THE OPTIMIZATION OF LITERARY READING WITH THE HELP OF DIGITAL TECHNOLOGIES: A DIDACTIC SEQUENCE

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ABSTRACT

The following didactic sequence shows teaching focused on a systematic reading routine, contemplated by subjects such as Portuguese Language and History together with the use of some digital technologies that, explored pedagogically and planned, serve as a suggestion for a work script to improve the students' reading experience. The text, in addition to arguing about the ways in which digital tools can enhance student involvement, making the practice of reading more accessible and dynamic, enables the enrichment of their sociocultural repertoire by involving them with texts by Conceição Evaristo and the necessary discussions they address. Among the traditional and timeless strategies such as the use of printed books, SD will suggest methodologies in which the protagonists are digital resources, such as e-books, reading apps and online discussion platforms in order to stimulate the critical and reflective analysis of the literary works addressed. The use of digital technologies in pedagogical work with literature and the systematic practice of reading provides greater motivation in students and interaction with the knowledge in progress. This research suggests a didactic sequence, emphasizing the importance of developing basic reading skills and competencies that allow students to become reflective and critical readers. The application of this methodology aims to contribute to the promotion of literary reading in the school environment, in association with digital technologies belonging to the domain and reality of students, expanding pedagogical possibilities and enabling them to improve reading comprehension and literary appreciation skills.

Keywords: Reading. Literature. Digital technologies. Teaching-learning.

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INTRODUCTION

A new way of seeking knowledge, driven by the rapid evolution of the means of communication, the interaction with information technology and artificial intelligence, which are present in various segments of our society, has resulted in a socialization of information and a new interaction between humans and machines, based on a new way of reflecting and sharing knowledge. People and techniques ceased to be means and became true subjects for emancipatory thought. Bacich already addresses: "Learning is active and meaningful when we advance in a spiral, from simpler to more complex levels of knowledge and competence in all dimensions of life" (Bacich, 2018, p.2).

The work presented here will be intended for joint reflection on the pedagogical practice of encouraging literary reading in high school, in dialogue with some technological and digital tools that will streamline this process of reading enjoyment, through a didactic sequence focused on encouraging reading in the school space and the use of some varied digital resources that can be used pedagogically in order to boost this activity and provide this literary literacy and digital.

THEORETICAL FOUNDATION

The contemporary educator is no longer a mere transmitter of knowledge: information comes from computers, television, magazines, movies, videos and other means of communication. The news discussed is part of our daily lives. An educational environment designed to ensure a submissive audience to the teacher is no longer acceptable. Only now is the absurdity of requiring all students to learn in the same way understood. Standardized education promotes isolation since it eliminates the need for communication: there is no chance to share experiences.

> The new era of the Information Society demands greater speed and demands a quantity of information, which leads us to elaborate other perspectives and to choose new interests. Therefore, in the face of these changes, institutions are also trying to adapt to meet current requirements. (Sousa, 2011, p. 209)

Currently, the ongoing transformations demand a new educational approach, focused on forming active individuals, able to live in the universe of image and information, students able to build their own knowledge, using audiovisual language as a means of fostering critical thinking and reasoning skills.

> The practice of literary reading, as well as other languages, must also be able to rescue the historicity of texts: production, circulation and reception of literary works,

> in an intersection of dialogues (between works, readers, historical times) and in their movements of maintaining tradition and rupture, their tensions between aesthetic codes and their ways of apprehending reality. (Brazil, 2018)

High School, the final stage of basic education and which still faces obstacles such as the lack of mastery and knowledge of its own linguistic code by a large portion of its students, needs to have an environment in the school that gives the student the pleasure of interacting with literary reading and the full exercise of reading comprehension and criticism. And it is in this space of systematization of reading, with thoughtful and reflected actions to stimulate these moments that reading as an integral and essential part of the curriculum can become part of the daily experiences of these young people.

> The assumption is that literature can contribute to the formation of readers who are more aware of the reality in which they are inserted, building strategies of resistance to social processes of exclusion and intensification of social inequality. Since literature is inalienable, it is essential to broaden the discussion about the schooling processes of this cultural object, its forms of mediation, and the challenges faced by teachers to educate children and young people through literary language (Macedo, 2021)

The Department of Education of the State of Ceará, promoted throughout the year 2024, the initiative "School: Space for Reflection", with the objective of mobilizing its teaching units for the debate on the critical and reflective training of students based on the generating theme "Gender Equity and Protection of Women", taking advantage of this theme, in this didactic sequence, disciplines in the areas of Languages and Codes (Portuguese Language) and Human Sciences (History and Geography) will be involved.

