

# The Imperiosity of Children's Literature as a Resource for the Teaching and Learning of Reading in Malanje – Angola

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**Abstract:** The present work deals with "the imperiousness of children's literature as a resource for teaching and learning to read", which is a subject that has been widely discussed in the world. The study's general objective is to know the importance of children's literature as a resource for teaching and learning to read in 3rd grade students of Primary School N.º 74, in the municipality of Malanje. The research carried out had 4 participants, of which 3 from the teaching class and 1 from the administrative class, students from the 3rd class also participated who were targets of observation. The research had as methodology used the qualitative-descriptive approach, in terms of nature, in the present study, the basic strategic research model prevails, whose focus is to produce useful knowledge with value in practical studies, in the specific case of children's literature. The instrument used for data collection is the observation script for the students, the structured interview guide applied to the teaching and administrative staff. As support for the present investigation, it appropriated Vygotsky's cultural-historical theory, also known as interactionist theory, which values the subject from his culture to the social encounter with other members outside his culture. Through the research carried out, it was noticed that children's literature is really imperative for the teaching-learning of reading, but it has been little applied in the school complex n.º 74 because, according to the research instrument used, it was verified that there is a high number of students who do not have much contact with children's literature at school and therefore this has triggered immense difficulties both in teaching and learning to read. Thus, it is understood that there is a need to create a library, as well as moments that provide reading for the proper monitoring of children/-students concerning children's literature in that institution.

**Keywords:** Children's Literature, Resource, Teaching-Learning, Reading

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## 1. Introduction

The field of pedagogy is constantly studying problems such as learning difficulties, family-school relationship, primary and secondary socialization, although this is much more treated at the level of psychology, role and types of school, truancy and other closely related issues. Specifically pedagogical issues or related to teaching and learning, whether formally or informally.

Indeed, children's literature is a subject that has been widely discussed in the world, as it brings a set of habits that are characteristic for the cognitive, moral and sociocultural

development of the child, especially at school age, where habits such as reading and writing they are encouraged to have a healthy relationship with other members of the groups, aggregates or social categories of which the child belongs or will be a part.

In Angola, for example, educational partners such as UNICEF, Teach-Angola, through the [Programa de Aprendizagem para Todos (PAT)], and many others, have played a very important role in this task, not only to educate children, but to develop skills to deal with the most varied people around them.

This significant help clearly happens because children's literature is believed to be a literary genre, necessary for the

harmonious development of the child's personality. Because, through literature, the child develops abilities or social skills, such as: observation, imagination, creativity, analysis and synthesis, that is, thinking.

On the other hand, sometimes it escapes, that is, children's literature is put aside as one of the main means in the child's socialization, a fact that can be considered a mistake, since the child using literature will be able to acquire and develop new skills for the improvement of human relationships in the contexts in which it operates.

In Malanje, for example, and in particular at Primary school N.º 74, little was said about children's literature activities, and children could only be limited with the curricular program, leaving aside very practical and very productive for the teaching-learning of reading and, subsequently, its development, although it is believed that all educational activity is inclined towards literature, it is necessary to seek to highlight the field of children's literature and the strong contribution that it provides in the early years of schooling.

### 1.1. Justification

The interest in approaching this theme, manifests itself from our desire to expand knowledge about the strong incidence of children's literature as a resource to stimulate reading in the subject-object of learning, insofar as it accepts as a challenge, the exploration of this field, which, in addition to promoting a meaningful and integral learning of the child, crosses the strong barriers of teaching and learning.

The research also shows itself as a manifestation whose objective is to bring knowledge to social institutions, which are partners of the school, about the remarkable fact of the need to stimulate habits, skills and the development of the student's ability to think even at school age, through of children's literature, which, in addition to being an art, is one of the main sources of transmission of knowledge, values and habits that are specific to a true culture or people, since literature is not only present at school, but in everything as much as space or environment where people are always in constant interaction.

### 1.2. Children's Literature

According to the Universal Dictionary of Portuguese Language, "the word literature comes from the Latin "*litteris*" which means letters and means the art of composing artistic writings" [1].

For Silva, children's literature is "one of the aspects of literature among the various artistic modalities, it is the literature that is concerned with stories for children, it is the literary form focused on the children's psyche, with adequate vocabulary. to the knowledge and understanding of the child" [2].

