ARTICLE

CHILDREN'S LITERATURE AS A TEACHING RESOURCE FOR THE DEVELOPMENT OF SOCIAL SKILLS IN SCHOOL DAILY LIFE[1]

FÁTIMA REGINA BRITO UHR[1]
ORCID: https://orcid.org/0000-0002-7606-8939
<fatimauhr@gmail.com>
ADRIANA BENEVIDES SOARES[1]
ORCID: https://orcid.org/0000-0001-8057-6824
<adribenevides@gmail.com>

[1] Universidade Salgado de Oliveira (UNIVERSO), Niterói (RJ), Brasil

ABSTRACT: This study aimed to identify the knowledge and adherence of elementary school teachers to the use of children's stories to expand social skills repertoire. Twelve teachers working in the 2nd and 3rd grades of different public schools in Rio de Janeiro participated in the investigation. This was a descriptive, cross-sectional, qualitative, and quantitative study. The interview was structured with open and closed questions, divided into three sections: the first aimed to obtain socio-demographic data from the subjects researched; section two sought to investigate how teachers used children's literature books in the classroom and whether they recognized social skills in their students' interpersonal relationships; section three aimed to identify whether they used any additional material, such as puppets, among others, for storytelling. The interviews were conducted online using the Zoom platform. The information was analyzed in two stages: first, the answers to the closed questions were checked quantitatively, and then the open questions were investigated qualitatively using Bardin's (2011) content analysis method. It was found that the teachers recognized children's literature books as a favorable resource for their students' socio-emotional and cognitive development. However, they were not familiar with the theory of social skills, did not recognize these skills in everyday life, did not know how to develop them, and were limited in their ability to stimulate socially skilled behaviors in interpersonal relationships established at school.

Keywords: children's story, social skills, teachers.

LITERATURA INFANTIL COMO RECURSO DOCENTE PARA O DESENVOLVIMENTO DE HABILIDADES SOCIAIS NO COTIDIANO ESCOLAR

RESUMO: O presente estudo teve como objetivo identificar o conhecimento e a aderência de professores do ensino fundamental I à utilização de histórias infantis para ampliar o repertório de

---

habilidades sociais. Participaram da investigação 12 professoras atuantes nos 2.º e 3.º anos de diferentes escolas públicas localizadas na cidade do Rio de Janeiro. Foi uma pesquisa de delineamento descritivo, transversal, qualitativo e quantitativo. A entrevista foi estruturada com perguntas abertas e fechadas, dividida em três seções: a primeira teve por objetivo obter dados sociodemográficos dos sujeitos pesquisados; a seção dois buscou investigar como os professores utilizavam os livros de literatura infantil em sala de aula e se reconheciam habilidades sociais nas relações interpessoais dos seus alunos; a seção três visou identificar se eles usavam algum material adicional, como fantoches, entre outros, para a contação de histórias. As entrevistas foram on-line, pela plataforma Zoom. A análise das informações foi realizada em duas etapas: primeiro procedeu-se à verificação quantitativa das respostas às perguntas fechadas e, em seguida, foi feita a investigação qualitativa das questões abertas utilizando o método de análise de conteúdo de Bardin (2011). Constatou-se que as professoras reconheceram o livro de literatura infantil como recurso favorável ao desenvolvimento socioemocional e cognitivo de seus alunos. Contudo, não conheciam a teoria das habilidades sociais, não reconheciam tais habilidades na vida cotidiana, não sabiam como desenvolvê-las e ficavam limitadas em sua capacidade de estimular comportamentos socialmente habilidosos nas relações interpessoais estabelecidas na escola.

Palavras-chave: história infantil, habilidades sociais, professores.

LA LITERATURA INFANTIL COMO RECURSO DIDÁCTICO PARA EL DESARROLLO DE HABILIDADES SOCIALES EN LA VIDA COTIDIANA ESCOLAR

RESUMEN: El presente estudio tuvo como objetivo identificar el conocimiento y la adherencia de docentes de la Enseñanza Básica I al uso de cuentos infantiles para ampliar el repertorio de Habilidades Sociales (SS). Participaron doce docentes que actúan en el 2º o 3º año de la Enseñanza Básica I de diferentes escuelas públicas ubicadas en la ciudad de Río de Janeiro. Fue una investigación descriptiva, transversal, cualitativa y cuantitativa. La entrevista se estructuró con preguntas abiertas y cerradas y se dividió en tres secciones. La primera tuvo como objetivo obtener datos sociodemográficos. La sección dos buscó investigar cómo los docentes utilizaban los libros de Literatura Infantil en el aula y si reconocían HS en las relaciones interpersonales de sus alumnos. La sección tres tuvo como objetivo identificar si utilizaban algún material para la narración. Las entrevistas se realizaron en línea a través de la plataforma Zoom. El análisis de la información se realizó en dos etapas: primero, se realizó la verificación cuantitativa de las respuestas a las preguntas cerradas, y luego se realizó la indagación cualitativa de las preguntas abiertas, utilizando el método de Análisis de Contenido de Bardin. Se concluyó que los docentes reconocen el libro de Literatura Infantil como un recurso favorable para el desarrollo socioemocional y cognitivo de sus alumnos. Sin embargo, desconocen la teoría de las SS, no reconocen dichas habilidades en la vida cotidiana, no saben cómo desarrollarlas y tienen limitada su capacidad para estimular comportamientos socialmente hábiles en las relaciones interpersonales establecidas en la escuela.

Palabras clave: historia infantil, habilidades sociales, profesores.

INTRODUCTION

The school environment is a privileged place to foster the advancement of children and adolescents in the cognitive, motor, affective, and social aspects, which initially start in the family, placing the teacher as a key figure in this process. According to Tancredi et al. (2022), the interactions established by the child at school can enhance the teaching-learning process. The teacher has the role of interlocutor, mediator, and creator of possibilities for obtaining knowledge and expanding assertive interactions to improve social coexistence and learning acquisition.

