



INFLUÊNCIA DA LITERATURA INFANTIL NO DESENVOLVIMENTO DAS CRIANÇAS EM FASE DE ALFABETIZAÇÃO NOS ANOS INICIAIS DA EDUCAÇÃO BÁSICA

Resumo

Com objetivo de compreender como a literatura infantil influencia no processo de desenvolvimento humano e da aprendizagem das crianças, observou-se que os seres humanos estão em constante transformação, que vai desde o seu período de formação uterina até o último suspiro de vida e, neste processo de formação é influenciado por diferentes maneiras pelo meio, para que, aos poucos possa ir se construindo, se transformando e modificando sua realidade de mundo ao seu redor. A literatura infantil é um dos elementos que compõe o meio social e que pode favorecer o desenvolvimento humano despertando vários gatilhos de habilidades capazes de serem desenvolvidas ao longo de sua vida. Neste trabalho buscamos compreender, por meio de um breve estudo bibliográfico como a literatura infantil influencia o desenvolvimento das crianças em fase de alfabetização nos anos iniciais da Educação Básica. Buscamos no estudo bibliográfico analisar as literaturas que apontam a importância da Literatura Infantil no desenvolvimento humano e sua contribuição no processo de aprendizagem.

Palavras-chave: literatura infantil; desenvolvimento humano; alfabetização.

INFLUENCE OF CHILDRE'S LITERATURE ON THE DEVELOPMENT OF CHILDREN IN THE LITERACY PHASE IN THE EARLY YEARS OF BASIC EDUCATION

Abstract

In order to understand how children's literature influences the process of human development and children's learning, it was observed that human beings are in constant transformation, ranging from their period of uterine formation to the last breath of life and, in this training process is influenced in different ways by the environment, so that, little by little, it can build itself, transform itself and modify its reality of the world around it. Children's literature is one of the elements that make up the social environment and that can favor human development by awakening several triggers of skills capable of being developed throughout life. In this work, we seek to understand, through a brief bibliographical study, how children's literature influences the development of children in the literacy phase in the early years of Basic Education. We sought in the bibliographic study to analyze the literature that point to the importance of Children's Literature in human development and its contribution in the learning process.

Keywords: children's literature; human development; literacy.

INFLUENCIA DE LA LITERATURA INFANTIL EN EL DESARROLLO DE LOS NIÑOS EN LA FASE DE LECTOESCRITURA EN LOS PRIMEROS AÑOS DE LA EDUCACIÓN BÁSICA



Resumen

Para comprender cómo la literatura infantil influye en el proceso de desarrollo humano y el aprendizaje de los niños, se observó que el ser humano se encuentra en constante transformación, que va desde su período de formación uterina hasta el último aliento de vida y, en este se influye el proceso de formación. de diferentes maneras por el entorno, para que, poco a poco, pueda construirse, transformarse y modificar su realidad del mundo que le rodea. La literatura infantil es uno de los elementos que componen el entorno social y que puede favorecer el desarrollo humano al despertar varios detonantes de habilidades susceptibles de desarrollarse a lo largo de la vida. En este trabajo buscamos comprender, a través de un breve estudio bibliográfico, cómo la literatura infantil influye en el desarrollo de los niños en fase de lectoescritura en los primeros años de la Educación Básica. Buscamos en el estudio bibliográfico analizar la literatura que apunta a la importancia de la Literatura Infantil en el desarrollo humano y su contribución en el proceso de aprendizaje.

Palabras clave: literatura infantil; desarrollo humano, alfabetización.

INTRODUCTION

The habit of narrating, not only children's stories, but countless other literary genres through orality has been present in humanity for a long time, this was not the only way to narrate stories, but it is observed that through this narrative ability many of the customs, beliefs, and all the cultural heritage have been passed down from one generation to another. This happened in different ways, according to the cultural development present in that generation, the narratives, many times were made orally or by graphic representations used at that moment, not in opposition to one another, but parallel, since human cultures have always been used in different ways to narrate simultaneously.