In this, we understand that Children's Literature is a vehicle and one of the main sources of knowledge transmission and that through it, ways are made so that new habits are created, cultivated or transmitted from generation

to generation.

In this regard, Brown and Brites also declare that "children's literature, as disturbing as it may be, can be correctly defined as: books read by, especially suitable for; or especially satisfactory for members of the group currently defined as children" [3].

We infer from the author's thinking above that children's literature is not restricted to just that: books that are especially suitable, read by children or especially satisfying for children or a group of them.

Another thought can be based on the contributions of Browne and Brites, when they declare that it is a very easy question, but one with a complex answer, as it also involves making a deep reflection on the adjective infantile to the child. which type of literature is exclusively intended, which shows that even the concept of child gained new characteristics or new conceptions over the centuries until childhood was instituted as a social category [4].

Children's Literature is, above all, 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 [5].

## 2. Feature: Preview Approach

Opening up this concept, it has been stated that the term resource, from the perspective of the Online Dictionary of Portuguese-Dicio, is taken as a masculine adjective whose origin is from the Latin term "proceed" which designates the effect or means of achieving a given objective [6].

But after all, what is a resource, is there a plausible explanation for this term or are the interpretations only subjective and abstract? This is the question that will be answered as you read this item.

In order to understand the meaning or meaning of the word resource, the Electronic Magazine was used, which in its statement states that "the term resources can be considered as any element used to achieve a certain purpose" [7].

It is thus clear that a resource is any aid, any help or any path that is sought for an activity to be achieved. One can also understand the resource as an activity that complements the others. In this specific case, the word resource comes to support the teaching-learning process, as can be seen in the following item.

### 2.1. Teaching-Learning

Thinking in terms of teaching and learning in the pedagogical or didactic field is like thinking about stimulus and response, in the field of Psychology, that is, every action has a reaction, every stimulus has a response. To teach is to stimulate learning and to learn is to respond to teaching, but there would be no better explanation if not from well-experienced people.

To define the terms teaching-learning, we first resorted to the ideas of Santos, according to which "the word teaching comes from the Latin *insignare*, referring to the act of

recording, placing a mark on, of in, English expression that in Portuguese translates as “in”, plus signum, equivalent to the mark or sign” [8].

In the teaching-learning process, there is no figure designated as a mirror, as teachers and students must be seen as complementary elements in the construction of knowledge. It is valid for teaching and learning, the teacher acts in order to facilitate the student to obtain new knowledge and generate new challenges for both parties. At the same time, it is recommended that students are motivated and capable of meeting the expectations of their teachers, since this binomial “teaching-learning must happen in a reciprocal or interdependent way.

## 2.2. Approach to Reading

According to the Online Dictionary of Portuguese, the word derives from the Latin “*lectura*”, originally meaning election, choice, reading [9].

Unlike the other terms, reading involved the least amount of work, since as one came into contact with each of the terms to be deciphered, one started from now on through this means that is characterized as the interaction that takes place between the subject-reader and the object-book or text.

Although it is exclusively attributed to the human being, reading also gains a plurality of meanings, that is, the concept of reading is polysemic and, also, may not be used only for the apprehension of textual content. One can make visual readings on an object (observation), one can eventually use the term to talk about logical or technological processes carried out in the programming of electronic equipment, such as reading a disk, a flash drive, or any other support.

Another highlight that can be taken into account is the fact that not all types of reading are linked or supported by language, such as the reading of pictograms or even music scores, as mentioned above, that reading is not it should only be interpreted as the art or the process of apprehending content through written texts.

## 3. Pedagogical Theory of the Imperiousness of Children's Literature

The theory contemplated to support the present research is that of Vygotsky, as previously presented in the introductory chapter, although it is believed that Vygotsky is better known in the field of Psychology, where he has strong contributions, but it is still worth remembering that the Pedagogy also has its foundations within the psychological science of which it has extensive relationships:

“He was a complex thinker and touched many critical points of contemporary pedagogy,” says Teresa Rego, a professor at the Faculty of Education at the University of São Paulo. She highlights, as an example, the points of contact between Vygotsky's studies on written language and the work of the Argentine Emilia Ferreiro, the most influential of living educators [10].

As if it were not enough to contribute a lot to these fields of knowledge, the influence of the knowledge of this psychologist or this author of the social sciences on the pedagogical thinking of many authors of the contemporary period is clearly clear.

