

THE IMPORTANCE OF CHILDREN'S LITERATURE IN THE FORMATION OF CHILDREN AS READERS

Luís Fernando Ferreira de Araújo¹, Glauber Lethieri² and Rosineia Oliveira dos Santos³

ABSTRACT

Children's literature plays an essential role in the integral development of children, contributing to cognitive, emotional, and social growth. This study analyzed the influence of children's literature on the formation of readers, focusing on the impact of reading on children's textual comprehension, verbal expression, and emotional development. The research carried out at the Levi de Azevedo State School involved 30 elementary school students and showed that reading children's books significantly increased students' interest in reading and understanding texts. School-family collaboration was key to maximizing the benefits of children's literature. The research concludes that children's literature is a powerful tool in the teaching-learning process, promoting the critical and creative development of students.

Keywords: Children's literature. Integral development.

INTRODUCTION

Children's literature plays a fundamental role in the formation of young readers from early childhood. In addition to promoting imagination and creativity, children's books help in the cognitive, emotional, and social development of children. This article aims to explore the importance of children's literature and how it contributes to the integral development of children.

OBJECTIVE

The objective of this study is to analyze the impact of children's literature on the formation of children as readers. More specifically, it seeks to understand how reading children's books can influence the development of children's textual comprehension, verbal expression, and emotional development skills.

¹ Prof. PhD

Senac São Paulo

² Specialist Professor

Post-graduate in higher education teaching

³ Senac São Paulo

METHODOLOGY

The research was conducted at the Levi de Azevedo State School, located in the Capão Redondo neighborhood, in São Paulo. The study involved 30 elementary school students, during classes of reading and interpretation of texts, conducted by teacher Antônia Joelma da Silva. Over six weeks in February 2025, students' interactions with children's books and their related activities were observed. Data were collected through direct observation during classes.

DEVELOPMENT

Contact with children's literature makes it possible to expand vocabulary, improve textual comprehension, and develop the ability to express oneself. Children's stories stimulate imagination, allowing children to explore different realities and develop creativity. Early exposure to books encourages the habit of reading, making it a pleasurable and essential activity for intellectual and critical growth throughout life.

The reading of the world precedes the reading of the word, so the subsequent reading of the latter cannot dispense with the continuity of the reading of the former. Language and reality are dynamically linked. The comprehension of the text to be achieved by its critical reading implies the perception of the relations between the text and the context (FREIRE, 1989, p. 11).

In addition, children's books contribute significantly to children's emotional maturation by helping them identify and understand their emotions. Through narratives, they learn about empathy, respect for diversity, and ethical values, strengthening their social skills. Children's literature also presents issues that stimulate reflection and encourage critical thinking, promoting analysis and problem-solving.

ROLE OF THE SCHOOL AND THE FAMILY

The formation of effective readers depends on the encouragement of both educators and the family. Teachers can introduce engaging stories into the classroom, while parents can create shared reading moments at home. School-family collaboration is essential for effective and meaningful learning.

RESULTS AND DISCUSSIONS

The results of the survey showed that students demonstrated a significant increase in comprehension of texts after implementing children's book reading. Students who had interpretation difficulties showed notable improvements, demonstrating greater interest and

participation during reading activities. The interaction between teacher and students was enriched, promoting discussions and exchanges of ideas that went beyond traditional teaching.

Children's literature influences and wants to influence all aspects of the student's education. Thus, in the three vital areas of man in which education should promote changes in behavior, children's literature has the means to act (CUNHA, 1974, p. 45).

Children's literature is a powerful tool in the formation of readers from early childhood, positively influencing the cognitive, emotional, and social development of children. The involvement of educators and families is crucial to maximizing the benefits of reading and providing a well-rounded and meaningful education for young readers.

FINAL CONSIDERATIONS

Children's literature is essential for the formation of readers and for the integral development of the child. By offering appropriate books and instigating interest in reading, we are contributing to the construction of individuals who are more prepared, critical, and sensitive to the world around them.

Literary production aimed at children plays an important role in the formation of critical and creative readers from the early school years. Through contact with engaging and meaningful stories, children develop cognitive, emotional, and social skills that directly reflect on their school performance and their formation as conscious citizens. The research carried out demonstrated that the insertion of children's books in pedagogical practices not only improves students' textual comprehension and vocabulary but also promotes greater engagement, participation, and interaction in the classroom.

The joint role of the school and the family is decisive in this process. The incentive to read must go beyond the limits of the classroom, finding continuity at home, so that the habit becomes part of the child's daily life. As Paulo Freire argues, education should be an act of dialogue and collective construction of knowledge, and children's literature presents itself as a powerful tool to strengthen these ties and stimulate critical thinking.

Therefore, educators and family members must recognize the value of children's literature not only as a teaching tool but as a path for the integral development of the child. Investing in pedagogical practices that value reading from an early age ensures that these children grow up as autonomous, creative readers capable of interpreting the world around them with sensitivity and awareness.

REFERENCES

1. BRENMAN, I. Through the school window. 2nd ed. São Paulo: Belo Horizonte: Aletria, 2012.
2. COELHO, Nelly Novaes. Children's literature: theory and practice. São Paulo: Ática, 1986.
3. CUNHA, M.A.A. How to teach children's literature. 4th ed. São Paulo: Discubra, 1974.
4. FREIRE, Paulo. The importance of the act of reading. 23rd ed. São Paulo: Cortez, 1989.
5. LERNER, D. Reading and writing at school: the real. The possible and the necessary; Porto Alegre: Artmed, 2002.
6. MORAIS, Regis de. Classroom, what space is this? São Paulo: Papirus, 1991.
7. ZILBERMAN, Regina. Children's literature at school. São Paulo: Global, 2003.