne Teixeira da Matta Godoy, Advisor: Prof. Dr. Maria Isaura Rodrigues Pinto	Literary reading. Construction of meaning. Interaction. Humanization.	Literary Studies.
Development of reading comprehension through interaction with fictional narrative texts.	Master's Degree 2021	Maria Letícia Duarte, Advisor: Prof. Dr. Valdinar Custódio Filho.	Reading. Literary literacy. Narrative text.	Reading and Literacy.
Textual genres and social practices: second stage of development of the didactic game Language and Interaction.	Master's degree 2018.	Kleiber Ribeiro da Silva, Advisor: Prof. Dr. Maria Clara Maciel de Araújo Ribeiro	Teaching Portuguese Language. Textual/ discursive genres. Didactic Game.	Languages and Literacies.
Literary literacy in the 7th year of elementary school: critical and reflective reading.	Master's degree 2019	Waldeny Berson de Sousa, Advisor: Professor Dr. Selma Maria Abdalla Dias Barbosa	Storytelling. Orality. Readings. Readers. Interaction.	Literary Studies.
Literary movements in crossings and pranks: experiences with literary readings in elementary school II.	Master's degree 2018.	Maria José Alves Vieira, Advisor: Profa. Dr. Lígia dos Santos Ferreira	Brazilian literature – Study and teaching. Literary literacy. Student/educator interaction. Literary reading. Identity processes.	Languages and Literacies.
Reading practices at school: bases for (de)forming the reading subject.	Master's degree 2019	Maria das Dores Félix de Lima, Advisor: Odilon Helou Fleury Curado	Reading, Dialogism, Interaction, Intervention Strategies.	Languages and Literacies.

TABLE 3. Literature AND sociocultural interaction

Title	Level/Year	Author/Advisor	Key words	Concentration area
Sociocultural memories and their effects of meaning: an action research proposal with elementary school II students from the village of Boca da Mata - Atalaia/AL.	Master's degree 2019	Josefa Maria dos Santos, Prof. Dr. Helson Flávio da Silva Sobrinho.	Sociocultural memory. Sense effects. School practices.	Languages and Literacies.
Dramatization of short stories – a proposal for literary action based on the short story The Black Cat by Edgar Allan Poe.	Master's degree 2019	Tales Freire Pinheiro, Advisor: Prof. Dr. Francisco Fábio Vieira Marcolino.	Horror tales. Drama. Edgar Alan Poe. Literary reading.	Languages and Literacies.
Reading literary works in elementary school and textbooks: from reflection to interventional action.	Master's degree 2018	Patrícia dos Reis Viegas, Prof. Dr. Maria de Fátima Nascimento.	Literary literacy. Textbook. Methodologies.	Languages and Literacies.

Reading, music and emotion: a didactic proposal for the final years of elementary school.	Master's degree 2018	Emiliane Santana Gomes, Advisor: Profa. Dr. Nair Floresta Andrade Neta.	Action research. Reading. Music. Emotion. Teaching.	Languages and Literacies.
A didactic prototype for multiliteracy with the meme genre for a ninth grader.	Master's degree 2018	Betania Elisabete Braga, Advisor: Prof. Dr. Lilian Cristina Buzato Ritter	Multiliteracies. Critical reading. Action research. Memes.	Languages and Literacies.

TABLE 4: Literature AND transformative action

Descriptors	Total	Filters	Result
D1: literacy AND high school	1,481 results	Year: 2017-2022; Large Area of Linguistics/Languages/Arts, Multidisciplinary; Area of Knowledge Portuguese Language, Literature, Teaching, Education; Area of Concentration Languages and Literacy/Teaching and teacher training/ Language and Literature/Literary studies/Teaching/Education.	295 works.
D2: literature AND humanization	194 results	Year: 2015-2022	55 works.
D3: literature AND sociocultural interaction	4,943 results	Year: 2017-2022; Major Area of Knowledge: Literature, Linguistics and Arts; Area of Knowledge: Literature, Portuguese Language and Brazilian Literature; Assessment Area: Linguistics and Literature; Concentration Area: Language and Interaction, Interaction and Discourse, Languages and Literacies, Literature Program and Language Studies	39 works.
D4: literature AND transformative action	3,962 results	Year: 2017-2022; Major Area of Knowledge-Languages, Linguistics and Arts, Area of Knowledge-Languages, Portuguese Language, Area of Assessment-Linguistics and Literature, Education and Teaching, Area of Concentration-Language and Literacy and Language Studies, Program-Language and Language Studies.	33 works.
D5: reader training AND critical reading AND high school education (one selected work); interaction AND text AND reader (two selected works); literature AND protest		There were no filters applied.	06 works.

