



ISSN: 3085-6434

DOI: <https://doi.org/10.71263/86549348>

LIFE, REFLECTION AND LITERATURE: My background and educational trajectory

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1. Introduction

Talking about us seems to be easy, but I realize that this first impression is extremely erroneous. First, because few times in our lives do we stop to reflect or even remember what we have already experienced. Thus, many things end up going

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unnoticed or forgotten over time. Second, because writing requires much more than memories. Our life is nothing more than a book to be written. Thus, each day, we write a page of this book and it is some of these pages that I want to share, remembering aspects of my history that can illustrate a little of the trajectory of my life, with emphasis on the process of my personal formation and professional experience as an educator.

One of my greatest passions has always been reading and more specifically reading poetry, I remember that I always liked to memorize and recite poetry at school, I even scribbled some. I have always been passionate about letters and that's why, after completing high school at a state school, I decided to take the Letters course. During the Literature course I realized that I had much more to learn about our Portuguese language than I even imagined. And when I thought I was learning, I discovered how much more I needed to learn, considering that the language also changes, as it is a living organism, which is constantly changing.

Soon after finishing my graduation, I enrolled in the specialization course in Educational Policies and Higher Education Teaching. This course is the result of the research project literature in High School: conceptions and practices of teachers for the promotion of literary reading.

In this course I had the opportunity to deepen theoretical-methodological issues and update knowledge about teaching/learning approaches in Literature since this was my object of research.

We highlight in our research that literature is one of the oldest arts of humanity, and improving knowledge is an

attitude that depends on reading. Reading books was not always a common activity, the knowledge of writing and reading in remote times was granted to the people of the court. However, not everyone had access to the privilege of reading, which in cases of the Baroque, for example, was seen as something banal for the Christian Reformation.

However, the biggest problem is that many people in our current society do not exercise interest in reading and especially literary reading, probably the biggest problem of this loss of focus on reading, is the weak public education to encourage this type of reading.

Teaching Portuguese in elementary school in a public institution has its difficulties and shortcomings, especially with regard to the training of the Portuguese language teacher, the training to work with literature and art, especially with regard to elementary education. The teaching of literature in elementary school has left significant gaps in students, even influencing them during high school. We then realize that elementary school students are in need of a more detailed and systematized practice of working with the literary text.

We understand that the treatment of Literature in elementary school should be taken gradually at the level of complexity and especially with texts that are part of the social life of students and themes that correspond to them with a greater scope of literary aspects at this level of education, through which they present possible gains in the quality of reading and development of the critical and personal formation of the reading students. We believe this is possible through working with poetry. The elementary school student needs to

experience literary reading practices that privilege the reading and study of works in order to encompass the fruition and literary literacy in the classroom, thus moving from a more naïve reading to a more aesthetic and cultural reading and for this the educator needs to be well trained and with effective conditions to work with the literary text.

In this sense, the search for professional and academic qualification through a Professional Master's Degree in Philosophy will contribute a lot to improve the theoretical reflection around my practice, which has reflected in my performance in the classroom, as well as should expand my field of work.

In classroom practice, the reading and reflection of literary texts are of paramount importance for the development of the critical sense of students, who are often forming themselves as readers. Hence the great seriousness of working with literature relating it to human rights as a way of contextualizing the literary work, as well as bringing up the theme of human rights, which has been shown to be of paramount importance for the formation of the character of our students.

Therefore, my professional experience has been very significant, as it has opened up opportunities for me to put into practice what I have learned during all these years of training and, mainly, I have enriched my practical and scientific knowledge, through continuing education and study on the themes of art and literature, which are my object of interest and research.

In this way, the search for professional qualification contributes a lot to improve the theoretical reflection around my pedagogical practice as well as can provide teaching and learning processes in Literature, Philosophy and Human Rights for high school students.

2. Academic Background: A journey in Education

PhD in Letters from the State University of Rio Grande do Norte - UERN. Master in Letters under the PROFLETRAS Program of the Federal Rural University of Pernambuco - UFRPE, Academic Unit of Garanhuns - UAG, completed in 2016. She has a Specialization in Educational Policies and Higher Education Teaching from the Faculty of Teacher Training of Araripina (FAFOPA) in 2014 and a Specialization in Institutional Psychopedagogy from the Higher Institute of Education of Southern Piauí - ISESPI. She has a Specialization in Pedagogical Coordination from the Higher Institute of Education of Southern Piauí - ISESPI. Graduated in Languages / English from the Faculty of Teacher Training of Araripina (FAFOPA) in 2010. Degree in Pedagogy from the Center for Higher Education of Maringá- UNICESUMAR (2021). He is currently pursuing a Professional Master's Degree in Philosophy at IF Sertão PE- Federal Institute of Education of Sertão Pernambucano- IF Sertão PE.

