

## CHILD LITERATURE AND PHYSICAL EDUCATION: THINKING ABOUT CHILD EDUCATION

### *LITERATURA INFANTIL E EDUCAÇÃO FÍSICA: PENSANDO NA EDUCAÇÃO INFANTIL*

### *LITERATURA INFANTIL Y EDUCACIÓN FÍSICA: PENSANDO EN LA EDUCACIÓN INFANTIL*

Karine da Silva WASUM<sup>1</sup>  
Viviane Maciel Machado MAURENTE<sup>2</sup>

**ABSTRACT:** This article is a state of the art with its systematic review. Being of qualitative nature through the bibliographic review originated in the search for data in the BDTD and CAPES databases. The objective is to make considerations based on the research found regarding the use of children's stories in movement classes in Early Childhood Education seeking to engage in a dialogue with the publications that are closest to this theme. In view of the results, four notes were found: no specific work on the topic sought; the works found on the subject of children's literature as a means to teach a specific subject were not entirely about Early Childhood Education; almost all the researches presented a chapter or subchapter about the history of children's literature and its importance in Education and; the main authors who stood out among them were Vygotsky and Zilberman.

**KEYWORDS:** Children's literature. Physical education. Child education.

**RESUMO:** *O presente artigo é um estado da arte com sua revisão sistemática. Sendo este qualitativo através da revisão bibliográfica originada na busca de dados nos bancos BDTD e CAPES. O objetivo é tecer considerações a partir das pesquisas encontradas referentes ao uso de histórias infantis nas aulas de movimento na Educação Infantil, buscando realizar uma interlocução com as publicações que mais se aproximam deste tema. Diante dos resultados encontrados constatou-se quatro apontamentos: nenhum trabalho específico sobre o tema buscado; os trabalhos encontrados com o tema literatura infantil como meio para ensinar algum assunto específico não eram na totalidade sobre Educação Infantil; quase todas as pesquisas apresentaram um capítulo ou subcapítulo sobre a história da literatura infantil e sua importância na Educação e; os principais autores que se destacaram entre elas foram Vygotsky e Zilberman.*

**PALAVRAS-CHAVE:** *Literatura infantil. Educação física. Educação infantil.*

<sup>1</sup> Rio Grande do Sul State University (UERGS), Osório – RS – Brazil. Master's Student in the Postgraduate Program in Professional Master's in Education. ORCID: <https://orcid.org/0000-0003-1004-6371>. E-mail: [karinewasum@gmail.com](mailto:karinewasum@gmail.com)

<sup>2</sup> Rio Grande do Sul State University (UERGS), São Luiz Gonzaga – RS – Brazil. Adjunct Professor, works in the Postgraduate Program in Professional Master's in Education. Doctorate in Science Education: Chemistry of Life and Health (UFRGS). ORCID: <https://orcid.org/0000-0002-3976-6594>. E-mail: [viviane-maurenente@uergs.edu.br](mailto:viviane-maurenente@uergs.edu.br)

**RESUMEN:** Este artículo es un estado del arte con su revisión sistemática. Este al ser cualitativo a través de la revisión bibliográfica originada en la búsqueda de datos en las bases de datos BDTD y CAPES. El objetivo es hacer consideraciones a partir de las investigaciones encontradas sobre el uso de cuentos infantiles en las clases de movimiento en Educación Infantil buscando entablar un diálogo con las publicaciones más cercanas a esta temática. A la vista de los resultados encontrados, se encontraron cuatro notas: ningún trabajo específico sobre el tema buscado; las obras encontradas con el tema de la literatura infantil como medio para enseñar una asignatura específica no fueron enteramente sobre Educación Infantil; casi todas las investigaciones presentaron un capítulo o subcapítulo sobre la historia de la literatura infantil y su importancia en Educación y; los principales autores que se destacaron entre ellos fueron Vygotsky y Zilberman.