Moren and Santos (2011) also highlighted this role, draw attention to the need for teacher training through resources and information to enable a pleasurable, playful, and stimulating teaching and learning process that sharpens the child's search for knowledge. Padia and Rostirola (2020) argue that children's literature is a valuable tool for achieving these goals, especially with students in the initial grades of elementary school.

Literature has been the subject of research by many authors, such as Mortatti (2019), Lajolo and Zilberman (2022), Arroyo (2021), Kazima (2023), and Zilberman (2019), who discuss its importance both in child development in a broad sense and cognitive and emotional aspects. This discussion resulted in recognizing the importance of using children's literature in school pedagogical development, especially in early childhood education (EE) and the initial Elementary School grades (Camargo; Silva, 2020). Within the scope of public education policy, this perception led to the creation of the National School Library Program (PNBE-*Programa Nacional de Biblioteca na Escola*) in 1997, which aimed to expand Brazilian students' access to children's literature through the distribution of books in public schools. In 2017, the PNBE was associated with the National Textbook Program, giving rise to the National Book and Teaching Material Program (PNLD-*Programa Nacional do Livro e do Material Didático*).

The effects of this policy, in conjunction with other more comprehensive policies, such as the National Book and Reading Plan (PNLL-*Plano Nacional do Livro e Leitura*), could be seen in the *Retratos da Leitura no Brasil* (Neto, 2020). Conducted nationwide by the *Instituto Pró-Livro* in partnership with *Itaú Cultural* and *Ibope*, the study aimed to understand the behavior of Brazilian readers and non-readers. The investigation defined a reader as someone who had read, in whole or in part, at least one book in the three months before its completion (Failla, 2021), and was carried out by sampling people aged five or over, whether literate or not. Concerning children, the fifth edition, conducted between 2019 and 2020 and published in 2021, revealed that the age group from five to ten years old showed an increase in the number of readers, rising from 67% of those interviewed in 2015 to 71% in 2019.

This number tends to drop after the age of 11, when parents usually stop mediating reading, and the school needs to take on this role. While this is an issue for all children, Semeghini-Siqueira (2021) draws special attention to the most vulnerable, for whom parental support in literacy is often weak due to low levels of education and for whom schooling finds it difficult to provoke creativity, foster communication skills, and encourage the physical exploration of play materials. Also, the inadequate conditions for teachers to work due to insufficient, or the lack of time in the context of work for self-training and planning is another limitation.

To address some of these problems, especially the challenge of fostering interest in reading from ECE onwards, public policies are needed to train teachers to enable them to mediate, since the distribution of literary collections through the PNLD alone is not enough to awaken students' attraction to reading. According to Zilberman (2019), this relationship will only be encouraged and established when the teacher himself is a good mediator and someone interested in literary works. In this sense, it is reaffirmed that, more than ever, it is necessary to develop the habit of reading in educators so that, on the one hand, they can train critical student-readers and, on the other, they can be trained to work with children's literature, given that for a long time it was not present in students' daily lives, as school collections were minimal or non-existent.

Given this situation, in the late 1990s, Paiva (1999, p. 260) posed the following question to the field of education: "[...] would the relationship between literature and teaching be irreconcilable?" The author stated that education did not contemplate art, nor bring it into the schooling process.

Educators did not know how to make this connection. Paiva (1999) identified a challenge for teachers, that of integrating literature and teaching to overcome dichotomies, since literature encourages curiosity, provokes the construction of critical thinking, and establishes communicative relationships, that is, it needs to be stimulated in schools.

On the other hand, the study conducted by Rodrigues, Ribeiro, and Cunha (2012) demonstrated the effectiveness of a program aimed at diversifying the teaching practice of storytelling and promoting children's understanding of mental states and social information processing. The research involved five teachers and 57 first-year students in the Elementary School and was conducted using a field diary and pre- and post-intervention questionnaires. The researchers warned that the sample was small and that it would be important to expand/replicate it to ratify the data. However, they demonstrated that when teachers receive training, they develop strategies that enable a better understanding of experienced behaviors and social relationships, which has a positive impact on their students.

The teachers' work can overcome some of these problems, especially in building a positive relationship with children's literature. This is achieved through how they explore the stories, bringing the characters to life, arousing children's curiosity and imagination, inspiring reflection, criticism, and the desire to engage in dialogue with the book (Cruz; Silva; Lima, 2023). In this condition, teaching children's literature in the early grades helps children develop sensory, motor, intellectual, and psychic aspects, facilitating the connection with writing and reading (Costa; Goldmeyer, 2016).

All of these elements are central to the emotional, cognitive, and social development of children and favor the expansion of social skills (SS), understood as a set of competencies necessary to live with people. According to Zilda Del Prette and Almir Del Prette (2021), their exercise improves the quality of interpersonal interaction and the expression of desires, opinions, and attitudes. As children develop and multiply their social environments, they undertake new relationships and interactions, while understanding and transforming their SS. Another study conducted by Zilda Del Prette and Almir Del Prette (2014) found that educators, despite knowing and recognizing that good relationships between peers develop healthy interpersonal relationships in the school environment, stated that they did not know how to promote this work with their students. This fact shows that the recognition and development of SS by some teachers is still a topic little addressed.

SS are fundamental for coexistence in the school environment and have the teachers as fundamental for their knowledge and learning, because, according to Moroz and Luna (2013), they are responsible for ensuring that interpersonal relationships occur satisfactorily in the classroom and that the teaching and learning process develops satisfactorily. This process also benefits immensely from educational social skills (ESS), conceived as social behaviors aimed at promoting the development and learning of others, and undertaken by the teacher in formal and informal contexts (Z. Del Prette; A. Del Prette, 2013).