Over time, stories and narratives continued to coexist and became increasingly present in society, narrated with different intentions, they gained different characteristics, forms, and intentions, which came in line with the desires and interests of the generation that make up the layers of society.

In this way, it is possible to observe that children's stories have been present in humanity for a long time, contributing in different ways to the human and cultural formation of each person who makes up society, playing a specific role at each moment according to the social context of each region.

Children's Literature has always been present in society and increasingly becomes a fundamental part of the process of human development and education, perhaps because it is a cultural element that comes with our emotions and allows us to travel to another dimension, awakening in us skills that are often still unknown, it is considered by many scholars and even by official documents, such as the National Common Curricular Base, as a powerful and very important tool for the development and human, psychological and children's society. With the power to enhance orality, listening, favoring the formation of new readers, awakening creativity and imagination, in addition to other cognitive factors, such as thought, language, perception, memory, reasoning, which are enhanced through literature childish.

However, this article sought to understand, through a literature review, how children's literature can influence the development of children in the literacy phase in the early years of Basic Education, starting from the idea that children's literature is, above all, , art, (COELHO, 2000) and that can favor and contribute significantly to the development of



different types of learning, making them more meaningful and enjoyable, also contributing to the human and cultural formation of children in the literacy phase.

Through a literature review, this article brings together ideas from different authors that underlie this theme addressed in this article, enhancing knowledge about the influence that Children's Literature has or can have on human development and training, understanding how it can contribute positively for the literacy process, as it is possible that Children's Literature may encounter different emotions, provoking sensibilities, awakening creativity and the desire to create and recreate realities. Also giving them the possibility to recognize themselves in an image world, this makes learning happen in a way, in a pleasant and meaningful way within their own world, created through contact with children's literature.

METHODOLOGY

This research work was carried out through a literature review, using the methodology developed with the Qualitative Literature Review, where some contemporary authors who developed their research and studies with children's literature as the central theme of their work were analyzed. Through the review of these literatures, we sought to understand children's literature and its contributions to human development, it was possible to make reflections and analyze several texts and more recent works that enriched the discussion presented in this work. The qualitative methodology allied to the literature review allows a wide possibility of deepening the studies, analyzes and contact with different works that address the theme of Children's Literature in a broader way, thus allowing a work of comparison and dialogue between the theories that point to different perspectives on the central theme discussed in the text, allowing new possibilities for interpretation and updating of knowledge already disclosed and shared to support other studies that have children's literature as their central theme.

Children's Literature in the School Context

Children's literature is an integral part of human culture present in many of our human and learning experiences, in which all children should be exposed to experience, experience moments of interaction with different options for children's books and narratives that in some way could come against your emotions and desires.

According to the National Common Curricular Base (BNCC, 2018 p. 42) “experiences with children's literature, proposed by the educator, mediator between texts and children, contribute to the development of a taste for reading, stimulating imagination and of expanding knowledge of the world.” In this sense, we can understand that access to children's literature is a child right provided for in official educational documents and that it must be present in the school context. It is also understood that children's literature can provide children with opportunities to move between dreams and reality, thus being able to create and recreate realities according to their life experiences and the context in which they are inserted. (COELHO, 2000 p. 27), states that children's literature allows children to exercise their imagination, as it “merges dreams and practical life, the imaginary and the real, ideals and their possible/impossible realization”. In line with this idea, we can read in (RODRIGUES, 2018) that:



through storytelling, it is possible to work on socialization, recreation, training, information, attention, language enrichment, stimulation of imagination and intelligence, emotions, the development of critical and artistic-literary thinking, develop the habit of reading and teach listening (p. 9-10).

Children who have contact with children's literature, whether through storytelling, reading words or images, experience unique and moments, and may even merge the real world with the imaginary, strengthening and exploring their imaginative abilities to understand the world. around them, create expectations and develop cognitive skills that are in development.

According (COELHO, 2000):

children's literature is, first, literature; or rather, it is art: a phenomenon of creativity that represents the world, man, life through words. It merges dreams and practical life, the imaginary and the real, ideals and their possible/impossible realization (p. 27).