TABLE 1: Descriptors researched and general results:

Title	Level/Year	Author/Advisor	Keywords	Concentration area
Training critical readers: a proposal to approach literary reading at school.	Master's degree 2020	Marcia Oliveira de Andrade, Advisor: Prof. Dr. Acauam Silvério de Oliveira.	Reading; Literary Literacy; Reading Training.	Literary Studies
The book: ``*A bolsa amarela*`` and other baggage: literature, humanization, mediation and reader training in elementary school.	Master's degree 2020	Andréa de Castro Cidrak, Advisor: Profa. Dr. Lílian de Oliveira Rodrigues	The book: ``*A bolsa amarela*``. Humanization. Literature. Literary literacy.	Language Theories and Teaching

TABLE 1: Works selected for more in-depth analysis (D1)

Title	Level/ Year	Author/Advisor	Keywords	Concentration area
Literature in the common national curriculum base: literary teaching and the humanization of the individual.	Master's degree 2019	Nathalia Soares Fontes,	BNCC. Literature. Humanization. Lukács	Public policy.
Literature: Humanizing power, its (non) place in school and literary literacy for the formation of the literary reader.	PhD 2019	Andressa Teixeira Pedrosa Zanon, Advisor: Prof. Dr. Eliana Crispim França Luqueti	Literature. Humanization. Literary literacy.	Cognition and Language.

TABLE 2: Works selected for more in-depth analysis (D2)

works reflect themes that present literature as a didactic proposal for teaching reading to elementary school students, with innovative actions for teaching work, with multiple possibilities of approach.

We carried out other searches with secondary descriptors, such as reader training AND critical reading AND secondary education (a selected work); interaction AND text AND reader (two selected works); literature AND protest (03 selected works).

Among the works mentioned in each table, those that stand out for their relevant research themes were selected, in addition to presenting diverse methodologies that will serve as a basis for new methodological proposals.

Initially, we analyzed the selected works through a simplified reading, paying particular attention to the summary to understand the researched object. Subsequently, we delved deeper into reading the works, checking theoretical and methodological bases, among others, in order to raise funds for our research project. We did important readings, which brought us rich and innovative theoretical contributions in a diversity of methods, which contributed not only to research, but also to teaching practice, taking into consideration, the activities of producing discursive textual genres used in oral expression and written in the classroom, based on social practices of verbal interaction.

Marcia Oliveira de Andrade's master's thesis, published in 2020, Training critical readers: a proposal for approaching literary reading at school, analyzes the importance of reading for training critical readers in order to carry out the necessary intervention to develop skill readers through literary literacy, understand reading not only as decoding symbols, but as social action.

The research resulted in an intervention plan with reading activities that contributed to the enjoyment and construction of emancipatory and humanistic critical knowledge.

Andréa de Castro Cidrak's master's thesis, from 2020, The book: ``*A bolsa amarela*`` and other baggage: literature, humanization, mediation and reader formation in elementary school, treats Literature as a humanization factor, an indispensable element for the formation of the individual, as the effects it causes thought and dialogue between various stimulate conceptions, opinions and values. It seeks answers to the question: Can the study of a literary work at school contribute to the formation of the subject's personality and humanization? It promotes a discussion about the humanizing character of literature, making it a fundamental and irrevocable right, forming more reflective, critical, autonomous subjects, capable of transforming their own reality and consequently, making society that is fairer.