**PALABRAS CLAVE:** Literatura infantil. Educación física. Educación infantil.

## Introduction

Two thousand and twenty-one, current year, it is still perceived that Physical Education is still struggling to obtain a stable and recognized place in education. Since its appearance, it is faced with constant questioning of its role in students' lives, requiring a repetition of affirmations and approvals of its importance. It would be no different in Early Childhood Education. Teachers without specific training in Physical Education find themselves with the obligation to work the culture of human movement from the little they learned in their graduation in Pedagogy or High School Normal Course. In some cases, in schools that serve Elementary School and Child Education, with ages ranging from four to five years old, a single period each week is reserved for classes to develop the body with a teacher formed in Physical Education. But what is Early Childhood Education if not the body? In fact, in the Common National Curriculum Base, among the five fields of experience, there is the so-called **body, gestures and movements** that bring the body as something central to the child in Early Childhood Education:

In Child Education, the children's body gains centrality, as it is the privileged participant in the pedagogical practices of physical care, oriented towards emancipation and freedom, not submission. Thus, the school institution needs to promote rich opportunities so that children can, always animated by the **playful spirit** and in the interaction with their peers, explore and experience a wide repertoire of movements, gestures, looks, sounds and mimics with the body, to discover a variety of modes of occupation and use of space with the body (such as sitting with support, crawling, slipping, walking using cribs, tables and ropes, jumping, climbing, balancing, running, somersaulting, stretching etc.) (BRASIL, 2017, p. 41, authors' highlights, our translation)

From this, the body as one of the main objectives of the stage of Basic Education Early Childhood Education, I highlight another point of paramount importance: the way in which Physical Education classes are approached. This is because a class that reaches the largest possible number of children in the class and that collaborates with the development of this age group is of paramount importance. In the course of my professional career as head teacher of a child education class, I am observing, year after year, the essential need to stimulate the children's bodily development so that they can follow the other learning expected at this stage. We received, and I quote in the plural because I observe not only my class, but also the others at school, boys and girls who have different stages of their motor skills. Many in earlier stages than expected for their age. Therefore, it encourages me to reflect on how to present and develop strategies that encourage children to develop their vision and understanding of their bodies in a natural way, creating meaning for them.

This year, in addition to being the owner of a 5-year-old class, I am entering the opposite shift in 4- and 5-year-old classes in the planning days of the senior teachers with the “Reading Mediation” project. When elaborating the plans involving children's literature, I chose to challenge myself so that I would present a children's story to the children on a weekly basis and that they would start playing games and activities. Promptly in line with what the BNCC (BRASIL, 2017) brings, as mentioned above. The Common National Curriculum Base, especially the field of experiences “body, gestures and movements” emphasizes that the body must be stimulated through opportunities with a playful spirit. And playfulness will begin at the time of the story with the selected children's stories. With all this, I wonder what publications would be related to the use of children's literature in Physical Education classes for child education.

For this, I carried out a study of knowledge. I emphasize that the study of knowledge or also called the state of the art, according to Ferreira (2002), is a form of research that has been spreading for about 15 years and aims to find different publications on the topic to be investigated. As she says:

are recognized for carrying out a methodology of an inventory and descriptive character of the academic and scientific production on the subject it seeks to investigate, in the light of categories and facets that are characterized as such in each work and in the set of them, under which the phenomenon becomes analyzed (FERREIRA, 2002, p. 258, our translation).

In fact, Morosini (2015) presents a study regarding the state of the art in Brazil, citing the persistence of the Education area as a creation of these: “In Brazil, the consolidation of

scientific production on Education is still incipient, identifying a growing effort of this area in the construction of states of knowledge” (MOROSINI, 2015, p. 102, our translation). In addition, the state of the art has great relevance for researchers in their dissertations and theses, as, again, Morosini (2015, p. 114, our translation) highlights while reporting the importance as an insertion in the scientific field and in the area of the object to be researched:

One of these possibilities to emerge is the construction of states of knowledge, here understood as identification, synthesis and reflection on what has already been produced on a theme in a certain temporal and spatial frame. From a perspective of active and collaborative learning, through which the subject assumes the commitment to their critical reflection, to the construction of their object and insertion in the scientific field.