The teachers elected the author Conceição Evaristo and her writings as the basis of the systematized work of reading associated with the use of technological tools to dynamize contact with the work of this writer, promoting student engagement in discussions about gender relations, as well as the appreciation and defense of women's rights, in particular, of black women so well represented in Evaristo's literature.

> The constancy when doing a literary reading, whether prose or poetry, has shown that it is a powerful tool for transformation. It also tends to change thoughts and teach something to someone, from anywhere in the world, at any age. The connection established by a work with its reader is so immeasurable that it is not only in the plane of expanding the repertoire or getting to know places and cultures. Literary reading allows man to know himself, it teaches him to pay attention to silence, to look at himself with more tenderness and respect. Looking inside teaches you to look outside with more awareness, criticality and even more respect. So, when literary reading is established in a healthy routine, it tends to be seen as pleasurable and essential to existence. (Morais, Renata)

The presentation of Black Women's Literature to high school students is one of the tools that enable ideological growth and the deconstruction of racial and gender prejudice. Fostering access to this literature enables the identification of the black student, and enhances the participation of the teacher as a mediator in the discussion on the themes that this literature addresses.

Between 2009 and 2018, the Liceu de Acopiara School had carried out an interdisciplinary project: On the trails of Time – the meeting of History with Literature through the History classes of teacher Mara Rúbia, a project that supported the teacher's Master's Dissertation and resulted in the inclusion of the work in the selection of Seduc textbooks in 2024. In fact, man's interaction with his cultural knowledge, his literary stories of that time and of past times is part of the human need for communication and living in society. It is important to emphasize that teachers need to enhance their scientific knowledge necessary for teaching the discipline with which they work, with the potential use of digital technologies in their pedagogical practices, for Lima and Araújo, 2011:

> Digitally literate teachers, aware of the interactivity presented by the *web*, can more spontaneously provide their students with an extension of the social practices of reading and writing in virtual environments, as well as the development of a critical posture in relation to the literacy practices carried out in these contexts, taking into account both the potential of the *web,* as well as the various uses of this potential that are already being made by citizens in their professional and personal daily lives. (Lima and Araújo, 2011, p.163).

The experience of the communicative elements of languages with historical-social communication serves as a basis and gives meaning to the whole range of processes and the search for the inner being, so even the basis of psychosocial formation is made with knowledge mediated through the reading of the world transmitted to the real world by literary fiction, according to Antônio Cândido "literature is made by witnesses of History. Whoever writes places himself in a time and in a geographical space".

Thus, the initial project that intended to "animate" History classes, sometimes considered tedious, became an initiative to encourage and increase reading, so important given the realization of the permanent need to increase culture and historical knowledge, forming good readers so that they can understand the didactic texts of History by reading the world. It is based on the reading experience provoked by this project that this didactic sequence was perfected.

3 METHODOLOGICAL PROCEDURES

This reading mediation will foster in students curiosity about the author's writing and the reflections that her writing raises aimed at deepening that stimulates the digital and literary literacy of these young people and their engagement in digital activities contextualized to a guided didactic sequence.

The methodology of application of this DS includes giving students, in 1 class that extends for 50 minutes, the opportunity to read at least one of the short stories of the work chosen for this process. The possibility of reading more than one of these stories will be determined by the reading fluency of the students in this process, by their ability to read with ease without needing so much intervention from the teacher to understand their reading.

> These creative processes should allow the incorporation of study, research and aesthetic, poetic, social, cultural and political references, to create new relationships between subjects and their ways of looking at themselves and the world. They are, therefore, capable of generating processes of transformation, growth and re-elaboration of individual and collective poetics. (Brazil, 2018)

Although during the sequence of this work the students will be introduced to some of the various works of Conceição Evaristo, thus getting to know part of the collection of the LICEU DE ACOPIARA, the basis of the readings and the use of digital resources will be through the collective reading, aloud and mediated by the teacher, of some of the short stories in the book: "Olhos d'água", promoting literary and digital literacy with intertextual and multimodal resources.

The didactic sequence presented here will unfold in different interactional moments in which the literary reading of some short stories from the book "Olhos d'água" by Conceição Evaristo will be changed and/or complemented with the use of some technological tool that contributes to the literacy or digital development of the young people who will be the target audience of these activities. The digital aspect of this sequence will be treated as an exercise in technological literacy, since a large part of the youth in this regular school only has access to digital supports/resources in the context of using the simplest social networks and without any pedagogical link.