The work of Nathalia Soares Fontes, has as its theme Literature in the common national curricular base: literary teaching and the humanization of the individual, master's thesis from 2018. The perspective adopted in reading the curricular document is that of literary education that enables enjoyment aesthetics and the process of human objectification. He argues that literature, as classical knowledge, must be in schools and, above all, converges with their learning objectives, which enable the construction of humanization and lead the individual to aesthetic catharsis. The literature approach in the new regulatory document highlights points considered relevant for the formation of an emancipatory education.

Another work that aroused interest was Andressa Teixeira Pedrosa Zanon's doctoral thesis, 2019, with the theme Literature: Humanizing power, its (non) place in school and literary literacy for the formation of the literary reader. The research aims to investigate the subjective and polysemic character of the

literary text. It brings the idea that texts are the basis of human interaction. The study consolidates the importance of literary texts for human development and seeks to propose ways of inserting literature in schools to form critical and autonomous readers.

The search enabled reflection on the social aspects and the natural functioning of their mother tongue, used daily for their social interactions, especially at the most elementary levels of their interpersonal relationships, which determines the teaching of the mother tongue in schools, taking into consideration, conceptions important for the formation of a critical and socially participatory subject (PCN, 1998).

In April 2023, new possibilities and directions emerged with the readings, we decided to carry out new searches for the state of knowledge, which took place between April 17th and 24th, resulting in changes to the title, delineation of the methodological path of the research, definition of the stage of Elementary Education as the target of research, but the spotlight continues, more than ever, on the practice of literary reading, its importance for the training of students and its consequences in the classroom.

New stage, new descriptors were thought of. To better address the aspect of subjectivity, a new descriptor emerged, which aims to bring research closer to the issue of subjects' identity, and surprisingly the results were very valuable and confirmed the direction of the research.

D5. Literature AND identity, with 6,589 results. The filters were applied: Year: 2018-2022; Type: Master's Dissertations and Doctoral Theses; Major Area of Knowledge: Linguistics, Literature and Arts; Area of Knowledge: Letters; Assessment Area: Linguistics and Literature; Concentration Area: Teaching and Training of Language and Literature Teachers, Language and Intercultural Studies, Interfaces between Language and Literature, Technologies and Discursive Processes, Languages, Languages and Contemporary Cultures; Program Name: Literature: Teaching Language and Literature, Language, Literature and Interculturality, Literature, Language Studies, Language and Culture. There were 37 results left for title analysis.

With these descriptors, the search was very productive, works were selected by title, initially, which suggest very current themes relating to language, reading and identity. Six works were extracted and filed in a named folder (D5).

D6. literature AND autonomy, descriptor that aims at research that was dedicated to verifying the importance of autonomy for the development of students' cognitive and personal skills, totaling 882 results. Master's Dissertations and Doctoral Theses filters applied, Year: 2014-2018; Major Area of Knowledge: Linguistics, Literature and Arts; Area of Knowledge: Letters; Assessment Area: Linguistics and Literature; Concentration Area: Interaction and Discourse, Languages, Contemporary Languages and Cultures, Teaching-learning of Language and Literature; Program Name: Interdisciplinary Applied Linguistics, Language and Culture, Language and Teaching. Resulting in 14 works.

After analyzing the titles and briefly the abstracts, we selected 01 work. The Literature and Technology project in the classroom: a dialogue mediated by the teacher in the formation of the reader of literary texts, by Estela da Silva Leonardo, from the year 2017. The investigation traced a path that made it possible to discuss issues such as the process of democratization of the school, the student profile in the Digital Era, technological innovations in the school environment; and the possibilities of pedagogical practices using media resources to improve the teaching of Literature at school.

Title	Level/Year	Author/Advisor	Key words	Concentration area
Literature and Technology in the classroom: a dialogue mediated by the teacher in the formation of readers of literary texts.	Master's degree 2017	Estela da Silva Leonardo, Advisor Nilson Adauto Guimarães da Silva.	Literature-Study and Teaching. Reading. Teacher-Training. Books and reading-Technological innovations.	Letters.