Aware of what it is and the relevance of an art study on the subject I bring in question, I conducted a search in the Digital Library of Brazilian Theses and Dissertations (BDTD, Portuguese initials) as well as in CAPES Theses and Dissertations as a way to create this study of knowledge. Aiming to expand the possibilities of finding research with the theme presented, six combinations of descriptors were used: *literatura infantil and práticas corporais*, *literatura infantil and brincadeiras*, *literatura infantil and jogos*, *literatura infantil and movimento*, *literatura infantil and corpo* and *literatura infantil and educação física* (children's literature and body practices, children's literature and games, children's literature and games, children's literature and movement, children's literature and body and children's literature and physical education). This search aimed to make considerations from the research found regarding the use of children's stories in movement classes in Early Childhood Education, seeking to carry out a dialogue with the publications that are closest to this topic. Therefore, being a bibliographical and qualitative research since there is reflection of the selected data.

### **Contributions from the search in the Digital Library of Brazilian Theses and Dissertations (BDTD)**

When searching for the BDTD, I used the six descriptors already listed above in an attempt to increase the number of works with similarity to the searched theme. Also, I did not limit the space of time, because the results would be even smaller than the ones found. Initially, from the reading of the title and summary of the research, I selected four texts with the first descriptor, with the second seven works, with the third two research, with the fourth one publication, with the fifth none and finally with the sixth extra seven texts. Thus, totaling

21 works from the titles, pointing to one of the two themes in Early Childhood Education: Children's Literature or Physical Education and other synonyms used in the descriptors. When checking summaries and abstracts, I ended up making a new refinement, as some works did not mainly address the themes in focus here. With that, the result was of five works that presented chapters talking about the searched subjects. Also, these five works present children's reading as a collaborator in interdisciplinary work with areas such as mathematics, literacy, morality and gender. Seeking a better visualization of the reader, I present, in table 1, the data of the analyzed research.

**Table 1** – Papers selected from 6 descriptors that use children's literature as a teaching tool for certain topics

Year	Title	Author
2005	<i>Dialogando com crianças sobre gênero através da literatura infantil</i> (Dialogue with children about gender through children's literature)	Zandra Elisa Argüello
2006	<i>Matemática e literatura infantil: sobre os limites e possibilidades de um desenho curricular interdisciplinar</i> (Mathematics and children's literature: about the limits and possibilities of an interdisciplinary curriculum design)	Adriano Edo Neuenfeldt
2007	<i>Literatura e imaginação: realidade e possibilidades em um contexto de educação infantil</i> (Literature and imagination: reality and possibilities in a Context of Early Childhood Education)	Taís Danna
2010	<i>A literatura infantil e a matemática: um estudo com alunos de 5 e 6 anos de idade da educação infantil</i> (Children's literature and mathematics: a study with five- and six-year-old children in early childhood education)	Regiane Perea Carvalho
2018	<i>Atividades de letramento na Educação Infantil: o trabalho com a literatura como elo entre as modalidades oral e escrita</i> (Literacy activities in early childhood education: working with literature as a link between oral and written modalities)	Ariane Ranzani

Source: Devised by the authors

In general, the dissertations and theses bring in their development common notes about Children's Literature as well as Children's Education, but with exploration of the stories in a different way. I emphasize that these six are from the areas of Linguistics, Psychology, Mathematics and Education.

I now bring a more detailed analysis of the works in order to describe the parts that relate to children's literature and Physical Education. As Ferreira (2002, p. 270, our translation) says, these searches are like a “network of several threads that cross, break, unite, question each other depending on the point that is established as a starting point in each text”.

I begin the analysis with the thesis entitled Literacy Activities in Early Childhood Education: working with literature as a link between oral and written modalities. The author is Ariane Ranzani with the defense of her thesis in 2018. She performed the work by the Postgraduate Program in Linguistics at the Federal University of São Carlos.

Ranzani (2018) initially presents in her work the doubt of early childhood education professionals while using language in oral and written modalities, mainly referring to the literate world. She also emphasizes on the different possible methodologies for Early Childhood Education classes. With this, she presents her research where she developed a pedagogical work with children from stage 6 of Early Childhood Education. In her work, based on the reading of children's literature books, she consistently approaches the written modality of language. I highlight her work several moments. One of them is the subtitle of her introduction called "Reading and Writing in Early Childhood Education" where she brings the authors Brandão and Leal (2011) to address the history regarding the use of reading until the 1960s. According to the authors, children's reading should be avoided until the age of 6 or 7 years, which is currently called Early Childhood Education. Ranzani also continues to reflect on the researchers, reflecting that from the 1970s and 1980s onwards, new strands of thoughts emerged, putting in doubt this fear of using reading, which continues to this day in the form of a doubt between teaching literacy or not in Child Education.