To explain the importance of literature in child development, Vygotsky, as cited in Silva and Ribeiro [11], “understands man as a historical being, who intervenes in his environment through work, developing and creating culture”.

### 3.1. Historical Evolution of Children's Literature in the Universe

It is important to talk about the history of Children's Literature, as it is the key to understanding its evolution over time and its current state.

According to Freiburger, “children's literature emerged from the need to transmit events and ideas and through the need to tell stories, a way was sought to pass on the cultural heritage to younger generations” [12].

Although literature is a knowledge acquired in the academy, or in formal educational institutions, its origin is intrinsically vulgar or common sense, as it arises from the need that parents had to transmit knowledge to the youngest, for this reason it usually It can be said that although common sense is classified by many as the enemy of science, much has been offered to this field of knowledge.

From the above idea, we can infer that one can also give the benefit of the doubt of the existence of another version, since when it comes to history, each people sometimes chooses to tell theirs. But in the sense of not cutting what the author narrates, there is the following continuity:

After that, the following writers appeared: Andersen, Collodi, Brothers Grimm, Lewis Carroll, Bush. In Brazil, children's literature can be marked with Andersen's book “O Duckling Feio”, in the 20th century. Then came Monteiro Lobato, with his first book “Narizinho Arrebitado” and, later on, many others that until today captivate thousands of children, awakening the taste and pleasure of reading [13].

So far, it can be understood that there are no divergences of ideas between the authors, but a differentiation regarding the forms of investigation, giving the perception that one investigated in a much more in-depth way, while the other was more superficial, soon after when it comes to history, it is advisable to follow a much more enlightening path, because what really matters is the fact that both show that children's literature is essential for the formation of the child or man of the future.

### 3.2. The Genesis of Children's Literature in Angola

As we well know, Literature is a beautiful art that has always been present in our experiences, the world is made of discoveries that are reflected in great evolutions, as happened with the emergence of Children's Literature in other countries and also in Angola, as we will develop Next.

Fernandes quoted by Coelho also states that, in the years

immediately following independence, the authorities' concern for the development of literature in general and children's literature in particular was great and paved the way for authors to be able to publish quickly, in an attempt to create reading habits, especially among the youngest in this field. phase of cultural massification [14].

Soares also states that “the UEA and the INALD, currently known as INIC ended up being the publishers that published the largest number of titles in large print runs” [15].

Thus, it is clear that Angola already has writers and several children's works published and that these can be used as resources in primary schools in order to develop various skills in students, including reading.

### **3.3. Benefits of Children's Literature**

Although the primary objective is to approach children's literature in an imperative way, in the aid of reading, it is believed that many other benefits can result from it.

Children's literature, as you can see, in addition to being a way to obtain knowledge, or to transmit formal education to the child, also carries a diversity of benefits. It is also a way to stimulate the child's brain for various activities at school and beyond.

Children's literature in a much more particular view, in addition to being seen as an academic activity of the student in the first years of life, is also a way of socializing or uniting more parents and children, since the activity can not only remain in school, therefore, it is essential that parents create conditions to buy children's books and, in the possibility of having a stable life, one should choose to build libraries at home, so by helping their children, parents will participate more in the student life of their students and, too, will create increasingly stronger bonds. This is why Bloco Leiturinha reminds us that “books are doors to knowledge. And like other habits, the taste for reading must be developed from an early age, even before the literacy process” [14].

### **3.4. Children's Literature as a Resource for Teaching-Learning Reading**

Looking at the subtitle above, one can immediately infer that it is a rather selfish idea or perhaps a sensationalist judgment, since literature is not stripped only in the form of reading as previously observed, but it starts with more clarification on the matter:

To hear and read stories is to enter a charming world, full or not of mysteries and surprises, but always very interesting, curious, that entertains and teaches. It is in the playful and pleasurable relationship of the child with the literary work that we have one of the possibilities of forming the reader. It is in the exploration of fantasy and imagination that creativity is instigated and the interaction between text and reader is strengthened. Who among us doesn't miss the stories read and heard as children? That little story told by our parents at the foot of the bed before bed? Or the one told and interpreted by the teacher in the first grades of elementary school? [13].

Children's literature can be told, heard or read, but even so, the influential and significant presence that this element has on the development of reading should not be put aside, hence its imperative.