TABLE 6: Works selected for further analysis (D6)

Studying the relationship between the subjects' identities in the field of literary language, we thought of new descriptors and carried out searches on the platform, in order to check whether the themes are present in the scope of current academic research. D7. literature AND otherness, whose search resulted in 978 works. Filters applied for selection of Master's Dissertations and Doctoral Theses, Year: 2016-2018, Major Knowledge Area: Linguistics, Literature and Arts; Area of Knowledge: Letters; Assessment Area: Linguistics and Literature; Concentration Area: Literature and Social Practices; Language and Society, Language, Interaction and Learning Processes, Language, Culture and Identity; Program Name: Literature; Letters, Literature, Language Studies. After applying filters, it presented the results of 15 works, and after analyzing the titles and briefly the abstracts, we selected 02 works, which were filed in a folder as they presented the topic of interest.

The first, the "I" and the "Other": the images of affectivity in the works of Lília A. Pereira da Silva, by Job Lopes Evangelista, year 2018, drew attention due to the fact that the title already contains the word otherness, whose meaning is found in the act of perceiving difference and that the "I" must coexist with others. It is a comparative and interpretative study of affective images that are constructed from human relationships between subjects, anguish, unhappiness, lack of love and existential emptiness, which develop reactions, perceptions and affective images that become constant in the writer's productions.

The second, The teacher's gaze and the relationship of otherness in the classroom, by Ana Maria Cantarutti Marques, from 2015. Marques' study presents questions about the representations of the language of gaze in the classroom, based on the conception of otherness in the teacher and student relationship.

The investigation, of a qualitative nature, used empirical data generated through observations and interviews with teachers in the first year of Elementary School. For this study, the research highlighted social interaction through dialogue and eye contact as indicators of representation of otherness. In conclusion, it was possible to perceive, through observations, the teachers' attentive look at the needs of the class and the observation that there was a constant dialogue between students and teachers.

Literary reading in elementary school, final years, presents itself as an important tool for the full development of students. The book: ``*A bolsa amarela*``, by Lygia Bojunga, whose character finds herself in conflict with herself and her family, making the book: ``*A bolsa amarela*``, a hiding place to take refuge from the world and its limitations, resembles the lives of teenagers at this stage of education, who seek their place in the world, to be understood and accepted the way they are. Therefore, we decided to search for descriptors that could indicate research interests and studies on the work.

D8. literary reading AND The book: ``*A bolsa amarela*``, with a total of 9,745 results. Filters applied to Master's Dissertations and Doctoral Theses; Year: 2014-2018; Major Area

Title	Level/Year	Author/Advisor	Key words	Concentration area
The "self" and the "other": the images of affectivity in the works of Lília A. Pereira da Silva.	PhD, 2018	Job Lopes Evangelista, Advisor: Prof. Dr. Antonio Donizeti da Cruz.	Lília Silva; Affectivity; Images; Contemporary Literature.	Language and Society.
The teacher's gaze and the relationship of otherness in the classroom.	Master's degree, 2015.	Ana Maria Cantarutti Marques, Advisor: Prof. Dr. Noeli Reck Maggi.	Otherness. Teacher-Student Relationship. Language of the gaze.	Language, interaction and learning processes.

TABLE 7: Works selected for further analysis (D7)

of Knowledge: Linguistics, Literature and Arts; Area of Knowledge: Letters; Assessment Area: Linguistics and Literature; Concentration Area: Literature and Social Life, Literature and Literary Criticism, Language and Society, Language: Language and Literature, Literature, Culture and Contemporaneity; Name Program: Letters, Literature, Literature, Culture and Contemporaneity, Language Studies, Letters: Culture, Education and Languages. After applying the filters, 175 works, of which 05 were archived in a folder named D7.

In this search, 03 works caught attention due to their title, but were not authorized for publication: A look at the family in A Bolsa Amarela: between the text and the classroom, Severina Diosilene da Silva Maciel; Lygia Bojunga's authorial project: a reading of the book: ``*A bolsa amarela*`` and ``*O sofá impresso*``, Celiane Mendes; Real and fantastic spatialities in Lygia Bojunga's narratives: a reading of the book: ``*A Bolsa Amarela*``, ``*A casa da madrinha*`` and ``*O sofá impresso*``, Lilian Lima Maciel. All are Master's theses.

