

Contribution of the extension UERN goes to school in the reading formation of undergraduate students of the pedagogy course: experience with the reader's formation axis

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Abstract

The extension project UERN goes to school: formation and collective resistance, develops several activities that aim to contribute with the academic formation of pedagogy graduates, regarding literature, and, therefore, it is of utmost importance for the formation of the reader. The present work is based on the performance of the authors of the team that experienced during the Emergency Remote Teaching a state-of-the-art literary formation, in which collective readings of works by several authors, workshops and formative cycles were carried out, expanding the knowledge through the reading of literature. The objective of this was to analyze, from the perspective of the experiences lived, the importance of the participation and the growth within the teaching profession of the members of the extensionist group that participated in the Reader Training axis. As a result, we achieved the expansion of the reading repertoire of the members, having in mind the production of continuous academic work as a result of the training offered by the axis.

Palavras-chave: Literatura. Extensão. Formação de Leitores. Contribuição da extensão UERN vai à escola na formação de leitura do curso de pedagogia graduado: experiência com o eixo de formação do leitor

Resumo

O projeto de extensão UERN vai à escola: formação e resistência coletiva, desenvolve várias atividades que objetivam contribuir com a formação acadêmica dos graduandos do curso de pedagogia, no tocante à literatura, e, portanto, é de máxima importância para a formação do leitor. O presente trabalho parte da atuação das autoras da equipe que vivenciou durante o Ensino Remoto Emergencial uma formação literária de ponta, no qual, foram realizadas leituras coletivas de obras de vários autores, oficinas e ciclos formativos, ampliando o conhecimento através da leitura de literatura. O objetivo deste foi analisar na perspectiva das experiências vividas, a importância da participação e



o crescimento dentro da profissão docente dos membros do grupo extensionista que participou do eixo Formação do Leitor. Como resultado alcançamos a ampliação no repertório de leitura dos membros, tendo em vista a produção de trabalhos acadêmicos contínuos fruto das formações oferecidas pelo Eixo.

Palavras-chave: Literatura. Extensão. Formação do leitor.

1 Introduction

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The reading education of Brazilians is a debate that has been discussed for years in the educational sphere in the country. Research conducted by Zoara Failla, in 208 municipalities, to compose the 5th edition of the research Portraits of Reading in Brazil, conducted by the Instituto Pró Livro (IPL), in partnership with Itaú Cultural, published on the Agência Brasil website in 2020, show data of the reduction of readers in a range of more than 4.6 million between the years 2015 and 2019. (AGÊNCIA BRASIL, 2020)

It also highlights some of the difficulties that lead to the lack of reading among young Brazilians, among them, the lack of conditions to buy books, the difficulty of finding libraries, in addition to the percentage of respondents who do not know how to read, and some who report reading slowly or having no concentration, difficulty in understanding what they read, and the lack of time. Zoara evidences that, the lack of time is often tied to the time dedicated to social networks, one of the reasons people are distancing themselves from reading, considering that the use of WhatsApp increased from 43% to 62% in the year 2019. (AGÊNCIA BRASIL, 2020)

In highlight, the researcher brings a topic entitled "encouragement", in which she points out that the respondents' answer to the question of who most influences the subjects to read, and in first place is the teacher. The result of the research shows how important it is in teacher training that the teacher is a mediator of reading, especially for those who come from families in a more vulnerable financial situation.

In view of the above, we present the need to train readers, because even with the policies to encourage reading, Brazil is still below the world ranking in education, and it is believed that part of this responsibility is attributed to the lack of literary training that accompanies the lives of children and young people due to lack of literary literacy, and even the lack of literacy. Now, the importance of training reading mediators stands out,





especially in the initial training of educators. How can we train readers if we don't have teacher readers?

From these initial concerns, the present work is based on the experience of the authors of this research, participants of the Extension Project "UERN goes to school: training and collective resistance", linked to the Faculty of Education (FE) of the State University of Rio Grande do Norte (UERN), central campus of Mossoró/RN, who, while participating in the axis "Reader's training", identified that training in literature is a necessity for the pedagogue's initial training, considering that this professional is present in the first contact of the child with the school.

Saldanha (2018), in his doctoral research, found that among 26 federal universities, only 11 offer courses in literature, but there are some that are not mandatory, giving the possibility that those who are not interested in literature leave the Pedagogy course without any literary training.

Based on this premise, the present work arises from the involvement of the authors in the formation through the axis Reader's Formation, experienced during the Emergency Remote Teaching and thus, proposed to analyze, from the perspective of the experiences lived in the Reader's Formation axis, the importance of the participation and the growth within the teaching profession of the members of the extension group of the Project UERN goes to school.