Thus, also recalls that “in the interaction of the child with the literary work lies the wealth of formative aspects presented in it in a fantastic, playful and symbolic way” [13].

It is worth mentioning that the most fantastic thing about children's literature is that the child may not feel suffocated by content, since the books are also filled with drawings. It is also possible to highlight the incidence of children's cinema, which for many years has been dedicated to transmitting television content to children.

Thus, Bossa describes that the “intensification of this interaction, through adequate pedagogical procedures, leads the child to a greater understanding of the text and a broader understanding of the context”.

In an enriching way, television content has also contributed profoundly to the advancement of children's literature and, for children's more fun and creative learning, after all it is much easier to watch television than to read a book. Therefore, Bossa also adds that “a literary work is one that shows reality in a new and creative way, leaving spaces for the reader to discover what is between the lines of the text” [13].

From this thought, we can say that theory must be closely linked with practice, in fact, learning is significant when we are able to apply the theoretical knowledge we have acquired in practice.

## **4. Presentation, Analysis and Interpretation of Results**

In this section, we tried to present, analyze and interpret the results of the field research, carried out through observations and interviews with the prior consent of the interviewees. It is important to emphasize that the results obtained present a reflection of the objective reality and the basis for the researcher to respond to the objective we set out to study.

### **4.1. Result of Observations Made to Teachers and Students**

In this item, we present the results of class observations made to teachers and 3rd grade students, in classes A, B and C during a week, in the morning, from 8 am to 12 pm. At the end of each observation day, we prepared a general report, remembering that although several subjects were taught in primary education, our focus was more on Portuguese language classes.

Where we tried to observe aspects such as: teaching-learning activity of children's literature; supportive learning environment, behavioral expectations; instruction; socio-emotional skills, teaching material used, among others.

We observed that teachers most of the time use appropriate language and treat students with respect, meet the needs of students, do not present gender bias and other elements, these are some of the very positive aspects that we noticed during

the observation period in that school., and it is very satisfying especially for the child who loves to be treated with care and respect, as well as being attended to in their particularities.

We also observed that teachers do not promote children's literature activities in classrooms, we did not observe storytelling, songs, riddles, among others. Teachers do not encourage their students to read texts in children's textbooks or works, they do not take children's literature books to school, and the absence of a school library makes the situation even more worrying.

We also observed that behavioral expectations are clear and that students rarely show negative behaviors, but when this happens, teachers are redirected in order to promote positive behavioral attitudes.

Teachers clarify the lesson, but sometimes they don't check for understanding, they make constructive comments.

At times, teachers provide students with choices, provide opportunities to assume roles in the classroom, recognize student efforts, have positive attitudes toward student challenges.

#### ***4.2. Presentation of the Results of the Interview Applied to the Pedagogical Assistant Director of Primary School n. ° 74***

In the first question in which we sought to know what the director had to say about children's literature, we obtained the following answer:

Children's literature is very important, in addition to the books it provides us, tales and stories are very important for our students.

We can thus say that the pedagogical assistant director has notions about children's literature and considers it important for the development of students. We also noticed in her explanation that she has notions about the different ways in which children's literature is manifested, which is why the interviewee mentioned books, tales and stories.

In this sense, as mentioned in 1.1.1, we understand that children's literature is a vehicle and one of the main sources of knowledge transmission and that through it, ways are made for new habits to be created, cultivated or transmitted from generation to generation.

In the second question in which we sought to find out if the school had material resources that facilitated the teaching-learning of reading, we obtained the following answer:

“Yes, the school has resources.”

The answer obtained in this question shows us that the resources to which the director refers are the didactic manuals that the teachers use and that are part of the curriculum. We can thus consider that there is, in fact, a lack of these resources, since children's literature is not restricted to books.

It is therefore important to use means, that is, didactic resources in the teaching-learning process that encourage students to understand and provide them with meaningful learning.

This fact is in line with what Cagnet refers to, when he says that children's literature is, above all, literature, or rather,

it is art: a phenomenon of creativity that represents the World, Man, Life, through the word [13].

In the third question in which we sought to find out if existing resources were used by teachers during classes, the director answered the following:

“Yes, these resources are really used”.