Subjectivities and power relations in Arthur Virgílio Neto's inauguration speeches, dissertation by Ângelo Luiz Dias de Lima (2019), discusses the understanding of the world through reading, a permanent interpretation of social contexts. This understanding, like the world, is constantly changing and there is no reason for current interpretations to be stagnant by outdated analyses. Understanding the manifestations

that move the world is understanding the relationships that are established in it.

The place of subjectivity in literary reading and teaching in higher education classes at a private institution in the city of Araguaína, Tocantins, Doctoral thesis Francisco Neto Pereira Pinto (2019). In the study, the researcher aimed to interrogate the place of subjectivity in literary reading carried out by higher education students from two Portuguese Language classes and one from Fundamentals and Methodologies of Teaching Portuguese Language. The work aroused interest because it can contribute to the analysis of teacher training with regard to the subjectivity of literary reading.

The research falls within the field of literary didactics involved, meaning subjective reading is an interested and singular reading, in which the reader's horizons are combined with those of the text, resulting in the concrete version of the text. Data analysis shows that the inclusion of subjectivity in working with the literary text enhances student engagement from both a pedagogical and heuristic point of view, that is, it mobilizes student adherence to the proposed activities but also raises interpretations that put the aforementioned positions into play. to themselves and distanced. What interests us greatly is the creation of new methodologies for literary reading classes, so that they value the subjectivity of the student/reader.

Chrystina Magalhães Gomes dos Santos' research, Literary reading in elementary school: paths and challenges for the Portuguese

teacher (2017), the researcher sought to investigate the influence of literary teacher training on literature teaching practices in the final years of PE. It is concluded, as a result, that teachers with closer relationships with literary reading tend to build bridges between different types of culture, teaching Portuguese classes with a view to training versatile readers, favoring the construction of a literary culture throughout Education Basic.

From a theoretical perspective, the research was based on Reception Aesthetics, especially on the concepts disseminated by Umberto Eco, on Antonio Candido's postulates on teaching literature and on the concepts of literary reading and the reader subject advocated by Jouve and Rouxel.

The Dissertation by Juvenal Brito Cezarino Júnior, WebQuest in teaching literature: from amazement to real application in the classroom, presents a methodological possibility for working with literature. In this research, the use of the WebQuest methodology is proposed, a guided search on the internet with sources pre-selected by the teacher, so that the student becomes responsible for part of their learning process. The objective is to show how this medium, which involves written, visual and sound text, can be an important tool in teaching literature. It also discusses the need to understand technology not as a mere object of wonder and desire, but as a tool applicable in the school context.

In a first analysis, we realized that all the highlighted research addresses the Teaching of Literature and can contribute to the changes in practices that we so desire. Each one, in its own way, brings relevant ideas to this research, as well as theoretical contributions that will guide the study on the proposed topic.

We chose a new descriptor (D9) to expand the searches on literature and subjectivity, literary reading AND critical and reflective subjects, with 292 results in total. Filters applied to Doctoral Theses and Master's Dissertations; Year 2014-2018; Major Area of Knowledge: Linguistics, Literature and Arts; Area of Knowledge: Letters; Assessment Area: Linguistics and Literature; Concentration Area: Portuguese Language Literatures; Literature and Social Practices; Program Name: Letters and Literature. 07 works remained; of these, 01 was selected in a named folder for analysis.

Luciana de Barros Ataide master's thesis, 2014, Being and language in *an apprenticeship or the book of pleasure*: a study on the work of Clarice Lispector, brings an approach to the aspects inherent to Being as existence, essence, choice, anguish, freedom, pain, pleasure, since the author, when creating Loreley, exposes the complexity of the human condition within a temporal relationship.

Clarice's discursive strategy takes the path of questioning reality. This way, a new quality of experience involved in writing is formulated, a new perspective through which language is conceived since for the writer, the most important thing that fictionalizing a fact is practicing self-knowledge and expanding knowledge of the world through language exercise.

With this, it is noted that the philosophical bias of the work focuses on the limits and scope of knowledge through words and consciousness, through which human beings distinguish themselves from other beings.