Lopes (2013) shows us that the knowledge used in school must consider the problematization of social practice, so that these problems are solved, it is necessary that students appropriate instruments that enable this action. The author also highlights that all knowledge starts from social practice and returns to it, through its application and

overcoming. However, he points out that, without the knowledge historically accumulated and critically analyzed, there is no possibility of achieving this overcoming.

Based on the assumption that the school environment is a space for the dissemination and appropriation of diverse knowledge, and taking into account the "digital illiteracy" that shows many young people mastering the use of various social networks, but still unable to make use of technological resources to optimize their learning process, it is necessary that the school can mediate the planned and conscious use of technologies, in line with the established pedagogical objectives.

The conception of school as a restricted space is not aligned with current information technologies. Young people and children are constantly in contact with the mass media. The contemporary culture of the audiovisual universe drives us to combine reason, emotion and imagination. The education process must integrate these three components, with the objective of mobilizing for the complete formation of the individual. Through the pleasure of seeing, hearing and expressing their opinions, provided by these means, one should seek to reestablish the emotional connection between teachers and students.

> It is from this perspective that we think about education. Quality and inclusive education, which should prepare the individual to interact with the environment with maturity, autonomy and criticality, that is, the one that prepares the individual to understand and intervene in favor of a more humane society, without being excluded, or even being carried away by the flood of information that the media produce. (Sousa 2011, p. 210)

The path chosen to optimize the pedagogical time and strengthen the teaching-learning process of the students in the didactic sequence that we present here, is configured as procedural content, as the work proposal emphasizes the democratic educational practice, offering the student the student protagonism at various times. The experience of active methodologies and the improvement of classroom management are highlighted, addressing the issue of READING in High School, making some technological tools strong allies in autonomous and critical interaction.

In the meantime, for this sequence, it is important that students are digitally literate by learning, among other skills, to make use of their institutional digital domain of the government of the state of Ceará (@aluno.ce.gov.br) knowing, including knowing how to access the **CLASSROOM** application, in which all the activities of this practice will be stored in their own virtual room.

In the **1st MOMENT,** the presentation of the author's works that are part of the literary collection of the LICEU DE ACOPIARA will be held. The students will be taken to

the school's multimedia center/library so that the contact with the author's books takes place in the space, par excellence, in which literature must circulate, enabling students to realize, according to Macedo: *the library is also understood as a social equipment aimed at the dissemination of information and knowledge*. In this mediation between the students and several works by the writer, they will have contact with a short video from **YOU TUBE** that will tell a little about the life of the writer and black woman: Conceição Evaristo.

VIDEO MEETING CONCEIÇÃO EVARISTO:
https://youtu.be/CnWMlonw77w?si=6AciNiTcJhpTN3tB

> During these processes, students can also relate, in a critical and problematizing way, the ways in which artistic and cultural manifestations are presented in contemporaneity, establishing relationships between art, media, market and consumption. They can, therefore, improve their ability to elaborate analyses in relation to the aesthetic productions they observe/experience and create. (Brazil, 2018)

The **2nd MOMENT** will be the pedagogical/digital interaction of students with the **tablets** distributed by the government of the state of Ceará to the public of the 1st and 2nd years of EM. The tablet will be presented as a diverse means of reading possibility to the book of short stories "Olhos d'água", enabling education for reading in digital support with moments of scripted and collective conduction and providing opportunities for all those involved, the participation and mastery of the shared literary and digital content.

> With the advancement of digital technologies, another significant discussion is how to integrate these tools into the curriculum so that they actually contribute to learning. Many theorists and educators are investigating how technology can be used to personalize learning, promote collaboration and critical thinking, and prepare students for an increasingly digital world. The discussion also involves concerns about the digital divide and the role of technology in reproducing or challenging existing inequalities. (Tomazinho, 2024)

The teacher, as a reading mediator, will show how reading will be conducted with the use of the tablet as a pedagogical tool and the book **Olhos d'água,** Its presentation and introduction will be discussed in the classroom, promoting the perception of the characteristics of the author's writing, which shows her individual particularities and collective identifications through a prose with poetic potential perceived by the reading and discussion of the first story, which gives the book its name.