Next, she brings in Chapter 1 a subtitle called "Literate Activities: Discourse Genres and Children's Literature". In it, the author addresses a literacy that goes beyond the written modality. Justifies this speech bringing the author Kleiman (2009, p. 2, authors' highlights, our translation) that I highlight here for coming up against my research theme:

[...] literate activities are those that involve other semiotic systems, **such as gesture-body**, or orality, and literate activities are those performed by the illiterate child leafing through and handling a book or listening to the reading of a children's story; or by the adult listening to a radio program or attending a lecture. Even the style of speech of people who read and write a lot and, therefore, acquire traits and characteristics of the weaving of writing is considered a literate style of speech, or literate speech.

Keeping still in this chapter, in another subtitle called "The book of children's literature and the appropriation of language", the author starts by bringing Mortatti (2014) to present the process of School Education. For Mortatti, according to Ranzani (2018), this process has three meanings that complete each other: literature education, education through literature and education for literature. The second, education through literature, would have reading as a mediator for the development of teaching. Therefore, the sense in which my



theme is situated, therefore, the idea is to use Children's Literature as a mediator of playfulness for working with the Movement.

In the subtitle “The activity of the child” Ranzani presents Vigotski (2007) and Leontiev (2014) addressing the game for children in Child Education. Based on these two aforementioned authors, the researcher writes that the game does not occur looking for a final result, and that the motivation is already the process of it.

Finally, I highlight the conclusion presented in Ranzani's summary, which again addresses play with connection to children's reading:

Thus, the results highlight the relevance of literary translation activities in the sense of providing the child with a journey through the most varied discursive genres, establishing links between the oral and written modalities of language; **for considering playing as the main activity in the affective-cognitive development that enables the child's literary translation activity**; and also for enabling the child to enter the world of language in a subjective and creative way, transforming it and transforming itself (RANZANI, 2018, p.8, authors' highlights, our translation).

Based on these comments and excerpts mentioned here, Ranzoni approaches points in her research that relate to the proposed theme. Which are: the use of reading over the years, as well as the writing process. Also, she highlights the possible ways of using children's reading where education through reading fits into my theme. In addition, she highlights play in Child Education and her communication with children's literature.

The second work is a dissertation by the Postgraduate Program in Psychology at the Federal University of Santa Catarina. Its title is Literature and Imagination: Reality and Possibilities in a Context of Early Childhood Education. His defense took place in 2007.

In the summary and presentation, it is noted that the author Danna (2007) was inspired by her experience with reading during moments of her life. From this, she sought to know how space and value was given to children's literature in Child Education.

Before chapter 1, the author presents a part called “Literature: some definitions”. In this Danna she makes a brief writing of evolution: word, text, book, literature until arriving in children's literature. In the same chapter, she already delimits her research field and presents her state of the art. In it, she used it as well as in the previous research Vygotski, in this case as a descriptor for research seeking the perspective of historical materialism.

In Chapter 1, she brings discussions about childhood, literature and imagination. About childhood, Danna brings Ariès (1981) as a basis for talking about the history of childhood and the influences for these conceptions over time. When addressing the space of

Early Childhood Education, the author brings the Law of Guidelines and Bases of National Education of 1996 (LDB) to justify that only at this moment, Early Childhood Education starts to receive a dignified look. In a third moment, still from Chapter 1, Danna emphasizes children's literature and the concept of creative imagination in Vygotski, bringing a greater discussion and material that is similar to my research theme.

When talking about the emergence of children's literature, Zilberman (1984) is presented, which the researcher paraphrases saying that it was from the 18th century onwards that children's literature started to be thought of from the rise of the bourgeoisie and the new way of thinking about childhood. Also, she emphasizes that initially children's books were used as a means of working out moral principles. In the course of writing, Danna also mentions playing in childhood with André (2000) as theoretical support. She mentions that playing is essential because it is from it that learning takes place from the young child.