Since children's literature is art, it is important to allow and provide opportunities for reading and contact with children's literature books from early childhood, as this will allow children in literacy stages to have expanded contact with art, enriching their knowledge, their experiences, being through the reading of images and their representations, as well as the contact with written culture in an autonomous and pleasant way, thus being able to build their cultural repertoire in a playful and interactive way, feeding the imagination and developing several conscious and unconscious skills that will contribute to the enrichment of cognitive development and the entire learning process, directly influencing the process of human formation.

Influence of children's literature on human development

Human development is not something so simple to be explained, but we can think that children's literature, somehow can influence in different ways in children's development, both conscious and unconscious. Analyzing that children have several contradictions that are inherent in life, we read in (BETTELHEIM, 1978) that:

to master the psychological problems of growing up – sort out narcissistic disappointments, oedipal dilemmas, sibling rivalries, being able to let go of childhood dependencies; to gain a sense of individuality and self-worth, and a sense of moral obligation – the child needs to understand what is going on inside his unconscious self. He can achieve this understanding, and with it the ability to deal with things, not through rational understanding of the nature and content of his unconscious, but by becoming familiar with it through prolonged daydreaming - ruminating, rearranging, and fantasizing about suitable elements. of the story in response to unconscious pressures. With this, the child adapts the unconscious content to the conscious fantasies, which enables him to deal with this content (p. 16).

In this way, we understand how important it is for the child to have contact with children's literature, whether through reading or storytelling, which also gives children more possibilities for them to enrich their imagination by listening to and interacting with stories in children's literature, thus enriching the narrative experiences they already bring with them



from their family context. Frantz (2001, p. 16, *apud* KERBE E ALLEBRANDT, 2014) points out that “children's literature is also playfulness, it is fantasy, it is questioning, and in this way, it manages to help find answers to the countless questions of the children's world, enriching in the reader the ability to perceive things.” In this way, it can be understood that the contact with children's literature allows the little ones the opportunity to reinvent their realities and give new meaning to the world that surrounds them.

Through stories, children can discover other places, other cultures, other social organizations, and different social configurations from which they are inserted. Also, through experience, contact with children's literature, children can have other opportunities, ways to travel through the world of imagination and fantasy, discovering themselves and finding answers to internal conflicts, common to the children's world. In this sense, we can understand that children's literature can have a great influence on human development, including children who are in the literacy phase, because according to (CRUZ E LUTERMAN, 2016):

every child has the right and likes to play. The same joy and freedom that she feels when playing are possible when reading a book, being able to explore knowledge and be satisfied with learning. Entertainment is highly mobilized in children's literature precisely because it relates to the projection of children's identity interests. When you do what you like, the result can be pleasurable and rewarding learning (p. 172).

Analyzing the text by (CRUZ E LUTERMAN, 2016) it is understood that the fact that reading is linked to playfulness and pleasure can significantly influence the learning process of children in the literacy phase, because, as the authors point out, when the child does what he likes, he develops skills and abilities that translate into learning that happens in a pleasurable and rewarding way. Closing this idea, the authors point out that:

there are countless learning possibilities that can happen through children's literary readings based on daily planning, beneficial both for the teachers responsible for education in the early years and for society, which becomes more sensitive to aesthetics, in a more humane way, because, in this way, humanization occurs in childhood, in addition to the intellectual formation of the child (2016, p.172-173).

It can be read in this excerpt from the work presented by the authors, that in addition to influencing the development of thought, language, perception, memory, reasoning, children's literature can also provide children with various possibilities, learning experiences, meeting what it says (SILVA, 2019), we read that:

reading is a valuable social practice and of great importance in contributing to the development of human cognition, especially of a child. It provides the development of intellect and imagination, in addition to promoting the acquisition of knowledge (p. 19).

However, it is understood that both for children and for adult teachers, parents or educators, literary reading allows its readers to explore new worlds and live new experiences, creating and recreating new realities. Furthermore, children's literature can allow teachers, parents, or educators to get to know the children they are dedicated to teaching better, offering them moments of contact with art and socially meaningful and pleasant learning experiences.