Using the HSS as a reference, Mariano (2011) conducted a study that aimed to describe the educational practice of teachers in dealing with children's repertoire, considering children with or without behavioral problems. A sample was established with 16 teachers who indicated 16 students with behavioral problems and 16 without such problems, all attending the 1st year of Elementary school. Despite having good educational practices, teachers tended to reinforce inappropriate behavior. They expressed negative feelings, such as scolding and making them "think" with students who displayed inappropriate behavior, which represents a problem in the interaction between teacher and student, causing impacts on child development. With students who had good behavior, communication prioritized

topics that interested them. The results of the study showed a difference in the teachers' actions as they classified their students, establishing more positive communication with those who displayed more appropriate behavior, according to their perceptions. Some studies carried out by Zilda Del Prette and Almir Del Prette (2008), Rosin-Pinola (2009), and Rosin-Pinola and Zilda Del Prette (2014) indicate that educators who present SS can enable better socio-emotional development and academic learning of students.

In recent decades, social literacy has been the subject of increasing research in the country, but it is little explored when linked to children's literature (Costa; Goldmeyer, 2016; Santos, 2019). Thus, this research seeks to identify whether Elementary school teachers know and adhere to the use of children's stories to expand repertoires in social literacy, whether they use the literature books received by PNLD/2019, how they do it, and whether they link this work to the development of social literacy. The study questions are: Do elementary school teachers know what social literacy is? Can they recognize socially competent interactions in their students? Do they use the literature books received by PNLD/2019 as a resource for acquiring or practicing socioemotional skills?

METHOD

This is a descriptive, cross-sectional, qualitative, and quantitative design study.

Participants

Twelve teachers from various public schools in the city of Rio de Janeiro, working with students in the 2nd and 3rd grades of Elementary School, participated in the study. The inclusion criterion in the sample was to teach all curricular content in the selected grades, and the exclusion criterion was to be a teacher of other grades of Elementary school. The interviews were terminated when the reports no longer presented new information for each of the fields addressed and in the set of discourses, that is, when the interviews reached the theoretical saturation criterion. The criterion was identified in the analysis process of the reports when the interviews were concluded (Andrews et al., 2017).

The sociodemographic data related to the subjects surveyed revealed that they were all female, with ages ranging from 30 to 62 years old (Mean (M) = 47; and Standard Deviation (SD) = 10). Most of the subjects had higher education (80%), with 20% of them having completed lato or stricto sensu postgraduate degrees. They had worked in teaching for 10 to 40 years (M = 19.5; SD = 9.79) and worked in Elementary school for 8 to 30 years (M = 16.1; SD = 7.81). During the interview period, from April 2021 to September 2022, five teachers taught in the 2nd year and seven in the 3rd year of Elementary school.

Instrument/material

The interview was structured with open-ended questions that allowed teachers greater freedom to respond, and closed-ended questions with predefined alternatives, divided into three sections: the first aimed to obtain sociodemographic data from the subjects surveyed; section two had 11 questions and sought to investigate how teachers used children's literature books in the classroom and whether they recognized SS in their students' interpersonal relationships; section three, with seven questions, aimed to identify whether they used any material, such as puppets, theater or others, for storytelling. The interviews were online, via the Zoom platform, conducted individually, and recorded. the researcher transcribed all their content for later analysis.

Ethical procedures

This study was submitted to and approved by the university's Ethics Committee through opinion 5.888.132/CAAE: 56389522.7.0000.5289, on February 10, 2023. The participants' acceptance to participate in the research was expressed in the Informed Consent Form (ICF), a procedure following Resolutions 466/2012 and 510/2016 of the National Health Council (CNS), which ensure the physical and moral integrity of the participants, as well as the confidentiality and secrecy of the information that was collected through the instruments.

Data collection procedures

The researcher contacted teachers from public schools in the metropolitan region of Rio de Janeiro who met the inclusion criteria by email. She presented the project and requested authorization to conduct the research. With this authorization, the interviews were scheduled according to the availability of each participant and took place remotely, via Zoom, due to the COVID-19 pandemic. The interviews took place from April 2021 to September 2022, were recorded, and then transcribed.

Data analysis procedures

The analysis of the information obtained was carried out in two stages. The first stage involved a quantitative assessment of the responses to the closed questions (1, 3, 5, 6, 7, 11, 12, 13, 14, 15, 16), and the second stage involved a qualitative assessment of the responses to the open questions (2, 4, 8, 9, 10, 17, 18).

The qualitative investigation of the open questions followed Bardin's (2011) content analysis method, based on the following phases: pre-analysis, exploration of the material, treatment of the results, and interpretation. The treatment can use different analysis techniques. In this study, the categorical analysis was adopted, where the categories emerge from the coding of the material obtained. The treatment given to them allows inferences to be created and the observed phenomenon to be explained. The categories that emerged in this research were: Reading project, Reading, Children's book, Inappropriate behavior in social interaction, Appropriate behavior in social interaction, Storytelling, Assigning school grades, Children's literature, and Reading teacher. After defining the categories, a table was created with the answers given by the teachers.

RESULTS

The results were obtained through the analysis of data from ten closed questions. The objectives of the questions and the content of the answers given by the participants are described below.

The first question aimed to identify the criteria used by teachers of the 2nd and 3rd years of elementary school to adopt children's books. The response obtained was that nine (75%) established their selection criteria in a way that was contextualized with the topic being worked on, that is, they chose books as a resource to develop pedagogical themes proposed for the school year in which they taught. Three (25%) followed the same pattern and also selected the books to use on commemorative dates.

The second question sought to investigate how they perceived student behavior during storytelling. Six (50%) reported that their students always showed interest; two (16.7%) showed interest and were also friendly; another two (16.7%) indicated that the students always or occasionally showed

interest; one teacher (8.33%) responded that she did not carry out such an activity; and another (8.33%) that the interest depended on the story.