The answer shows that the only materials that teachers use to work are only the discipline manuals. The manual is always necessary, however, it cannot be considered the only resource or working tool. Thus, we infer that the use of existing manuals as the only resource for the teaching-learning process shows the lack of innovation, relaxation, as well as the absence of a critical and reflective look at reality, among other problems.

In the fourth and final question, in which we sought to find out if the school had a school library, the director replied as follows:

“Currently, the school does not have a library, there was before, but the library was robbed and as there was a lack of classrooms, the room that was the library was adapted and we transformed it into room 13, which is now the initiation room”.

From the above answer, we can reflect on the question of the fundamental role that the school plays in society, a fact that must be highlighted in order to avoid acts of vandalism and other negative practices carried out by members of society.

Books have many benefits, they help students in many ways. Through books, creativity is stimulated, books also improve vocabulary, enrich knowledge, culture, etc., not only for children, but for everyone who has contact with them.

On the other hand, it is worth noting that a classroom is as important as a library. Therefore, the absence of a children's library at school is also a factor that causes students to lose the taste and habit of reading, without forgetting that books awaken skills and social skills for the development of the child's personality.

These facts contradict what was defended by Bossa when he mentions that it is in the playful and pleasurable relationship between the child and the literary work that we have one of the possibilities of forming the reader. It is in the exploration of fantasy and imagination that creativity is instigated and the interaction between text and reader is strengthened [13].

#### ***4.3. Presentation of the Results of Interviews Applied to Teachers***

For the interview we prepared a script of seven (7) questions which were answered in full.

In question number one, in which we sought to find out from teachers, taking into account their time of experience as a teacher, what they had to say about children's literature, we obtained the following answers:

P1 - "Children's Literature is something that awakens the child, helps to develop the child's mind and remove the laziness of learning."

P2 - “they are means that make students learn to develop

their skills in reading and writing, as well as having more knowledge about life.”

P3 - “Children's literature is a way that the teacher will use to lead the child to develop feelings in a pleasant way.”

The answers given by the teachers show that there is a certain level of knowledge about LI, which constitutes an added value for what is recommended in primary education. It is necessary to improve knowledge on this subject, given the crucial importance it has to encourage the formation of the reading habit at the age when all habits are formed, that is, in childhood.

In this way, we understand that being a teacher is a constant challenge and it is crucial to adapt to the needs of society and, especially, of our students.

In question number 2, in which we tried to find out the connection between children's literature and reading; we got the following answers:

P1 argues that it has an indispensable link to the child's logical development, because, once the child reads some children's manuals, it awakens the perception and interpretation of some texts.

P2, on the other hand, responds that the connection is based on the fact that as the child has contact with literature, he learns more about reading.

For P3, he says that children's literature and reading are interconnected because reading is found within children's literature.

Children's literature is in fact closely linked to reading, a fact that is notable in the explanations of teachers who showed unanimity in ideas.

However, the answers obtained reveal that there is a discrepancy between theory and practice, as the teachers interviewed show that they know that children's literature is very important and can be used for the teaching-learning of reading, but from what we could observe, this is not evidenced in practice.

Children's literature brings several benefits to readers and when stimulated from childhood the positive impacts can be much greater. The experience with the literary text can touch the reader emotionally, encourage critical thinking, and lead to the knowledge and development of various skills.

In question number three, in which we sought to find out whether teachers believed that children's literature was one of the resources for teaching and learning to read.

P1 says he believes so.

P2, on the other hand, answers that yes, children's literature is a resource for teaching and learning to read.

For P3, literature is undoubtedly a resource for teaching and learning to read, because through it one can clearly learn to read and write.

Children's literature is not just a resource for teaching and learning to read, it is also one of the fundamental resources for success in the teaching-learning process in its most varied aspects.

In fact, we believe that in order to teach any content, the first requirement is to have knowledge for this purpose, hence the need for teachers to be better trained and to be

more up-to-date on children's literature as well as other subjects distinctly linked to the teaching-learning process.. Theory is indispensable for learning, but the idea that it must be closely linked to practice must not be forgotten or set aside.

The adequate preparation of teachers serves as a foundation to facilitate not only reading, but the entire teaching-learning process, and this goes far beyond showing knowledge to students, teachers are responsible for teaching children to work in groups, encouraging creativity, critical thinking, provide the necessary help for students to achieve their goals. Given this, children's literature is an element that supports this process.