Digital technologies and children's literature

In the contemporary context we can talk about children's literature and the formation of readers considering the technological advances that have directly affected the current one, contributing to several transformations in all spheres of society. Digital communication and information technologies are being increasingly used in the educational scenario, it is believed that they can provide some benefits such as interactivity with the virtual book, access to a collection of books without leaving home, among other issues that can influence even the reader's motivation, contributing to the development of learning, reading, and even enhancing the formation of future fluent readers. Such technologies, when used and applied creatively, responsibly, and with clear objectives, can positively contribute to the development of skills related to the development of children in the literacy phase.

It is believed that the new digital technologies are instruments that can streamline the teaching and learning process, especially in terms of encouraging reading, the use of these tools has different benefits, both for students and for teachers. (KLASSMANN and SILVA, 2018, p. 09) state that “These technologies may be able to mediate the study between students, educators and machines, instigating research and the search for new knowledge through an attractive pedagogical action”.

Thus, it is understood that digital communication technologies can somehow favor the formation of new readers, and can also enhance the learning process, contributing in different ways so that students can develop fully and experience different learning experiences, and readings through technologies that allow dynamic interactivity in a more interactive and participatory way.

Many skills needed in the initial phase of basic education can be enhanced and stimulated in the development of pedagogical practice in the classroom in continuous work with the child.

According to (LIMA, 2010) we read that:

the most important cultural impact of information and communication technologies may be the potential reinforcement of culturally dominant social networks. In this revolution, the important role of digitized information in the new socioeconomic and cultural processes is evident, and it is also possible to identify three processes that are profoundly transforming contemporary society and, consequently, the ways of being, thinking, acting, and feeling of citizens. men, they are virtuality, interactivity, and globalization (p. 225).

However, it is observed that advances in technology occur gradually and new creations and technological innovations have been occurring over time, at every moment the human being develops some tool, or any other utensil that must be used to facilitate human life. During technological advances, it is notable that the development of information and communication technologies has directly impacted the lives of human beings and the entire ecosystem. Such technological advances are constituted from something that is apparently simple, like a pencil, a pen, etc. as something more sophisticated, such as cutting-edge computers and software, it all depends on the social context and the moment in which each generation finds itself.

Technologies allow and provide significant changes in society, shaping and transforming cultures and generations, as pointed out (LIMA *et. al*, 2010, p. 215) “This growing evolution of technological elements in capitalist society has significantly revolutionized the way of living, thinking, act and communicate, radically altering the



structure of society based on traditional production patterns.” However, with regard to the school context, in a society of constant evolution, it is perceived that there is still a need for school institutions to try to keep up with, or adapt to, these technological innovations, adapting to the social context and the its transformations, to meet the demand and prepare its students to face the challenges that arise in society inserted in a technological culture, as pointed out (KLASSMANN and SILVA, 2018):

digital educational technologies are modernized every day and society demands that education prepare students to face new situations all the time, thus requiring that the school ceases to be just synonymous with transferring information and becomes a mediator of knowledge (p. 5).

What he says (KLASSMANN and SILVA, 2018) is in line with what MORAN (1995) says when stating that technologies can provide numerous benefits in relation to teaching and learning, the author declares that:

technologies allow a new enchantment in the school, by opening its walls and allowing students to talk and research with other students from the same city, country or abroad, at their own pace. The same goes for teachers. Research papers can be shared by other students and instantly posted on the network to anyone who wants to. Students and teachers find numerous electronic libraries, online magazines, with many texts, images, and sounds, which facilitate the task of preparing classes, doing research work and having attractive materials for presentation. The teacher can be closer to the student. He can receive messages with questions, he can pass on additional information to certain students. You can adapt your class to the pace of each student. You can seek help from other colleagues about problems that arise, new programs for your area of knowledge. The teaching-learning process can thus gain unusual dynamism, innovation, and power of communication (MORAN, 1995, s.n.p).

So, we see one of the great benefits of digital technologies in relation to reading, because, as the author says, they allow access to numerous online libraries, and this can be very attractive and motivating to the student who is new to reading, as he will be able to look for his book preferred through technology, of course accompanied, supervised, and guided by the teacher. Activity that can also be taken home, so that family members, using a computer or cell phone, can research the book of their choice with the child to have a moment of reading mediated by technology.