In the other chapters, the researcher explains her methodology and tells her investigative practice regarding the use of children's literature and the spaces used for this. Throughout the text, Danna presents Barcellos and Neves (1995) where she paraphrases that the story does not always come in the book ready to approach with the children and that the narrator's way of telling and the space and other actions complete the understanding, making it more active and dynamic the moment. Another author used was Abramovich (1997) to complete the need for the narrator of the story to have read it beforehand, in order to convey mastery and confidence to the children during the telling.

During the conclusion, Danna refers to two types of reading moments, being narrative with a reputable book, from Barcellos and Neves (1995) paraphrased by the author as a moment with the book held by the narrator being leafed for the children to see the images and the storyteller already knowing the narrative. And the second is free narrative, which she calls: "it is the one in which the support of the book is not used, presenting greater opening for expression and playful interaction, as it is more flexible and independent of the written text" (DANNA, 2007, p. 132-133, our translation).

From this second work, the approaches to the searched theme were Early Childhood Education, where she brings a brief writing on history and legislation. Also, children's literature as a location in time as well as the two ways of reading stories. At times, speaking of imagination and creation, Danna emphasizes playing as essential, also approaching my research.

With "Children's Literature and Mathematics: A Study with Five- and Six-Year-Old children in early childhood education" the third search for common issues begins. This work



is a dissertation of the Professional Master's Degree in Mathematics Teaching at the Pontifical Catholic University of São Paulo, defended in 2010.

In the summary, I identify a factor in common between the three writings discussed so far: Vygotski. In this work written by Carvalho (2010) she also uses this author as a theoretical basis.

The author already involves in the research problem the use of children's literature for teaching mathematics using body movements. With that, addressing the two main subjects that I seek.

In chapter 2, the author focuses on the historical relationship of Early Childhood Education. In the others she approaches Vygotsky's theory which she uses consistently throughout her work reporting her action with children.

In conclusion, she reports on playing from the Vygotskian perspective, highlighting the favoring of situations of imaginary creation that also involve situations that have already been experienced. I highlight the quote: "Children, when playing, playing, imitating, creating rhythms and movements also appropriate the repertoire of the body culture in which they are inserted" (CARVALHO, 2010, p. 103, our translation).

Although initially addressing body movements, in fact the greatest emphasis of this work and the action taken was with the intention of learning mathematics. With this, the moment of closest approximation with my work becomes the moment of writing regarding the history of Early Childhood Education.

The fourth work is entitled Mathematics and children's literature: about the limits and possibilities of an interdisciplinary curriculum design. It is a master's thesis of the Federal University of Santa Maria's Graduate Program in Education. It was defended in 2006.

Neuenfeldt (2006), the author, starts her work bringing theoretical concepts in its first chapter. I highlight the term interdisciplinarity, where among the authors approached are Lück who cites the concept of this term as a joint vision of diversities in a way that makes sense:

The aim is to establish the sense of unity in diversity, through an overall vision that allows man to make sense of the dissociated and even antagonistic knowledge and information he has been receiving, in such a way that he can rediscover the identity of knowledge in the multiplicity of knowledge (LÜCK, 1994, p. 59, our translation).

As the research presented this interdisciplinary curricular objective, children's literature was used as a guiding axis. Thus, it presents a subchapter dedicated to the concept, history and application of children's literature at school. The authors used were: Coelho

(2000), Magalhães (1984), Carvalho (1987), Abramovich (1997), Smole (2000) and Amarilha (2002). I emphasize the authors of this subject since that literature will also be present in my research.

As theories, Neuenfeldt (2006) also presents Vygotsky (1988; 1994; 1998) involving learning in a historical and cultural environment and Freire (1983 and 2000) as dialogicity. In summary, in this research, interdisciplinarity and children's literature fit the research theme.

Next, I will talk about the research “Dialogue with children about gender through children's literature”. It is a Master's thesis in Education by the Federal University of Rio Grande do Sul defended in 2005.

Initially, I highlight, already noticeable in the abstract, that the author Argüello (2005), unlike the other works analyzed so far, presents Michel Foucault as theoretician. As material for analysis, the author, based on children's stories that address gender, analyzed the children's speeches during the story time conversation. During the dissertation, the moment that approaches my theme is in chapter three, where Argüello (2005) writes about children's literature in subchapter 3.3. Among the authors, she presents Coelho (2000) and the definition of children's literature linked to the pedagogical: “it is also necessarily pedagogical, in the broad sense of the term, and remains so even when it defines itself as pure entertainment literature. [...]” (COELHO, 2000, p. 31, our translation). In other moments of writing, Argüello (2005) does not talk about subjects related to my research object.