In the methodology, we present the type of research and the voices analyzed from the perspective of the experiences lived in the axis Reader's Formation. Among the theoretical contributions, we highlight Araújo and Casimiro (2009), Saldanha (2013), Britto (2003), Oliveira and Bezerra (2019). Besides the final considerations.

2 Methodology

This is a qualitative approach research because "[...] is concerned with the level of reality that cannot be quantified, that is, it works with the universe of meanings, motivations, aspirations, beliefs, values and attitudes." (MINAYO, 2014).

The procedures refer to a bibliographic and exploratory research because it is developed based on materials already prepared by the researchers, such as collective





readings of the book "Bye", by author Lígia Bojunga. Other training was essential for this research, such as the readings of the books "A caligrafia de dona Sofia", by author André Neves and "O limpador de placas", by author Monika Feth, and the posts on the project's Instagram board called "Diálogos literários". This board aims to achieve the engagement of the followers, and show the importance of reading literature in the initial training of the pedagogue.

Besides showing the followers the achievements of the axis, reader's formation, through the records made in the formations and group meetings for collective readings and discussions of the stories read. Another relevant sharing was the indication of book readings according to the commemorative dates of the Brazilian calendar, indication of books to work on Pink October (month of the breast cancer prevention campaign), children's books to work on feelings with children on Yellow September (month of mental health prevention), books to work on Teacher's Day, among other posts in favor of the dissemination of the taste for reading and literature.

We collected records by means of spontaneous reports in one of the extension activities. The reports of two members of the group, both of whom are volunteer scholarship holders in the area of reader's education, were responsible for adding to the readings, training, and collective discussions. Thus, they were selected to contribute to our research, and it was agreed to keep their real identities preserved. The author of the 1st report (named Scholar 1) is in charge of producing the artwork to be posted on the project's Instagram to invite followers and thus disseminate the taste for reading. The second one (called Fellow 2), was in charge of producing subtitles for the project's Instagram posts, in which theoretical parts of what was studied and presented were inserted.

The meetings took place via Google meet, due to the Emergency Remote Learning due to the covid-19 pandemic. In general, each scholar prepared a training moment according to the theme decided by the group to be studied. In addition, we did collective readings in some meetings. The records of the reports presented here were prepared based on the annual evaluation, which all participants of the project do at the end of each year, and collected through a document shared on the project's drive





(Google resource), so that each participant of the axis could leave his/her report explaining his/her experiences.

Thus, the researchers realized that their private evaluation, transformed into a research project, could reach and contribute to the reading education of other students. The preserved identities, used from their voices to extend were used as a sample to give emphasis and flow to what we present about the contributions of the project. These reports have their content weaving relationships with the theoretical contribution used and the authors of the reports are listed in the text as Fellow 1 and Fellow 2.

3 Results and Discussion

Recognized in the Federal Constitution of October 5, 1998, article 207, the university extension is an influential activity in academia, causing universities not to separate them from the pertinent academic triad, which makes its relationship with teaching and research (BRASIL, 2009).

It is also present in the Law of Directives and Bases of National Education (Federal Law n 9.394, of December 20, 1996), in Article 46, item VII, which states that the role of higher education is to "promote the extension, open to the participation of the population, aiming at the diffusion of the achievements and the benefits resulting from the cultural creation and the scientific and technological research generated in the institution" (BRASIL, 1996).

The concept of Extension defined by the Forum of Pro-Rectors of Extension of Brazilian Public Universities in 2001:

University extension is the educational process that articulates teaching and research in an inseparable way and makes viable the transforming relationship between university and society. Extension is a two-way street with guaranteed transit to the academic community, which will find in society the opportunity to develop the praxis of academic knowledge. When they return to the university, teachers and students will have a learning experience that, subjected to theoretical reflection, will be added to that knowledge. This flow, which establishes the exchange of systematized/academic and popular knowledge, will have as a consequence the change of academic knowledge and the effective participation of the community in the university's care.





This concept shows that the center of Extension is to promote the breaking down of walls between the university and the population around it. And in this meeting, both have much to gain in the field of knowing and doing, together to transform society. In accordance with the concept presented, Araújo and Casimiro (2009, p. 4) add that:

University Extension also represents a process of institutional evaluation by showing the image of the university to the society in which it is inserted. This image can be good or bad. It is the extensionist action that identifies the way the Higher Education Institution (HEI) treats the population with whom it interacts when executing what is announced in the Law of Directives and Bases (LDB), which establishes in Article 43 - VI, as the mission of higher education: "to stimulate knowledge of the problems of the present world, particularly the national and regional ones, as well as to provide specialized services to the community and establish with it, a reciprocal relationship"..