Question number three was dedicated to identifying the teachers' estimate of the average number of books read by their students during the school year. Six (50%) estimated that they read between one and four books; three (25%) between five and nine; and another three (25%) more than ten books. The fourth question, with the same nature as the previous one, now focused on the average number of books read by the teachers during the school year. The response was that three of them (25%) read between one and four books; seven (58.32%) between five and nine; and two (16.67%) more than ten.

The fifth question aimed to find out which domains were considered most relevant in storytelling. The answer informing, educating, and forming moral values, was chosen by three teachers (25%), the same number also reached for the alternative informing, educating, entertaining, persuading, and forming moral values (25%). Two teachers (16.67%) chose to form moral values, educate, and entertain; two more (16.67%) chose to inform, educate, entertain, and persuade; and another two (16.67%) chose to inform, educate, and moral values.

Question number six aimed to find out whether teachers perceived their students' SS in the classroom, taking their behavior in interpersonal relationships as a reference. The options for classifying students' behavior towards those they interacted with in the school environment were as follows: 1 least frequent, 2 more or less frequent, and 3 most frequent, each of which could account for 100% separately. The least frequent behavior (50%) was waiting for their turn to speak, and the most frequent (45%) was following rules and oral instructions. Two behaviors were among the most frequently indicated as more or less frequent, answered equally by seven (64%) educators for each one: paying attention and cooperating, and participating in discussions.

Question number seven sought to investigate the actions that the interviewees performed before telling the story. Four (33.33%) of them indicated that they talked about the topic of the story, talked in a way that made the students curious, explained that the story told was related to themes worked on in the classroom, and used different intonations to create a mysterious tone. Three teachers (25%) listed talking about the topic of the story, talking in a way that made the students curious, and using different intonations to create a mysterious tone. Two (16.67%) responded that they talked about the topic of the story and talked in a way that made the students curious. The last three teachers indicated options that were not shared with the others, each accounting for 8.33% of the responses. The first reported that she talked in a way that made the students curious, and talked about the topic of the story; the second responded that she only talked in a way that made the students curious; the third only talked about the topic of the story.

Question number eight was dedicated to finding out the actions teachers performed when presenting a book for storytelling. Five teachers (41.68%) adopted the practices of reading the title of the book first, presenting information on the front and back covers, and informing the name of the author, the publisher, and the name of the illustrator. Only two (16.67%) teachers chose reading the title of the book as the only action. A total of five teachers indicated different and non-groupable options, which corresponded to 8.33% for each: one teacher read the title of the book first, informing the name of the author and the name of the illustrator; another read the title of the book first, informing the name of the author, the publisher that published it, and the name of the illustrator; the third presented the information on the front and back covers; the fourth read the title of the book first and informing the name of the

author; and the fifth did not use any resource.

The ninth question asked about the actions they performed while telling the story. The answers that stood out were: using a different voice intonation to introduce each character; expressing physically and gesturally; walking around the room and showing the illustrations – practices performed by four teachers (33.33%). Three (25%) teachers chose to use a different voice intonation, walk around the room, and show the illustrations. Five teachers chose options that could not be grouped: the first walked around the room and showed the illustrations of the story; the second used a different voice intonation, used body and gestural expression, and walked around the room; the third also used a different voice intonation, used body and gestural expression, and walked around the room, in addition to dressing up, forming a conversation circle and showing the illustrations; the fourth only showed illustrations of the story; and the fifth did not provide any stimulus before telling the story. Each of these five answers is equivalent to 8.33% of the total.

Question ten sought to find out which activity was carried out after reading the children's book. Four teachers (33.33%) reported: performing textual interpretation, drawing or painting; encouraging children to orally tell the story they had just heard; asking them to say whether they identified with any of the characters; allowing students to make new conjectures for the end of the story; encouraging them to say whether they had ever experienced a situation similar to that of the character in the story; asking specific questions about the story to assess whether students were able to understand its main idea, and holding debates so that they could understand the characters' SS. Two (16.67%) encouraged students to tell about an experience similar to that of the character in the story; two (16.67%) performed textual interpretation; two (16.67%) performed textual interpretation, drawing or painting, oral storytelling, allowed students to make new conjectures for the end of the story, encouraged them to tell some experience similar to that of the character in the story, asked specific questions to evaluate the main idea of the story, and held debates to understand the characters' SS. Two (16.67%) performed textual interpretation, drawing or painting, encouraged students to tell an experience similar to that of the character in the story, and asked specific questions to evaluate the main idea of the story.

Box 1 shows the categories observed during the qualitative analysis. The first concerns the Reading Project. It was observed that 10 teachers had a reading project in their schools, and two reported not having one. In the Reading category, 11 educators considered that reading arouses students' identification with the character in the story, as well as curiosity, questions, among others. Only one teacher perceived this behavior in her class. In the Children's Books category, it was found that the students of the 12 teachers surveyed had access to children's literature books, both in the classroom and in the school environment. Some teachers made periodic visits to the school library, but others did not carry out such activities.

All teachers had in common that they allowed and encouraged the use of books in the classroom. Some reports were marked by issues experienced after the pandemic. In the category Inappropriate behavior in social interactions, seven teachers used literature books to talk to their students about inappropriate behavior in the school environment. Two did so occasionally, and three did not. In this category, three teachers used books as a resource when they were going through a very specific situation with their students. In the category Appropriate behavior in social interactions, nine teachers interviewed used literature books to talk to their students about appropriate behavior in the school environment. One sometimes used this resource, and two did not use it at all. When it was time to encourage appropriate behavior, more teachers responded that they used children's literature as a

resource. In other words, they told stories in which the characters displayed appropriate behavior in front of their peers.