After this step, I go to the analysis of the second database that I have below.

### **Contributions from the search in the theses and dissertations database of the Coordination for the Improvement of Higher Education Personnel (CAPES)**

**Table 2** – Papers selected from 6 descriptors that use children's literature as a teaching tool for certain topics

Year	Title	Author
2013	<i>A literatura infantil e a formação humanística no cotidiano da sala de aula</i> (Children's literature and humanistic formation in the daily life of the classroom)	Viviane Sulpino da Silva
2016	<i>A literatura infantil e o discurso da Educação Ambiental escolarizada: lições de como cuidar do planeta</i> (Children's literature and the discourse of schooled Environmental Education: lessons on how to take care of the planet)	Camila da Silva Magalhães
2018	<i>A literatura infantil e a formação cidadã: O fazer docente na Educação Infantil</i> (Children's Literature and Citizen Formation: Teaching in Early Childhood Education)	Kelly Cristina Vaz de Carvalho Marques

2018	<i>A mediação do livro ilustrado de literatura infantil: ver, pensar e fazer artes visuais na escola</i> (The mediation of the illustrated book of children's literature: seeing, thinking and doing visual arts at school)	Estrela Pereira dos Santos
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Source: Devised by the authors

To arrive at these works, the same six descriptors previously mentioned were used as search criteria. With them, a total of 12 works related to children's literature were initially found, considering the titles. However, after a more thorough reading of the abstracts, summaries and introduction, the works involving literature for the teaching of something were reduced to just four, which were listed in the table above.

In general, these dissertations point, referring to the theme sought, about the history of Children's Literature and its importance. Also, some points regarding imagination. The research are in the areas of Education, Environmental Education and Teacher Formation.

As in the previous subtitle, I describe below an analysis in greater detail in order to find points in common with the searched theme.

The first work is entitled “The mediation of the illustrated book of children's literature: seeing, thinking and doing visual arts at school”. It is a dissertation by the Education program of the Federal University of Rio Grande do Norte defended in 2018

Santos (2018), the author, from children's books explores illustrations to develop concepts related to visual arts with first-year children. The moment of greatest identification with my theme is a subtitle referring to the children's book and playfulness. She points out some authors like Vygotsky who directly address imagination and bring theoretical support to her research:

imagination acquires an extremely important function in human conduct and development, as a way to expand man's experiences, as he can imagine what he has not seen, based on other people's reports and descriptions of things he has not personally or directly experienced, is not enclosed in its narrow circle of its own experiences [...] in this way, the imagination constitutes an absolutely necessary condition for almost every brain function of the human being (VYGOTSKY, 2003, p. 20, our translation).

Like Santos (2018), imagination will also be present in my research, from the moment that children's literature will mediate it.

Also, another author used was Oliveira (2005), who highlights the children's book as a trigger of imagination:

Children's books, in addition to providing pleasure, contribute to children's intellectual enrichment. As this genre is the object of culture, the child has a

significant encounter between their stories and their own imaginative world. The child has the ability to put their own meanings in the texts they read, this when the adult allows and does not impose their own meanings, as they are in constant search of a utility that surrounds them (OLIVEIRA, 2005, p. 125, our translation).

In the course of her work, the author emphasizes Visual Arts, which is out of step with the theme sought. I highlight the presence of Vygotsky in the work, which appeared several times in searches of the other database.

The second work is called “Children's Literature and the discourse of Schooled Environmental Education: lessons on how to take care of the planet”. A dissertation in the area of Environmental Education defended in 2016.

Magalhães (2016), who wrote the above research, addresses in her dissertation the analysis of books from the National Textbook Program and the discourse they brought about Environmental Education. It approaches the theme sought in the subtitle “Situating the trajectory of children's literature and its relationship with the school”. In this space of writing, she used authors such as Zilberman and Magalhães (1987), Arroyo (1988), Coelho (1991), Oliveira (2007) among others to develop the history of children's literature. In the rest of her writing, she emphasizes environmental education, escaping from the sought-after theme.