In view of all the potentialities about university extension cited above, it is known that the extension project UERN goes to school offers in a collective way all these proposals to meet the academic community, and in this two-way street, its actions prepare the graduating students so that they can contribute even more to the external community.

In 2018, when the extension project "UERN goes to school: training and collective resistance" was created, it was exactly to act in these external communities, in the case in part, the schools of the public network of the municipality of Mossoró. These schools received from the project formative actions, such as: formative visits, cultural actions and offer of continued formation for managers and teachers.

In 2020, when the social distancing caused by the COVID-19 pandemic happened, the project reorganized itself to reach its audience through social media, such as Instagram, YouTube, and Facebook, so that it could continue the work that had been done with great pertinence.

Thus, four axes were created for the project: "Public Policies and Educational Management", "Reader Education", "Education and Work", and "History and Memories of Education". In this new adaptation, boards, lives, events, and digital content were created, offering content to create formative spaces in the media. In addition to providing internal training for the project's scholarship recipients and volunteers, they also moved the content and discussions on the project's social networks.





Among its axes, the Reader Training axis, has as its main role to foment the taste for reading literature and strategies for this, practicing the sowing of reading among students, considering that Brazil is one of the countries with the lowest reading levels. However, to form readers, we must first of all have teachers, or those who are graduating teachers, great incentives and mediators of reading.

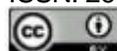
Therefore, we emphasize the importance of the participation of undergraduate students of the Pedagogy Course participating in the extension actions of the project UERN goes to school, which aims to train in sociopolitical, reading and management, also in view of its contribution in the initial training of the pedagogue, preparing them to be critical to exercise their role in society, considering that this professional is responsible in the training of subjects for teaching and learning..

The training of teacher readers and reading mediators is an urgent need for a transformative education given the importance of reading for human formation. Considering that this practice permeates the teacher's personal and professional life, being indispensable for a critical education, which makes it possible to see between the lines, interpret them and act against existing social contradictions. (SALDANHA, 2013, p. 19).

This idea reinforces the importance of reading as a tool for transformation, and the urgent need for the teacher reader who contributes to the intellectual development of their students through reading. Realizing that it is thanks to reading, that social transformation gains solid body, because "[...] The act of reading is fundamental to the intellectual development of subjects, contributing unequivocally to the construction of a more balanced society, in which there is justice, productivity and creativity" (BRITTO, 2003, p. 99).

About this, Pound (2013, p. 42) also states that:

[The teacher] can always rouse his students with an "appetizer," he can at least provide them with a list of things worth reading in literature or in a particular chapter of it. The first quagmire of inertia [however] may be mere ignorance of the extent of the subject or the simple purpose of not straying from an area of semi-ignorance. The biggest barrier is erected, probably, by teachers who know a little more than the audience, who want to exploit their fraction of knowledge, and who are totally averse to making the slightest effort to learn something more (POUND, 2013, p. 42).





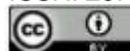
Understanding the role of the teacher reader trainer permeates above all the expansion of the repertoire through literary reading, even if unpretentious. There is no formula to start expanding the repertoire, but we can trace the following path: to form readers one must be a reader, to be a reader one must like to read, and to like to read one must read. "[...] rests on the idea that it is an area of knowledge and research, focusing on the study of the processes through which teachers learn and develop their professional competence" (SALDANHA, 2013, p. 53).

Emphasizing the speech quoted above by the author, we report the significant experience of scholarship holder 1 of the reader's training axis:

During this period, the Reader Training axis provided incredible moments that, despite not being called training, were intensely formative. Among these, I would like to highlight the collective reading of the book A caligrafia de Dona Sofia (Mrs. Sofia's handwriting) open to the external public, in which people participated and declared the significance of this methodology. I also highlight the importance of the organization meetings and the elaboration of the work plan, considering that due to the collaborative coordination of the members, the team work, in the collective and in the sensibility and subjectivity of the members, has enabled the autonomy and the protagonization of a self-training. In these meetings, we always made a point of listening to each member and welcoming their ideas. In this sense, we had the opportunity to express our wishes for the axis. As for the action that the axis develops in Instagram, the board Literary Dialogues has contributed to the development in various formative aspects, which relate to ideas, research - such as those carried out to define the reading tips - and also the techniques needed to make the publications, such as the handling of the application for the preparation of images. Another contribution, are those about academic writing. During this period we have already written several articles, expanded abstracts, experience reports, and other studies and research. (Report of the research fellow working in the Reader Education area).