FINAL CONSIDERATIONS

Literature can be seen as an important instrument of communication and social interaction for bringing aspects of reality, such as the representation of culture and customs of people, knowledge that passes from generation to generation, linguistic knowledge, in addition to the power to excite and entertain with the creative and unique textual dynamics. Ultimately, literary

Title	Level/Year	Author/Advisor	Key words	Concentration area
Subjectivities and power relations in Arthur Virgílio Neto's inauguration speeches.	Master's degree, 2019	Ângelo Luiz Dias de Lima, Advisor Prof. Dr. Leonard Christy Souza Costa	Discourse analysis. Power. True. Subjectivity.	Language Studies.
The place of subjectivity in literary reading and teaching in higher education classes at a private institution in the city of Araguaína, Tocantins.	Doctorate, 2019.	Francisco Neto Pereira Pinto, Advisor Prof. Dr. Luiza Helena Oliveira da Silva.	Implicated Literary Didactics. Subjective Literary Reading. University education. Contemporary.	Language and Literature.
Literary reading in elementary school: paths and challenges for Portuguese teachers.	Master's degree, 2017	Christina Magalhães Gomes dos Santos, Advisor Benedito Antunes.	Literary Reading. Literature and Teaching. Elementary Education II.	Literature and Social Life.
WebQuest in teaching literature: from amazement to real application in the classroom.	Master's degree,	Juvenal Brito Cezarino Júnior, Advisor: Prof. Dr. Lucilo Antonio Rodrigues.	Literary reading. Webquest. Teaching.	Language Teaching.

D8. Literary reading AND The book: ``*A bolsa amarela*``

Title	Level/ Year	Author/Advisor	Key words	Concentration area
Being and language in *learning or the book of pleasures:* a study on the work of Clarice Lispector.	Master's degree, 2014.	Luciana de Barros Ataide, Advisor: Professor Doctor Audemaro Taranto Goulart.	Language. Being. Existence. Self-knowledge. Lack. Pleasure.	Letters.

D9. Literary reading AND critical and reflective subjects

texts can be an invaluable pedagogical tool for the training of students, who need to be prepared for critical reading, in order to give the text the meaning necessary for cognitive, social, linguistic and creative development. Thinking about literature and its relationship with reality, Antônio Candido (2006) observes that historical, social and cultural aspects are present in the literary text, but it is the text that must foster this context, that is, the text brings an imagined truth and expresses aesthetically and these aspects are the link between the reader and the real.

Ultimately, literature is present in people's lives, in this new reality, it is associated with and we need to consider current themes of interest to students. Indispensable for student training, it occupies a suitable place for sociocultural discussions. When having contact with the literary text, the student, in addition to studying the Portuguese language, comes into contact with art, which allows them to recognize their impressions about themselves and others, exercising empathy and dialogue, in a socio-emotional formation.

In view of the search for the state of knowledge, we understand that ongoing research can be updated and innovative in the field of Education, proposed by the URI Postgraduate program, and we will be able to ask questions, reflections and discoveries relevant to improving teaching of literature in elementary school-final years, considering the current context of education in our country.

Thus, research through the State of Knowledge enabled us to better understand what has already been researched, as well as the approaches taken by researchers in the area of Education, allowing the ideas of the researched object to take shape, leading us to reflect on the importance of scientific production in the area of language and showing us that there is still a lot to be done, given the changes that education has been going through. The human capacity to learn is unlimited. In this sense, knowledge through

language can contribute significantly to different areas of knowledge. With research, we can develop a critical and reflective attitude towards an efficient pedagogical performance in Portuguese language classes, contributing so that readings are not just moments of enjoyment with the text, with communicative purposes (reading and writing), but that we can abstract various elements that constitute a practice of multiple learning, developing the ability to question ideas already stated, proposing other directions, possibilities, so necessary for human coexistence in current times.

In this process, the school represents the maintenance of the established order, meeting all the social demands ensured by the social, political and economic system to which we are subjected, which sometimes means the explicit and voracious intention of capitalism, in which only the minority of young people ascend within socially established hierarchies, thus, the school becomes rigid, unable to break the barriers and paradigms of the system.

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