In this way, the author Bossa says that children's literature, therefore, cannot be used only as a “pretext” for teaching reading and for encouraging the formation of the habit of reading. For the literary work to be used as a mediating object of knowledge, it needs to establish relationships between theory and practice [13].

In question number four, in which we tried to find out how the teacher would feel when observing that his student learned to read through this practice that is children's literature.

P1 responds that he would feel very satisfied.

P2 responds that he would really feel that his work is being very productive, because it is very beautiful when we teach with love and the child learns.

P3, on the other hand, says that the teacher would feel fulfilled and in the mood to continue with their teaching activities.

The answers show that, really educating is an act of love, the greatest reward that a teacher can have from his student is knowing that he has learned and is able to put what he has learned into practice. On the other hand, children's literature as the name implies has everything to entertain children and make them learn while having fun in different ways.

Children's literature is certainly a propelling element in the teaching and learning of reading, its proper use would make activities more fun, charming and motivating, as it has a playful and fantastic aspect. It is evident that the pleasure of the one who teaches and sees the satisfactory results of the contents that is taught is greater in relation to the one who learns.

As Bossa says, it is in the playful and pleasurable relationship between the child and the literary work that we have one of the possibilities of forming the reader. It is in the exploration of fantasy and imagination that creativity is instigated and the interaction between text and reader is strengthened [13].

In question number five, in which we tried to find out how students who have had contact with children's literature since the first years of life have had in terms of reading.

P1 says that students who had contact with literature from an early age perform better and do not show a certain mental laziness.

P2 responds that the student who is always in contact with children's literature has a greater advantage in terms of learning the contents.

For P3, students who had contact with literature from an early age have had a positive performance, because they have already acquired a taste for reading since childhood.

It is thus clear the role of parents and guardians in the education of the child in the first years of life, a child who has an adequate contact with children's literature from an early age will certainly have a desirable profile for entry into primary education and will not present many difficulties in their learning regarding the student who is faced with these realities only at school.

In this way, students end up integrating themselves in a very positive way in this new paradigm of society, as children's literature entails very productive skills for the harmonious development of the child, and it is the duty of parents to educate their children long before going to school. Therefore, parents who do so would be making significant advances in the integral development of their students.

In this way, Blocoleiturinha states that it is essential that parents create conditions to buy children's books and, in the possibility of having a stable life, one should choose to build libraries at home, so by helping their children, parents will participate more in the student life and will also create increasingly stronger bonds [14].

In question number six, in which we tried to get from the teacher some warning for other teachers about the imperative of children's literature, we obtained the following answers:

P1 advises that in addition to having the responsibility of teaching the curricular contents, we should be kind enough to deal with children's literature with our students.

P2 advises the teacher to be creative and create small conditions in the classroom to work with children's literature.

P3, on the other hand, advises the telling of stories, songs, games, with the students.

All the teachers interviewed show that they really recognize the importance of children's literature, and feel motivated to work with it, this warning can be useful for all teachers, including those who do not practice it in the same way.

Thus, children's literature is imperative to increase concentration, because when reading, the child should pay more attention to the content presented to him, the development of understanding, because as the child reads he will learn something new, and repetition will make her understand things better. Children's literature also stimulates the child's creativity and imagination, increases vocabulary, develops reading and speech, promotes knowledge of feelings and emotions.

In the last question in which we sought to know if, in the teacher's opinion, what measures should the school adopt to improve the teaching and learning of reading, the teachers answered the following:

For P1 the measures should be the supply of materials.

For P2, one of the measures is to support teachers and this is also reflected in the issue of teaching materials.

For P3, the school must provide pedagogical training to teachers on children's literature.

We understand then that teachers recognize that there is a lack of didactic materials for teaching and learning

specifically about reading, despite this, they also recognize the importance of training for the knowledge and use of the same resources. Material resources facilitate the assimilation of content, make the classes more dynamic and attractive, being of paramount importance, so it should serve as a motivation in order to predispose greater interest in the contents taught and as a mediator of the activities proposed in the classroom.

As We can see, children's literature, in addition to being a way of obtaining knowledge, is also a way of imparting formal education.

Literature is part of human culture and the way it develops since classical times. In this way, it is also possible to notice in everyday life that children should have contact with literature from a very early age, because as we know, children who are educated in this way are much more interactive and, by the way, the most benefited in all possible angles of their lives. It is important that the school provides this contact with literature to its students, as children often find at school what their parents and guardians sometimes do not provide at home.