Thus "It is at the moment of reading, that we are allowed to create, readjust, and participate in the story, because, the imaginary becomes active, allowing new experiences to be achieved, detaching us from coding and decoding", and entering the field that goes beyond the distant understanding of words, approaching the identification of what is read with the intimate of the reader. It is at this moment, in this process, that the pleasure in reading is born.(OLIVEIRA, BEZERRA, 2019, p. 3).

Readjust to participate in the story, imagine, live experiences that make us remember them, as well as the words of the authors previously mentioned, another





scholarship holder reports her performance in the project UERN goes to school, regarding the axis of reader's formation, as you can read below:

In the period that corresponds to the semester 2021.1, the team of the reader education axis received a great challenge, which was to build a shared coordination among the team members. This gave us a great experience that required a lot of responsibility and work, because we scholarship holders were left with the essential role of developing the axis in a meaningful way, captivating and reaching the reading public through our publications on the board "Literary dialogues" with tips on literary books on the Instagram platform of the project UERN goes to school. This stage is being very important in my formation, I, as a future teacher, am learning, internalizing, incredible readings and practices to pass on to my future students. I continue with the goal of spreading reading everywhere and forming readers. The axis brings me a lot of this knowledge; every day I see how important it is to have knowledge and how important it is to spread this reading practice. I am grateful to the extension project UERN goes to school, my education wouldn't be the same without the participation in the reader's education axis. (Report of scholar 2, active in the reader's education axis).

This is why actions such as the UERN goes to school extension project are so necessary. To provide training and moments of reading and discussion, relating literary texts to the academics, helping to relate the content studied in the subjects with the practice of reading. The teacher in training will also take these strategies to their teaching practice and will certainly use texts that are part of their repertoire and that they already know how they can help in the process of reading education for their students.

"[...] projects focused on the reading of recreational, informative and/or formative texts can assist in the formulation of questions and answers to issues and, help in the formation of an individual, whether child or young person, transforming them into critical citizens, capable of mastering ethical, social, political and cultural problems. It is known that reading in addition to maturing the thinking of the human being, should be used as a tool for relaxation and fun acting also in the improvement of language, expression and vocabulary, showing itself finally, fundamental to the cultural development of a people" (ARAÚJO, CASIMIRO, 2009, p. 2-3).

Thus, it is necessary to think of the extension projects as a form of emancipation of society, through the trained subjects that give voice to the external community. And to think of reading as a formative source in the lives of those who feel like objects without value. To think of literature, so that these subjects feel represented in the stories of their overcoming and have access to education..





4 Concluding remarks

The work was developed from the experiences of the authors of this research, in order to present the contributions of the extension actions of the project UERN goes to school, for the initial formation of the pedagogue, since literary formation has a potentiality in the life of future teachers.

However, the reading formation is still a challenge in the academic field, and this intensifies the need to promote the taste for reading that, despite only having a discipline in literature in the Pedagogy Course at UERN, central campus of Mossoró/RN, the students can insert themselves in the extension projects which in turn contributes and deepens the knowledge in the formation of the students.

It is hoped that this research, through the reports of scholarship recipients 1 and 2, will reach the eyes of the readers as an inspiration to rethink their education beyond the curriculum. That they get to know projects that encourage and stimulate the taste for reading, and make them understand that literary teaching is capable of reaching all social issues, all ages, social groups, and teachings for the improvement of education.

It is important that more and more pedagogy students have contact with university extension, because it promotes experiences that help create reading strategies, such as shared reading and meetings with authors, which aim to get to know more literary authors and their texts, thus expanding the reading repertoire. These activities are strong allies in the formation of the reader teacher, who, in turn, is the main agent of reading mediation in all levels of education and is capable of, besides reducing the illiteracy rate and a number of other reading problems faced in Brazil.

This work has the potential to arouse new researchers to reproduce activities in this sense and even to join extension projects such as the one in which the authors participate, for its significant results, especially in axes that involve reading, literature and the formation of readers in Brazil. Moreover, literary teaching not only forms readers, but also humanizes them.

Having access to literature in the initial formation of an educator is an experience that brings hope for forming new readers, forming subjects that think, that position themselves, and that know their place in society. To form a reader of literature is to offer





stories and experiences lived by unknown characters, but who would be part of our lives; it is to experience several cultures and learn about them without having to travel; it is to learn at what times people lived without being from those specific times; it is to give voice to the other when he/she is unable to express him/herself and the books offer him/her a space.

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Reading education and literary teaching presents the reader with the power to speak out and take refuge through words, to participate, to meet, to learn, it is the place where people meet without knowing each other, but see each other with stories of lives in common, it is the art of words that soothe, that welcome, and that teach..

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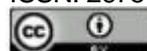
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