In this way, it is observed that digital technologies, being used in schools in a conscious and creative way, can contribute significantly to the process of teaching and learning and reading, as they have the power to enchant students and teachers, allowing them to knowledge goes beyond the classroom, helping both teachers and students to be autonomous in their learning process and knowledge updating.

This possibility of using digital technologies to enrich the pedagogical practice in the classroom can significantly favor learning and contribute positively to the formation of readers of different genres, as it allows them to access diverse collections, interact with the material, share your ideas, among other possibilities. Furthermore, with the use of technologies in the classroom, it is possible for activities to be developed in different ways, allowing students to have access to a vast field of knowledge that has materials and other resources that lead them to have various experiences. of learning in the process of construction and socialization of knowledge.



The National Common Curricular Base points out that: (BNCC, 2018) when stating that:

children's experiences in their family, social and cultural context, their memories, their belonging to a group and their interaction with the most diverse information and communication technologies are sources that stimulate their curiosity and the formulation of questions. Stimulating creative, logical, and critical thinking, by building and strengthening the ability to ask questions and evaluate answers, to argue, to interact with different cultural productions, to make use of information and communication technologies, enables students to broaden their understanding of themselves, of the natural and social world, of the relationships of human beings with each other and with nature (BRASIL, 2018 p. 58).

Analyzing the quoted excerpt from the official document that guides the educational work, one understands the importance of using digital information and communication technologies in the school context, in a conscious, creative way and with clear objectives. Faced with the countless experiences that these tools can provide to students in the learning context, it is important to reflect on the use of these technological tools so that they can influence and contribute to the process of developing reading skills and training new readers who attend the early years of basic education.

Digital technologies make it possible for teachers and students to advance in their studies in a more autonomous, dynamic, and creative way, taking into account the significant advances in terms of time, distances and access to various materials and resources available and that can be accessed from any location. place through electronic devices that connect to the web, such as cell phones, computers, tablets, etc. (CRUZ, 2021) states that:

one of the great advantages that the new technological resources and the internet provided was, without a doubt, greater access to information, greater agility in this process, and also the possibility of gradually reducing problems related to time and space, which are often major obstacles in the teaching/learning process. The understanding of digital literacy advances with emphasis on social practices, contributing and adding the importance of, in addition to the skills of locating and selecting material on the web, the importance of the ability to evaluate and use research critically to transform information into knowledge, developing strategies needed to deal with navigation and reading skills, such as locating, evaluating, synthesizing, integrating and reflecting on the information found (p. 19).

Thus, we observe in the work of (CRUZ, 2021) that both students and teachers who live in a society permeated by new digital communication and information technologies need to develop digital literacy, of course each school must respect its reality, but all must seek ways to adapt to the current context of contemporary society, which is constantly evolving. Based on this understanding, it is believed that current technological resources can favor the students' cognitive development process, in a very significant way in the literacy process, and especially in the process of building the reading skill, as these tools enable the interaction of most children, from a very early age, with the resources available on the web that provide numerous recreational activities involving reading.

Such possibilities of electronic readings rely on contributions that use visual resources, colors, sound, with themes that are very attractive to the children's universe.



These tools hold children's attention and can contribute significantly to them developing reading skills and advancing in the literacy and reading process in line with this idea.

The fascination that computerized activities promote in children's daily lives leads children to carry them out in a playful way, as they can play, create, learn, and communicate with pleasure and creativity. In this way, the computer as a ludic element provides the child with the expression of his thoughts, imaginary situations and his own social relations, because when playing, the real and the creative interact continuously, not existing contradictions between them, but affinities that allow their continuous interrelationship (PEREIRA and CORDENONSI, 2009, p. 4).

As (PEREIRA and CORDENONSI, 2009) there is an affinity perceived by the authors between children and digital technologies, it can strengthen the idea that there are positive contributions of digital technologies for the development of reading skills and for the development of the literacy process, in addition to the Moreover, in the same work the authors point out that:

digital children's stories also represent a rich didactic material, with cognitive functions, which help in the construction of knowledge. They are intrinsically motivating, usually based on social and cultural factors, all related to the act of playing and imitating with characteristics of fantasy, challenges, and curiosity (p. 4).