The **3rd MOMENT** will be marked by the conducted reading of the short story: **MARIA** and guidelines on the structure of the short stories as well as the elements that

constitute them: plot, narrative time, characters, narrator. It is important to dialogue so that students perceive the presence of the omniscient narrator and how he manifests the feelings and thoughts of the characters he observes. After this reading mediation, students will have access to a **YOU TUBE video** in which the theatrical reading of the short story will be presented so that they can perceive, through the particularities of this language, the aspects of this textual genre and the author's writing.

VIDEO: MARIA
https://youtu.be/CnWMIonw77w?si=6AciNiTcJhpTN3tB

In the **4th MOMENT,** a conversation about the situation of black women will be mediated and guided through the first two short stories read: **OLHOS D'ÁGUA** and **MARIA,** the historical-social conditions that surround the lives of the author and the characters, as well as the implementation of public policies aimed at improving the social participation of these women.

To stimulate the remembrance stage, highlighting the students' previous knowledge of life, we will have the use of the **GOOGLE page**, guiding students to access sites that address the statistics of black women in Brazil whose challenge will be to broaden views of the global, regional and local context, as it is placed in principles of Human Geography. Remembering that education has to have an impact on quality in the student's life, as Piconez (2012) puts it.

> School education is synonymous with total quality. It makes information available, the starting point for the construction of participatory competence. It cannot be seen only as a classroom situation, with a mere transfer of information. Students need a space where they can participate in the process of constructing knowledge, as much as the teacher, to reconstruct the knowledge acquired by theorizing practice, that is, identifying its foundations. (Piconez, 2012, p. 25)

This will be a space for interaction on the invisibility of women's lives, in particular, in line with the readings, of black women in Brazilian society, favoring, on the part of our black students, the possibility of representativeness through which they will recognize themselves.

The reading of the story MARIA in the History class and discussion about the relevant issues regarding the theme of gender and race equity present in the reading will be the **5th MOMENT** of this practice of literary reading with supports and technological resources. Discussing the issues related to the experiences of the characters of the two short stories read: **Olhos d'água** and **Maria,** providing the opportunity for debate on social

issues, such as inequality and gender violence, as well as the portrayal of the condition of black women in our society. For Macedo, p.34, 2021:

> Regarding the question of what literary education is possible in this context, I think it is necessary, before presenting any proposal, to recognize that it is necessary: firstly, to free ourselves from the arrogance of supposing that people defend agendas that make human life unworthy because they are "stupid" or "uninformed"; secondly, to understand that there are people who benefit from the difference in classes and the position of privilege or prestige that they have, judge or dream of having; Thirdly, to free ourselves from the simplistic notion that education and literature automatically, as cause and effect, will make us better, more humane and concerned with life in common.

In the **6th MOMENT**, there will be the reading and comprehension of the story: **ZAÍTA FORGOT TO KEEP THE TOYS** which will foster through the analysis of current data on violence against blacks in Brazil, the situation of vulnerability to which most of this population in our country is providing. The discussion about urban violence and how it affects, with greater expressiveness, the black and poor population of the country, will be addressed in the classroom through the reading and guidance of research on the theme addressed.

The digital resource will have its use guided in these pedagogical moments, both through the practice of reading on the tablet support, and with its use in conducting research on the themes debated through the readings of Evaristo's short stories: the situation of the black woman, poor, marginalized and inserted in a society in which equity is not yet part of the experiences will be the object of study by the students of EM.

> Thus, work proposals that enable students to access knowledge about the digital world and digital culture practices should also be prioritized, as they impact their daily lives in the various fields of social action. Its use in school not only enables greater technical and critical appropriation of these resources, but is also decisive for meaningful and autonomous learning by students. From this perspective, in addition to the culture of the printed (or written word), which should continue to be central in school education, it is necessary to consider digital culture, multiliteracies, new literacies, among other denominations that seek to designate new social and language practices. (Brazil, 2018)

The **7th MOMENT** will be marked by the pedagogical and digital interaction between the practice of readings and discussions carried out through the participation of a group of students in a special program of the school web radio, on **RÁDIO LICEU,** where they will present a short biography of the author as well as the theme that will permeate the conversations about the suggested readings, in a program presented by them and coordinated by the teacher responsible for the programming of the school radio.