It is also worth emphasizing the importance of teachers being constantly updated and being quite innovative. To school managers, mainly the mission of providing these materials and creating mechanisms to carry out the practice of children's literature.

## 5. Conclusion

During the study, it was found that knowledge about children's literature is fundamental, as it defines what the teacher must do to fulfill their objectives. However, the study helped to understand the importance of children's literature as a resource for teaching and learning to read in 3rd grade students at Primary School n.º 74, in the municipality of Malanje.

Thus, the study carried out at school no. 74, in general, allowed us to draw some conclusions, starting with legitimizing and declaring that children's literature in Angola constitutes a great challenge for improving the quality of the teaching-learning process.

In this way, we consider that children's literature is an important element in primary education and one of the fundamental elements for success in the teaching-learning process, since it is one of the main resources for the child to internalize everything that is transmitted to him/her for the its integral development.

Regarding children's literature as a resource for teaching and learning to read, the objectives were achieved.

We recognize, from the outset, through the observation and interviews carried out, that there are still many deficiencies regarding the practices of children's literature, this reveals that the current state of children's literature in that school is negative, as the teachers are not oriented towards the realization in the same way, the school does not create mechanisms to implement these same activities and there is almost no mention of children's literature.

However, we also noticed that in fact there is a certain level of knowledge about the first language on the part of some teachers, but they do not practice it with their students and end up opting for teaching resources that, given the context, do not produce the desired results. The resources used are often not very motivating and the social organization of the class does not encourage a climate that facilitates learning or the integral development of the child.

However, it is important that the teacher understands the need to offer children's literature activities that encourage students to learn, since it is a literary genre aimed at the child itself. With these practices, the teaching-learning process becomes more pleasant for both the teacher and the student and at the same time significant.

In this sense, we can consider that the preparation of the teacher in children's literature, adequate didactic resources are central factors for teaching reading in primary school nº 74. The school management must assume a very important role, which is to seek to define means that can train their professionals for teaching and learning based on children's literature.

In this way, we came to the conclusion that there are many challenges encountered throughout the teaching-learning process of reading, however the teacher can and must make a difference in the classroom, because this is a commitment and responsibility of those who have as their mission educate and teach the child, since through education the child's present is built and the child's future is guaranteed.

## 6. Suggestions

After carrying out the work on the imperiousness of children's literature as a resource for teaching and learning to read, we found it necessary for the teacher to choose to promote children's literature activities. In this way, taking into account the previous conclusions we reached, based on the answers given to us by the research participants, we suggest the following pedagogical actions:

### 6.1. *Storytelling and Reading*

The teacher in this activity takes 10 to 15 minutes to read stories to his students, presents the picture that illustrates it, asking them to describe what they understood about the story and what lesson they could take from it.

The teacher may periodically ask students to continue reading at home and then read their stories in the classroom. Students will certainly gain interest in reading through this activity and will be able to acquire and develop new skills.

### 6.2. *Dramatization or Theatrical Staging*

The teacher asks the students to perform a theatrical role-play of a read story or to imitate different everyday situations. The same distributes papers to the students containing several characters, the students will read and later do the representation.

### 6.3. *Rhymes and Poems*

The teacher can train students to read rhymes and poems to improve their students' pronunciation and intonation.

### 6.4. *Songs*

In this activity, the teacher teaches and promotes songs frequently with his students, involving the use of the body, making the activity much more playful, and, in this way, promotes various learning.

The teacher can not only practice activities in the classroom, but can also promote lectures at school level to talk about children's literature, can lead their students to know a library such as the mobile library that is very close to school number 74, create reading environments, among other activities.

We justified the use of these activities in teaching practice because they are considered as a good support for the development of reading and consequently for the development of other skills. These activities can also play an important role in motivating students and in evaluating the progress and difficulties that the student has throughout the learning process.

We suggest to the school management, that is, school managers, that they define means that can train their professionals for teaching-learning based on children's literature, these means can be, for example, promoting training seminars, pedagogical workshops with various subjects, among them matters related to L 1 [15].

We also suggest that the school provide appropriate teaching resources, so that most of the activities suggested to teachers can be carried out.

Finally, we suggest the construction and equipping of a school library.

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