In the Storytelling category, 11 teachers used storytelling, and only one did not. In the interviews, the 11 teachers maintained that storytelling can develop students emotionally and cognitively. They also indicated that, in general, both students and teachers enjoyed this moment very much, considering it joyful, enjoyable, and with significant interaction between teacher and student. In the Grading category, none of the 12 interviewees correlated the reading moment with grade assessment, demonstrating that they understand that doing so with elementary school classes would discourage students in the process of acquiring reading and writing skills. In the Children's Literature category, the 12 understood that it is a very important resource in the development of their work. In their responses, they stated that literature books can help in the acquisition of new vocabulary, enrich knowledge of the world, set positive examples, and evaluate inappropriate behaviors for good interpersonal relationships. In the Reader Teacher category, the 12 teachers found children's literature to be a very important resource in developing their work with students in the 2nd and 3rd grades. In their responses, they stated that literature books can help in the acquisition of new vocabulary, enrich knowledge of the world, give positive examples, and evaluate inappropriate behaviors for a good interpersonal relationship.

Box 1

Content analysis of categories developed by teachers of the 2nd and 3rd years of elementary school

Category	Definition	Interview Answers
Reading project	The reading project in schools is a methodology used to awaken students' capacity for analysis and interventions, carried out through activities that develop skills and autonomy for reading (Arroyo, 2021).	Reading Room, lots of stimulation for children who are beginning to read and write. Yes. We have the travel case. The students take it home with the book they chose. They really like it. Not every family participates as they should, but the children like it. That's what matters: encouraging children to read.
Reading	"Working with reading aims to train competent readers and, consequently, to train writers, since the possibility of producing effective texts has its origin in the practice of reading, a space for constructing intertextuality and a source of modeling references" (Brasil, 1997, p. 53).	We have a reading circle where each student talks about what they understood and takes away something that they can apply in their daily lives. This conversation is very important. Despite being young, they can bring up reflections that are very relevant to their age group, such as fear, fights, illnesses, and even about COVID. Most of the time, they are euphoric and excited. Although they are still in the process of learning to read and write, due to the pandemic period, I still have many students who are not writing, but who like to listen to stories.
Children's book	According to Cunha (1999), children's literature books can awaken feelings, imagination, identification with characters, and the pleasure of reading in children.	Yes. At our school, we have bookshelves in the classrooms and a library geared towards our age group, in the hallway where the rooms for these groups are located. Yes. We have a reading corner in the classroom, and books are exchanged during the week. We exchange them between classmates or even between classes. I

		wish I had more money to buy more books. Sometimes I use the computer to show stories that have already been recorded on YouTube.
Inappropriate behavior in social interactions	For Bolsoni-Silva and Del Prette (2003), when children's behavior begins to be inappropriate, it should be a cause for attention and concern, as it may reveal inconceivable learning and language problems. Inappropriate behavior at school refers to a lack of respect for the teacher's authority, not paying attention to what is proposed, not following rules and agreements, and not respecting friends in social relationships, etc.	Yes. The books are always focused on some classroom experience, the school year's theme, or something we might be experiencing to stimulate reflection. Identifying with the characters makes it easier to understand that what they go through can happen to anyone. Sometimes I think it's important to approach certain topics in a more playful way. To teach values and truths in an indirect way that can achieve the objective.
Appropriate behavior in social interactions	According to Wielewicki (2011), child behavior is the way in which children express themselves in the face of various stimuli in the relationships they establish with people in different environments. Appropriate behavior at school includes respect for the teacher's authority, attention to what is proposed, compliance with rules and agreements, and respect for friends in social relationships, etc.	Yes. Books can provide us with many examples, which is why it is important to bring this reading to the students. Sometimes it is not enough for us, the teacher, to ask for it. We need to have other examples that are closer to their understanding. No. I don't think it is necessary. I use a good conversation.
Storytelling	For Cruz, Silva and Lima (2023), storytelling is a technique that some people have of telling a story out loud, using playful resources or not. This art usually starts with parents and then continues with teachers. Storytelling enables cognitive and socio-emotional development during childhood.	Yes, because reading promotes cognitive development and is a way for me to get most of the class to pay attention to me. Of course, always bringing it into our daily experiences. They really like it. I also really like telling stories. Now we receive books from the government, and we can create a mini library. Every now and then, a student will pick up a book and ask me to tell them when I have some free time.
Assigning a school grade	The purpose of assessing a teacher's grade is to assess the student's efforts at different levels of the education system. It consists of oral and written tests; assignments; oral presentations (individual or group); points for behavior; and tasks performed at home and at school (Gil, 2020).	No. I don't accept giving grades for reading work, right? It would lose the whole point of a project, of encouraging them to read. They already have parents who hardly read at home. Imagine if I were to give them a grade. No. I don't consider grades important for reading at this age group. The important thing is to encourage them to want to read because nowadays they only want to use their cell phones.
Children's literature	According to Cunha (2003), children's literature refers to books that have the ability to awaken feelings, imagination, identification with the characters and pleasure in reading in children.	To stimulate their daily experiences, show them that reading can open up new possibilities for communication. Also show them that they are having opportunities that their parents did not have. I believe that children's literature and all the stimulation brought by the varied plots help to build, above all, the

		possibility of imagining different situations and constructing mental scenarios that help with neuronal plasticity and the expansion of the capacity to learn. In addition, children who read enrich their vocabulary, creativity, oratory, spelling and writing skills, concentration, etc. Very importantly, it stimulates learning. It's a shame that we don't receive many books and we don't have the financial resources to buy them.
Professor reader	The reading teacher needs to have reading and writing habits in his/her daily life that allow him/her to go beyond preparing classes, enabling, through reading, to develop projects with his/her students that are relevant, consistent in terms of information and significant for the teaching and learning process, in addition to improving interpersonal relationships (Souza; Salete, 2018).	Of course, students need examples. Unfortunately, technology doesn't encourage reading as much these days, but the example is always there. I always talk in class about something I've read, a book I'm reading, and the importance that reading can bring to each student. Yes, because it's important for students to know what they're teaching their students and to show them that reading opens up a world of possibilities, right? I think so. When I was little, I didn't like reading and my parents didn't encourage me, but that changed after I started teaching.