Thus, it can be observed that digital children's stories also become very attractive to children and motivate them to be in contact with this practice, as they are usually related to their daily lives, to their context, in a playful way in which the real world mixes with the imagination and learning becomes meaningful and pleasurable, this also happens with other forms of contact with children's literature, but in recent times this contact has become more common through digital technologies.

Therefore, the authors also advise that:

related to the use of ICTs in pedagogical activities, it is important to observe some underlying concepts in various educational software aimed at the child's literacy process both in early childhood education and in the first years of elementary school. With a dynamic and pleasant visual language, much software emanate from traditional teaching concepts and lead to a passive attitude on the part of the student (PEREIRA and CORDENONSI, 2009, p. 5).

Therefore, the teacher needs to be prepared and attentive to these new pedagogical proposals, considering that digital technologies allow for other possibilities and can contribute to the teaching and learning process, presenting novelties and pedagogical strategies that can be very attractive. Undoubtedly, the teacher needs to have a clear idea presented in the work of (PEREIRA and CORDENONSI, 2009, p. 5) that "participation in practices with the computer creates a new type of reading and a new writing, which distance themselves in some aspects of the same activities carried out on paper supports". Therefore, digital technologies can be used in the classroom as an innovative tool to aid teaching and learning, which can significantly contribute to the advancement of this process, being a resource that goes beyond traditional teaching based on the use of textbooks. and the frame.

However, we can also understand that it is a great challenge to make the use of new digital technologies in the classroom something common, which blends into the daily life of



the school, which is accessible to the entire student community. (SANTOS, ALMEIDA, ZANOTELLO, 2018) They point out that:

a challenge is to make the use of ICT at school as meaningful as the daily use of these resources. In this way, it is not a question of creating computer labs with fixed and punctual schedules, but of incorporating technologies into the routine of the classroom, as resources available to students and teachers. In a time when access to information and education possibilities become ubiquitous and in which various media resources that influence people's reading modes coexist (p. 336).

For, for the use of digital technologies to be constant and common to the day-to-day life of the school, the school environment needs to be adapted, prepared for this context. Equipped with devices that allow the use of these tools, both by teachers and students in a more autonomous way. (SANTOS, ALMEIDA, ZANOTELLO, 2018), recall that:

providing opportunities for technology to be incorporated into educational processes in the same way as it is used in everyday social life, mobilizing knowledge, meeting demands, contributing to problem solving and encouraging student and teacher autonomy and protagonist, is only possible when the educational environment is technologically well equipped (p. 333).

In this sense, it is worth remembering that digital communication and information technologies can make a significant contribution to the teaching and learning process, especially in terms of reading and training readers, but it is necessary that the parts are interconnected, so that everything works together. in favor of a significant advance in this phase of development of learning and reading skills. Because, in the context where the scenario is one of constant transformation and evolution with regard to the new digital technologies of information and communication, it is observed that, over time, reading has been acquiring several meanings and new interpretations about the act of reading and different ways of interpreting and contemplating the reading skills that involve the act of reading arise, (PREVEDELLO and NOAL, 2010) point out that:

over time, the concept of reading has been changing. New ways of thinking, acting, and communicating are introduced as commonplace habits. There have never been so many changes in everyday life, mediated by multiple and sophisticated technologies. Every day, people are challenged in the most diverse situations in which it is necessary to use reader skills, not only of written texts, but, above all, to understand the world around them, read their own lives and be protagonists in them. (p. 5-6).

However, the authors' speech is in line with what was already said (FREIRE, 1994) when stating that "Reading is a particular way of interpreting the world", it is known that speaks in another context, however, makes us reflect and believe that reading is something that flows naturally, at its time, in each human being.

