



THE IMPORTANCE OF CURIOSITY IN LEARNING: THE RELATIONSHIP BETWEEN SCIENCE TEACHING AND CRIME LITERATURE



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ABSTRACT

In this article, we seek to answer, in summary terms, the following questions: Can stimulating children's investigative thinking be beneficial? How can interdisciplinary teaching that connects science and literature improve education?. Through an analysis from the perspective of Santos and Piassi (2011), it is possible to understand that by encouraging logical reasoning through the reading of detective novels that rely on the resolution of mysteries, scientific learning is facilitated. Therefore, the benefits are educational and transversal.

Keywords: Detective novel. Research. Teaching. Apprenticeship. Science.

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INTRODUCTION

In the present research, it is based on Santos and Piassi (2011), who argue that the use of the police literary genre is beneficial for the teaching of science. The authors make a didactic proposal that integrates literature and the learning of scientific knowledge. More specifically, in Elementary School I and II. The methodology used by the authors is the Greimasian semiotic analysis.

However, first, it is necessary to contextualize the topic. So, how to define detective novel? For Sales (2014), in the traditional crime novel, one knows who the victim is and that there is a murderer, but not the identity of the latter. The detective in the narrative resorts to logical reasoning to find him, unraveling the case. "The enigma acts as a trigger for the narrative" (SALES, 2014, p. 25), in addition to the mystery.

Santos and Piassi begin their text by exemplifying authors who defend the insertion of short stories and literature as a possibility to debate scientific and cultural issues, as they state that "science is also culture" (SANTOS; PIASSI, 2011, p. 2), through the perspective of Zanetic (1998).

But why the detective novel? When we talk about science, we should also talk about how it is constructed, that is, scientific research, which is often seen as less important. "We know that carrying out scientific research is part of the procedural content, which is characterized by the study of techniques and strategies for the advancement of knowledge provided through the experience of doing" (SANTOS; PIASSI, 2011, p. 7). The authors even bring a comparison, step by step, of how a scientific and police investigation resemble each other.

The police genre brings, therefore, through investigation, processes that are based on reason. Such logic can also be applied to teaching: "In science, the scientist becomes a detective to discover the enigma" (SANTOS; PIASSI, 2011, p. 2).

The authors use as an example the work "The case of the Atíria Butterfly" (ALMEIDA, 1991), a single-volume book that is divided into chapters. The narrative takes place in the forest and the first crime is the death of Prince Jiminy's fiancée. According to them, such a work is considered a paradidactic book, being found in school classrooms and libraries.

According to Sales (2014, p. 26):

Being part of the traditional police genre, the vast majority of detectives in the so-called enigma novel have their adventures narrated by other characters. For example, we find Dr. Watson, from Sherlock Holmes. The great recurrence of this type of character has an easily explainable reason: the detective in this type of novel is a "thinking machine" who, through clues, manages to build a plot. If the narrative were told by the detective, the reader would be with him, participating in the story,

which contradicts the very conception of the reader in this type of narrative. Thus, the story told by the assistant, in the case Dr. Watson, intensifies the bond of admiration that surrounds the detective.

And as Santos and Piassi state, the investigated work is told in the third person, that is, the fact that the reader cannot know the exact thought of the detective makes the plot even more interesting and curious. This encourages the student to think about how he himself can put together the clues and unravel the mystery.

The plot of Almeida (1991) has the investigation of murders, the construction of mystery and solution, with an accessible language. It is noted that "[...] there is in history a search for knowledge (knowledge), according to the proposal of the search for knowledge based on scientific investigation" (SANTOS; PIASSI, 2011, p. 6).

It is also "[...] It is important to emphasize that the work addresses different themes, enabling interdisciplinary work in conjunction with other areas of knowledge" (SANTOS; PIASSI, 2011, p. 7), as the book also deals with social relationships, adoption, romance, etc.

An essential point is:

Understanding that in history there is the presence of several subjects with their respective objects of value and related anti-subjects expands the possibilities of elaborating activity. Establishing these relationships in the activities aims to help the person who carries out the activities and improve his understanding of the plot of the story, enabling him to relate it to scientific research, to unravel the crime and to put himself in the situation of a research investigator, who raises hypotheses that are refuted or corroborated in order to obtain his object of value, knowledge (SANTOS; PIASSI, 2011, p. 7).

In addition, another reason to unite the reading of detective novels with scientific teaching is the fact that many writers of the genre are interested in science. In other words, the authors insert in their narratives "[...] scientific content with which he has contact, also enabling the reader to contact scientific content" (SANTOS; PIASSI, 2011, p. 2).

Therefore, the benefits are educational and transversal. Educational, because "reading, writing, orality and the stimulus to debate" are developed (SANTOS; PIASSI, 2011, p. 2). It is transversal, as it favors "sensitivity, critical capacity and aesthetic sense, for a better understanding of the world and of oneself" (SANTOS; PIASSI, 2011, p. 2).

It is also worth mentioning that the Brazilian literary tradition has relegated the detective genre to the background, Reimão states that there are "few studies on the subject" (2005, p. 51). When studying the evolution of traditional crime literature in Brazil, there are not many recognized writers. In the realm of readers, the genre is also forgotten. According to the PublishNews ranking with the support of the Brazilian Book Chamber



(2025), none of the best-selling books of 2024 were crime novels. Therefore, more than ever it is necessary to encourage reading, especially of a genre that is usually neglected.

It is concluded that, by uniting detective novels with science teaching, this process is simplified and facilitated because, if "[...] demystifies the idea that science is something that is distant from students and that it can be understood if it is explained in a more enlightening way" (SANTOS; PIASSI, 2011, p. 9).



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