Source: The authors

DISCUSSION

The results from analyzing the frequency of the 12 interviews indicated that teachers of 2nd and 3rd grades in elementary school utilized children's literature as a resource in their classrooms. The majority integrated this literature in a contextualized manner, aligning it with the school's pedagogical proposals or the essential content to be covered in the curriculum. We observed a strong connection with the National Common Curricular Base (BNCC - *Base Nacional Comum Curricular*), which emphasizes the integration of content and classroom experiences through children's literature. A key aspect of this approach is the encouragement to use children's and young adult books to enhance students' abilities to reflect on themselves, their peers, and the world around them. This strategy demonstrates how literature can facilitate children's understanding of and engagement with social relationships (Brasil, 2018).

It is possible to see that the Ministry of Education (MEC) guidelines regarding the use of children's literature in the classroom were followed in the public schools where the research participants worked. The teachers highlighted the students' experience with children's books, but did not indicate how they work PNLD in the school environment.

It is recognized that merely distributing a literary collection kit does not effectively engage students in reading; this connection is fostered and enhanced when teachers are avid readers (Zilberman, 2019) and can incorporate reading-related activities into their classrooms. Therefore, it is essential to cultivate a reading habit among teachers, enabling them to nurture critical readers among their students (Brasil, 2018). Among the teachers interviewed, there was considerable variation in the number of books read over the school year: most reported reading between five to nine books, while some read even more, demonstrating a positive relationship with literature.

When asked whether they read/told stories orally to their students, only one of the teachers said they did not do so. All the others did so and considered storytelling to be educational and enjoyable.

They understood that children's literature can inform, entertain, and form moral values. They agree with the perception of Padia and Rostirola (2020). They say that it is important for children to have contact with literary works from an early age to promote moral, ethical, and intellectual development, generally through identification with the characters and reflection on situations and feelings that are part of their moment in life.

An important aspect of providing access to children's books from an early age, typically beginning within the family and extending to school, is the cultivation of future readers. These individuals will come to enjoy reading, engaging in imaginative thought, creative expression, and the articulation of their opinions, all while building knowledge in a manner that promotes spontaneous and attentive learning (Silva et al., 2021). Most of the interview participants focused on this objective and sought to instill a love for books in their students. They encouraged reflective thinking, playful and pedagogical activities, and aimed to promote the reading of more than four books throughout the school year. According to Cruz, Silva, and Lima (2023), children exposed to children's literature are better equipped to recognize behaviors and attitudes that impact their daily lives, such as decision-making, peer relationships, and understanding their own feelings and emotions, thereby contributing to the development of social skills (SS). However, the teachers did not provide accounts that indicated an awareness of this concept, nor did they acknowledge competent social skills in their students. Consequently, they did not utilize literary resources to cultivate or practice socio-emotional skills. Instead, they employed these books to discuss appropriate and inappropriate behaviors, often referencing the actions of characters in relation to the children's own experiences. It is noteworthy that some interviewees expressed a lack of awareness regarding this potential and even felt ill-equipped to use children's literature in line with Santos's (2019) suggestions for addressing and correcting inappropriate behaviors, while promoting more assertive, empathetic, and civil interactions, which are essential for positive social coexistence.

FINAL CONSIDERATIONS

The research aimed to identify whether Elementary school teachers were familiar with and adhered to the use of children's stories to expand repertoires in SS, as well as whether they used the literature books received through PNLD/2019, how they did so, and whether they linked this work to SS development. The study found that 2nd and 3rd grade teachers recognized children's literature books as a resource that favored the socioemotional and cognitive development of their students. However, as they were not familiar with SS theory and, therefore, did not recognize such skills in everyday life, the teachers did not know how to develop them and were limited in their ability to stimulate socially skilled behaviors in the interpersonal relationships established at school. This affected the way they worked with children's books, which were not used for SS acquisition or practice.

On the other hand, the interviewees knew how much reading can bring benefits to children during the learning acquisition process in their school career. They attributed great importance to storytelling in the initial grades of Elementary school, as this activity encourages children to use their imagination, develop critical thinking, make correlations with situations experienced in their daily lives, and perceive moral values necessary for interpersonal relationships in the school environment and outside it. Thus, they worked on socio-emotional and cognitive development, but did not do so based on the SS theory.

Although all of the teachers teach in public schools, one mentioned the books received from the government. None of them established a connection between the use of children's books in the

classroom and the PNLD project. Nor did they mention the program as a stimulus for their work. Interestingly, they followed the MEC guidelines for dealing with literary works. Even so, the power of this work will be greater the better trained teachers are in terms of their ability to read and also in terms of recognizing the value of books in improving students' academic and social performance. Thus, it is considered that social skills training (SST) using children's literature can enable teachers to identify and exercise such skills with children, enhancing their cognitive and socio-emotional development.

There were some limitations found during the development of the study: (a) no question in the interview mentioned the PNLD; (b) no question was asked to get the teachers to inform the titles of books that they worked with their students and that would eventually serve to recognize SS's development through the theme addressed in the chosen story; (c) no interview was conducted with the school's pedagogical coordination to investigate the importance attributed to reading in pedagogical planning. This lack of contact prevented us from identifying whether the reading of children's books in the classroom is determined by the pedagogical team or whether it is a personal initiative of the teachers based on the recognition of its benefits for the socio-emotional and cognitive development of the students; (d) the sample had a small number of teachers, deserving future expansion.

Finally, it is important to highlight that developing work using children's literature books as a resource for the development of SS requires that teachers be trained, going beyond the important practice of storytelling. It is necessary to have teachers with skills to, through children's literature, foster in their students the awareness that reading can allow the opening of infinite possibilities of knowledge and the understanding of moral and ethical values necessary for coexistence in society.