Still resorting to (FREIRE, 1994, p. 13) we read that:

movement in which the spoken word flows from the world even through the reading we do of it. In a way, however, we can go further and say that reading the word is not only preceded by reading the world, but by a certain way of "writing" or "rewriting" it, that is, of transforming it. it through our conscious practice.



Thus, it is understood that it is not simply reading the world we are inserted in, but writing it or even rewriting it, this is through the different readings that the individual makes of the world, that is, he can transform it, modify it, and adapt it to its context, being an integral part, a transforming agent of its own reality.

Bearing in mind that reading is something fundamental in the lives of human beings, it is worth using all available resources to enhance this ability and broaden the horizons that allow contacts with different cultural groups and textual genres that can enrich the individual in the formation of the habit. of reading. (PREVEDELLO and NOAL, 2010) point out that:

information and communication technologies (ICTs) abuse audiovisual language to capture their viewers and users, so it becomes necessary to reflect on the effects and implications of these technologies in the teaching-learning process. The contemporary reader is surrounded by ways of reading that go beyond books, the internet enables, in addition to new forms of communication and access to information, new means of coordinated interactions in the virtual universe of knowledge (p. 6).

Therefore, it is believed that digital technologies can be great allies in the process of developing reading skills, as they allow students to have different experiences during the process, in a pleasant and very attractive way. In this sense, it is observed that the teacher needs to be prepared to use new teaching strategies with their students, in the text by (PREVEDELLO and NOAL, 2010), they state that:

in view of this, it is important to emphasize that the teacher starts to have different roles to play, and for that it is necessary to prepare. Many educators, concerned with the importance of reading in human development, are changing their methodologies, because, to live in a globalized world, and with the constant scientific and technological evolution, it is necessary for the student to be able to actively participate in the society in which he is inserted as a transforming agent and not as a mere spectator (p. 6).

In this way, it is understood that technologies can contribute in different ways to the teaching and learning process, being able to enhance the process of developing reading skills and contributing in some way to the formation of readers in the contemporary context that is composed, permeated by different technologies. digital, which facilitate access to communication and information, also bringing several reading possibilities. However, it is observed that teachers need to be constantly preparing themselves so that they can innovate in their teaching strategies, thus being able to use the technological resources available in the globalized society as an instrument of pedagogical support and support in the teaching and learning process, as well literary reading can be used as a work option, especially children's literature, with students who attend the initial years of basic education.

FINAL CONSIDERATIONS

Through a literature review on the theme addressed in this research work, it was possible to go through a path of reflection and questioning about the role of children's literature in human formation and the contribution of digital technologies to the development and encouragement of children's literary reading. It was also noticeable that children's literature has the power to transform and shape feelings, because according to the



authors presented here, it was possible to perceive that children's literature, first of all, is a work of art, it is access to a wide cultural range that allows its readers to travel in the world of imagination.

In the development of this work, it was possible to understand the importance of children's literature for human development and to reflect on its contribution to the development of learning, critical thinking, imagination and artistic skills. It was also possible to understand how digital information and communication technologies can contribute to the process of developing reading skills, strengthening the learning process. It was observed that it is through children's literature, whether with the support of digital technologies or in modern or traditional physical books, that the child can travel through the world of imagination, discover new worlds, explore new cultures, enter the unconscious by accessing their emotions, know and understand each other through the different readings made possible by children's books.

It was also observed the great relevance of this literature for children in the literacy phase and for all their human formation, both for developing different skills and for the formation of an emotional character. In addition to the studied authors, opportunities for reflections on the use of children's literature in the literacy process were also found in the National Common Curricular Base, and it was perceived that it is up to schools, teachers and families to provide children, from a very early age, with access to children's literature, both through handling books and storytelling, exposing children to different learning situations as an element capable of enhancing the development of their skills.

However, the theme addressed in this research work for the conclusion of the course raises questions and calls for more reflection on the part of the educational environment and for all those interested in the subject that involves literature and human formation. Thus, there may be clearer understandings about the subject and its applicability in reality, an investigative work would be necessary to deepen the knowledge on the subject addressed in this article in a more summarized way. It is worth mentioning that this work awakens us to continue studying and investigating this theme that directly influences the cultural human formation of individuals.

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