> As it is a period of life characterized by more autonomy and greater capacity for abstraction and reflection on the world, young people gradually also expand their possibilities of participation in public life and cultural production. They do this through the authorship of various productions that constitute youth cultures manifested in music, dances, manifestations of the body culture of movement, videos, body brands, fashion, community radios, internet media networks, slang and other sociocultural productions and practices that combine languages and different ways of being together. (Brazil, 2018)

The pedagogical desire to motivate EM students to read literature in the classroom is not new at LICEU DE ACOPIARA-CE. Portuguese Language teachers have already recorded systematic reading practices and, In relation to the methodological procedures used during the experience lived in the Project Nas Trilhas do Tempo – the meeting of History with Literature, the reading circle mediated by the teacher presenting a literary book took place first, an example was the books of the writer from Ceará Rachel de Queiroz dialoguing with O Quinze, the drought, the culture of Ceará, the History of Ceará.

In this project, which is part of the practical memories of encouraging the formation of readers at the school, Jorge Amado and his regionalist works that testify to history were presented and then the students were given the free choice of a book of literature for the next reading circle, in which she, the teacher, would no longer be the mediator, but student presenting his chosen book, reporting the History read and transporting it to the historical reality of that time, in addition to being able to highlight geographical, sociological and often philosophical aspects.

> The teacher needs to be open to knowing other tools besides those he uses – often, the students themselves have references that have learning potential. It is up to the teacher to create an environment conducive to suggestions and collective creation, in the sense of allowing students and collective creation, in the sense of allowing students to co-author their own literature class. (Bacich, 2018, p.55)

In the execution of the DS shown here, there will also be the data analysis phase to follow, together with the interaction of Radio LICEU in the program (Knowledge in Focus), how the evolution of the students and their understanding of the tales was. In the continuation of the class, the **MENTIMETER tool will be worked** on with the challenge for students to indicate (three words that mark the understanding of the tale) the chosen layout of this tool will be the rain of words and after the completion of the students, the collective image will be shared in **the WHATSAPP** group that will contribute to the creation of engagement in the virtual environment, monitoring the progress of learning and encouraging collaborative work.

The **8th MOMENT** will mark the collective construction of a **PADLET**, in which students will express their impressions about the literary reading to which they had access, as well as their reflections on the theme and how Conceição Evaristo conducts it in her writing. In the evaluation stage, the tool used will be the **GLOOGLE CLASSROOM** platform with the record of the progress achieved by the students, in the construction of the qualitative evaluation, providing a personalized activity through the **GOOGLE FORMS** link to fill out a reading form.

Through the use of technologies, it is possible for teachers to make their work more categorical, providing access to information, to the dynamization of tools that optimize the teaching process and individualize learning. Freitas, 2023 recalls that: *However, it is important to remember that technologies are not a substitute for the presence of the teacher and their ability to create a positive and welcoming learning environment for their students.*

FINAL CONSIDERATIONS

A new vision of learning has emerged from the transformations brought about by digital convergence. Thus, we can emphasize that: It is necessary to learn to locate, choose, evaluate, organize and reformulate information according to its importance, amidst the vast volume of data available. The learner plays a crucial role in the learning process, so they should not be seen only as a passive receiver of information, but rather as a creator, co-creator, evaluator, and critic. Brito 2021 endorses this statement:

> The new media society requires a new educational posture, as it demonstrates that there is a need to review the social function of the school, teaching, learning and the posture of the education professional. Thus, the need for media literacy, literacy and training for new digital skills among the younger generations arises, aiming to meet these specificities of students. Therefore, we understand that an initial and solid training of teachers goes through the understanding of those who will be in the educational spaces: the students. (Brito 2021)

To deal with this situation, the learning process becomes increasingly individualized, centered on personal demands and interests. In times of digital convergence, people learn in different ways. The concept of knowledge has changed, since more than just remembering and repeating information, it is crucial to be effective in the search for and application of this information. Remembering that active methodologies emphasize the active contribution of students in the formation of knowledge and in the improvement of skills, allowing them to learn according to their own pace, time and style, through various forms of experimentation and sharing, both inside and outside the classroom, under the

guidance of inspiring teachers who incorporate opportunities from the digital universe into their practice.

However, the didactic sequence that we now present considers that information is being generated and remade at a pace and volume never seen before, making it impossible to escape the need to learn continuously and independently. Students are more interactive, immediate, they prefer to learn by doing rather than just listening. They feel comfortable creating social bonds, given that we live in a multicultural society with access to democratized information.

The school provides varied knowledge practices and uses the most varied pedagogical and technological tools, the physical book is the result of a great technological advance that cannot cease to exist because of the digital book that here will be one more resource, providing techniques that enable the use of media, in order to continue, despite all adversities, trying to advance in quality education as an alternative for positive transformation.

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