REFERENCES

ANDREWS, Tom; MARIANO, Grasielly Jeronimo dos Santos; SANTOS, José Luis Guedes dos; KOERBER-TIMMONS, Karen; SILVA, Fernanda Hannah da. A metodologia da teoria fundamentada nos dados clássica: Considerações sobre sua aplicação na pesquisa em enfermagem. *Texto e Contexto Enfermagem*, 26(4), p. 8-9, 2017. <http://dx.doi.org/10.1590/0104-070720170001560017>

ARROYO, Miguel Gonzalez. Os Desafios da Educação na Pandemia Política: Que Desafios Pedagógicos, em que Tempos Políticos? *Cenas Educacionais*, 4, e11878, 2021. <http://orcid.org/0000-0002-3702-2057>

BARDIN, Laurence. *Análise de conteúdo*. Lisboa: Edições 70, 2011.

BOLSONI-SILVA, Alessandra Turini; DEL PRETTE, Almir. Problemas de comportamento: um panorama da área. *Revista Brasileira de Terapia Comportamental e Cognitiva*, 5(2), p. 91-103, 2003. <https://doi.org/10.31505/rbtcc.v5i2.74>

BRASIL. Ministério da Educação. *Base Nacional Comum Curricular*. Brasília, 2018. Disponível em: <http://basenacionalcomum.mec.gov.br/images/BNCC_EI_EF_110518_versaofinal_site.pdf>. Acesso em: 13/05/2022.

BRASIL. Secretaria de Educação Fundamental. *Parâmetros Curriculares Nacionais:* introdução aos parâmetros curriculares nacionais. Brasília: MEC/SEF, 1997. Disponível em: <http://portal.mec.gov.br/seb/arquivos/pdf/livro01.pdf>. Acesso em: 13/05/2022.

CAMARGO, Maria Aparecida Santana; SILVA, Mari Jaqueline Pinto. A Literatura Infantil como um recurso pedagógico indispensável. *Revista Espacios*, 41(09), p. 13-23, 2020. Disponível em: <https://www.revistaespacios.com/a20v41n09/20410913.html>. Acesso em: 12/09/2024.

COSTA, Camila Laís da Silva; GOLDMEYER, Marguit Carmen. Personagens da Literatura Infantil: Contribuição para o Desenvolvimento das Habilidades Socioemocionais. *Revista Acadêmica Licencia & Acturas*, 4(1), p. 46-51, 2016. <https://doi.org/10.55602/rlic.v4i1.98>

CRUZ, Jaqueline Alves da; SILVA, Thaislany Alves da; LIMA, Angela Ferreira. A importância do uso da Literatura Infantil nos anos iniciais do Ensino Fundamental. *Revista Foco*, 16(10), e3249, 2023. <https://doi.org/10.54751/revistafoco.v16n10-020>

CUNHA, Maria Antonieta Antunes. *Literatura infantil:* teoria & prática. 18.ª ed. Ática: São Paulo, 2003.

CUNHA, Susana Rangel Vieira da. *Cor, som e movimento:* a expressão plástica, musical e dramática no cotidiano da criança. Porto Alegre: Mediação, 1999.

DEL PRETTE, Zilda Aparecida Pereira; DEL PRETTE, Almir. *Habilidades sociais e competência social para uma vida melhor.* São Carlos: EdUFSCAR, 2021.

DEL PRETTE, Zilda Aparecida Pereira; DEL PRETTE, Almir. *Psicologia das habilidades sociais na infância:* Teoria e Prática. 6.ª ed. Petrópolis: Vozes, 2013.
DEL PRETTE, Almir; DEL PRETTE, Zilda Aparecida Pereira. *Psicologia das relações interpessoais:* Vivências para o trabalho em grupo. Petrópolis: Vozes, 2014.

DEL PRETTE, Zilda Aparecida Pereira; DEL PRETTE, Almir. Um sistema de categorias de habilidades sociais educativas. *Paidéia*, 18(41), p. 517-530, 2008. <https://doi.org/10.1590/S0103-863X2008000300008>

FAILLA, Zoara (Org.). *Retratos da Leitura no Brasil.* Rio de Janeiro: GMT Editores; São Paulo: Instituto Pró-Livro, 2021. Disponível em: <http://plataforma.prolivro.org.br/retratos.php>. Acesso em: 11/09/2023.

GIL, Natália de Lacerda. Avaliação escolar: uma contribuição sócio-histórica para o estudo da atribuição de notas. *Cadernos de História da Educação*, *19*(3), p. 923-941, 2020. <https://doi.org/10.14393/che-v19n3-2020-16>

KAZIMA, Elaine Pereira de Souza. Incentivo à Leitura como Recurso Pedagógico para Promover o Hábito de Leitura. *Revista Científica FESA*, v. 3, n. 3, p. 82-90, 2023. <https://doi.org/10.56069/2676-0428.2023.264>
LAJOLO, Marisa; ZILBERMAN, Regina. *Literatura infantil brasileira:* História & Histórias. 1.ª ed. São Paulo: Unesp, 2022.

MARIANO, Maria Luiza. *Análise de práticas educativas de professores na interação com alunos com e sem problemas de comportamento.* Dissertação (Mestrado em Psicologia do Desenvolvimento e Aprendizagem). Bauru: Universidade Estadual Paulista, 2011. Disponível em: <https://repositorio.unesp.br/bitstream/handle/11449/97502/mariano_ml_me_bauru.pdf?sequence=1&isAllowed=y>. Acesso em: 23/08/2023.

MOREN, Elizabeth Belfort da Silva; SANTOS, Angela Rocha dos. Uma reflexão sobre ações de formação de professores no Brasil. *Revista Ibero Americana de Educação*, 1(55), p. 1-13, 2011. <https://doi.org/10.35362/rie5511631>

MOROZ, Melania; LUNA, Sergio Vasconcelos. Professor: O profissional do ensino! Reflexões do ponto de vista behaviorista/comportamental. *Psicologia da Educação*, 36(1), p. 115-121, 2013. Disponível em:<http://pepsic.bvsalud.org/scielo.php?script=sci_arttext&pid=S1414-69752013000100011&lng=pt&tlng=pt>. Acesso em: 12/02/2022.