The third work analyzed “Children's literature and humanistic formation in the daily life of the classroom” is a dissertation defended in 2013 by the Postgraduate Program in Teacher Formation. In general, the author, Silva (2013) addresses throughout her dissertation on Children's Literature as history and importance, as well as aiming to emphasize aesthetics. The first and second chapters, both conceptual, address in sequence: children's literature in the broad sense and then as a pedagogical use. Thus, bringing conceptual information that meets the proposed theme.

It is interesting to note that Silva (2013) paraphrases Cosson (2006, p. 47, our translation) to address the three types of learning involving the literature where it brings that:

defines literature as a language that comprises three types of learning: the learning of literature, which basically consists of experiencing the world through the word; learning about literature, which involves knowledge of history, theory and criticism, and learning through literature. In this case, the knowledge and skills that the practice of literature provides its users.

Thus, addressing among them the possibility, from this speech, of also justifying the use of children's literature as a mediator of playfulness in movement classes in Early Childhood Education.

Another author who was quite recurrent in this research was Zilberman (1984) to refer to the concept of Children's Literature. Also appearing in previous research cited here.

From the intervention at school, the author can perceive the use of literature as pleasure and literacy/literacy. She reiterated during her fieldwork and in her final conclusions that there is a need to further explore children's literature as a way to understand their cultural, social, ideological, historical and political role.

In the fourth research, which received the title of “Children's Literature and Citizen Formation: Teaching in Early Childhood Education”, we have as author Marques, who defended her dissertation in 2018 by the Postgraduate Program in Education.

Before reading the abstract, I identified an excerpt referring to imagination, playfulness and literature which fits what I'm looking for, in which the author reflects:

[...] Children's Literature is an ally to the exercise of imagination and fantasy, more precisely in Early Childhood Education, where, through stories, it is possible to provide, in a symbolic and playful way, formative aspects that contribute to physical development, social and psychological; the presence of the educator as an intermediary in the educational process is essential at this stage of formation. (MARQUES, 2018, p. 9, our translation).

During the introduction, Zilberman (2013), as well as in other works, was cited to justify the importance of children's literature and Vygotsky (1999) was also present, as in other research, supporting that the child develops from the environment in which they live.

Marques (2018) brings in chapter 3 a contextualization about childhood and then, in chapter 4, addresses Children's Literature. In this chapter, she has a subtitle to talk about children's literature and its functions. With this, she presents, among the authors she used, Frantz (2011) to discuss playfulness under the perspective of children's literature, explaining that:

Children's literature is also playfulness, fantasy, questioning, and in this way it manages to help find answers to the countless questions of the children's world, enriching the reader's ability to perceive things. As we can see, children and children's literature share the same natures - both are playful, magical and questioning - and these affinities make literature the most powerful ally of teachers and children throughout life, in the search for understanding the world and human being (FRANTZ, 2011, p. 28, our translation).

At other times, the author discusses her reports during the field research and her findings, fleeing from the topic researched here.

## Final considerations

As an initial factor, it is necessary to emphasize the fact that, even using six descriptors in two databases, no research on children's literature and movement was found. Thus, demonstrating the importance and need to develop work at the Dissertation level on this topic.

Another note, I highlight the small number of works found on Children's Literature as a mediator in the teaching of a certain subject. In fact, in this small number of works exposed here, not all are related to Early Childhood Education, the stage of Basic Education involved, the focus of this research.

I also highlight that in almost all research in dissertations and theses, there was a chapter or sub-chapter that discussed the history of children's literature and the importance of its use in Education. Believing, therefore, it is relevant to bring this contextualization to this study.

As a last, but not least important perception, the use in a large part of the works of Vygotsky and Zilberman to support the imagination and children's literature was noted. Both authors refer to the theme they propose, the first being to play and imagination and the second to Children's Literature and its historical period.

I end this work by resuming the importance of conducting art studies. Both for the perception of research that is being developed on the topic to be researched, as well as for the help that it brings as a survey of references. Thinking in the area of Education, this work comes to reference and detail works on Children's Literature showing that there is great possibility of exploring this theme and coming to instigate new researchers who identify with this theme. After all, from this search, it was possible to see that the theme of children's literature and movement in Early Childhood Education is a theme in need of further development and could be a pioneer in a *Stricto Sensu* Postgraduate Course.

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