MORTATTI, Maria do Rosário. *Métodos de alfabetização no Brasil:* uma história concisa [online]. São Paulo: Editora UNESP Digital, 2019. <https://doi.org/10.7475/9788595463394>

NETO, José Castilho Marques. *Políticas Públicas de livro e leitura no Brasil* – o que as Pesquisas Retratos da Leitura nos revelam? São Paulo: Instituto Pró-livro, 2020. Disponível em: <https://www.prolivro.org.br/2020/11/12/politicas-publicas-de-livro-e-leitura-no-brasil-o-que-as-pesquisas-retratos-da-leitura-nos-revelam/>. Acesso em: 26/03/2022.

PADIA, Thainá Gabriella; ROSTIROLA, Camila Regina. Literatura Infantil: Contribuições para Melhoria da Aprendizagem dos Alunos da Educação Básica. *Anuário Pesquisa e Extensão Unoesc Videira*, 5, e27078, 2020. Disponível em: <https://periodicos.unoesc.edu.br/apeuv/article/view/27078>. Acesso em: 23/08/2023.

PAIVA, Aparecida. Estatuto literário e escola. In: EVANGELISTA, Aracy Alves Martins et al. (Org.). *A Escolarização da leitura literária:* o jogo do livro infantil e juvenil. São Paulo: Autêntica, 1999, p.257-261. RODRIGUES, Marisa Consenza; RIBEIRO, Nathalie Nehmy; CUNHA, Patrícia Campos. Leitura mediada com enfoque sociocognitivo: Avaliação de uma Pesquisa-intervenção. *Paideia*, 22(53), p. 393-402, 2012. <https://doi.org/10.1590/S0103-863X2012000300011>

ROSIN-PINOLA, Andréa Regina. *Programa de Habilidades Sociais Educativas:* Impacto sobre o repertório de professores e de alunos com necessidades educacionais especiais. Tese (Doutorado em Psicologia). Ribeirão Preto: Universidade de São Paulo, 2009. Disponível em: <https://www.ffclrp.usp.br/imagens_defesas/30_05_2011__08_59_24__61.pdf> Acesso em: 12/02/2022.

ROSIN-PINOLA, Andréa Regina; DEL PRETTE, Zilda Aparecida Pereira. Inclusão escolar, formação de professores e a assessoria baseada em habilidades sociais educativas. *Revista Brasileira de Educação Especial*, 20(3), p. 341-356, 2014. <https://doi.org/10.1590/S1413-65382014000300003>

SANTOS, Juliana Pinto dos. *Literatura Infantil como recurso para promoção de habilidades sociais na prática de professoras da educação infantil.* Dissertação (Mestrado em Psicologia). São Carlos: Universidade Federal de São Carlos, 2019. Disponível em: <https://repositorio.ufscar.br/handle/ufscar/11273>. Acesso em: 23/08/2023.

SEMEGHINI-SIQUEIRA, Idmea. O encantamento das crianças pelos livros e pela leitura nas famílias e nas escolas: letramento emergente e alfabetização. In: FAILLA, Zoara (Org.). *Retratos da leitura no Brasil*. Rio de Janeiro: GMT Editores; São Paulo: Instituto Pró-Livro, 2021. Disponível em: <https://www.prolivro.org.br/wp-content/uploads/2021/06/Retratos_da_leitura_5__o_livro_IPL.pdf>. Acesso em: 18/04/2023.

SILVA, Bernadita Paulina da; SANTOS, Cristiane Regine Rodrigues dos; FONSECA, Graciane Aniceto da Silva; SILVA, Jocinira Souza; COSTA, Josedelma Martins Pinheiro da Silva. A Importância da Literatura Infantil. *Revista Ibero-Americana De Humanidades, Ciências e Educação*, 7(6), p. 1278-1289, 2021. <https://doi.org/10.51891/rease.v7i6.1522>

SOUZA, Ana Cláudia de; SALETE, Maria. O professor leitor e o ensino da competência leitora. *Signo*, v. 43, n. 77, p. 143-159, 2018. <https://doi.org/10.17058/signo.v43i77.12009>

TANCREDI, Cleunice Carvalho da Rosa; SILVA, Jóice Pinheiro da; SILVA, Kely Cristina da; SCHNORR, Marilene Maria; SANTOS, Mirela Nogueira dos; SANTOS, Raquel de Almeida; LIMA, Rosangela Kovalski da Cruz. O Desenvolvimento Infantil. *Revista Ibero-Americana de Humanidades, Ciências e Educação*, 8(1), p.1801-1813, 2022. <https://doi.org/10.51891/rease.v8i1.4274>

ZILBERMAN, Regina. A história da leitura e suas repercussões na história da literatura. *Araticum,* 19(1), p. 1-22, 2019. Disponível em: <https://www.periodicos.unimontes.br/index.php/araticum/article/view/136/165>. Acesso em: 18/04/2023.

WIELEWICKI, Annie. Problemas de comportamento infantil: importância e limitações de estudos de caracterização em clínicas-escola brasileiras. *Temas em Psicologia*, vol. 19, núm. 2, p. 379-389, 2011. Disponível em: <https://www.redalyc.org/pdf/5137/513751438003.pdf>. Acesso em: 25/08/2022.

AUTHORS' CONTRIBUTION

Author 1 – Initial and final draft of the study, conceptualization, investigation, visualization, data analysis, data collection, discussion of results, and final draft of the paper.

Author 2 – Review, editing, initial and final draft of the study, conceptualization, investigation, visualization, data analysis, discussion of results, and final draft of the paper.

CONFLICT OF INTEREST DECLARATION

The authors declare that there is no conflict of interest with this article.