3. Professional Experience: My Career in Education



My professional experience is concentrated in the area of Letters, with an emphasis on Theory of Literature, Brazilian and Children's Literature. I worked as a teacher at the Faculty of Teacher Training of Araripina (FAFOPA) in the Language Course during the years 2013 to 2015. I worked as a Course Instructor at the National Learning Service - SENAT during the year 2013. I worked as a Portuguese Language teacher in high school classes at the Social Service of Industry - SESI during the years 2014 to 2015. I worked as a Portuguese Language teacher in high school classes at PREVUPE- Curso de Pré Vestibular at UPE during the year 2014. I worked as Pedagogical Coordinator of a large school in the Municipality of Araripina -PE with young people and adults, in 2013. I worked as a School Manager of a large school in the Municipality of Araripina -PE, from 2018 to 2019. She served as a Municipal Trainer of the Literate Child Program in the

Municipality of Araripina- PE in 2019. I worked as a Substitute Professor of Portuguese Language at the Federal Institute of Education of the Sertão de Pernambuco (Campus-Salgueiro) in 2019 and (Campus- Ouricuri) in 2022. I worked as an Educational Technician and Portuguese Language Trainer in the Regional Management of Education of Sertão do Araripe - GRE ARARIPE and in Continuing Education courses for Portuguese Language teachers. I worked as a Teacher Trainer at the Center for Distance Education -UFPI, Course of Letters - Portuguese, TCCI, TCC II, TCC III. I have experience as a TCC advisor in the area of Letters and Pedagogy. I worked as an External Tutor in the courses of UNIASSELVI-Leonardo da Vinci Educational Society. Pedagogical Coordinator of the

Pedagogy Course - FACESP (2022). I worked as an Assistant Professor at the University of Pernambuco-UPE, teaching the discipline of Portuguese Language in Knowledge Production - 2021 to 2022. I worked as a Portuguese Language teacher at Faculdade do Sertão do Araripe- FASA- 2021. He teaches in Specialization courses in the area of education. Author of books and articles published in books. Proofreader and organizer of books and articles in periodicals.

In view of all the above, there is the reflection that being a teacher is much more than exercising a profession: it is taking on a mission of transformation. The classroom is a space where seeds are planted every day — seeds of knowledge, values, listening, respect, and hope. The teacher's professional life is marked by a constant commitment to training people, encouraging dreams and preparing citizens for the challenges of the world.

From an individual point of view, being a teacher requires commitment, continuous study, resilience and empathy. It is a profession that shapes us as much as we shape our students. Each student, with their unique story, invites us to reflect, adapt and grow. When teaching, we also learn: from the mistakes, from the doubts, from the curious looks and from the achievements of each student who surpasses himself.

On the social level, the importance of the teacher is even more evident. It is a key piece in the construction of a more just and egalitarian society. Especially in contexts of vulnerability, the presence of a committed teacher can be the turning point in

the life of a child or adolescent. More than teaching content, the teacher teaches the value of dialogue, cooperation, and persistence — essential pillars for coexistence and collective progress.

Despite career challenges — such as professional devaluation, exhausting hours, and structural limitations — the passion for educating continues to be a driving force. Because teaching is, above all, an act of hope. Hope that the world can be better, and that this future begins every day, there, in the classroom.

Being a teacher is building bridges. It is to see potential where few see it. It is touching lives, even without knowing how far this touch will echo. And, for all this, the teacher's professional life is one of the most noble, beautiful and necessary in society.

4. The passion for Literature

Literature is more than art: it is a way of understanding the world and ourselves. Through written words, we travel through times, cultures, and emotions that we often would not experience otherwise. Literature allows us to see with the eyes of the other, to feel what we have never felt and to reflect on what sometimes goes unnoticed in everyday life.

Reading literature is an exercise in empathy. By immersing ourselves in a novel, a poem, or a short story, we come into contact with fictional lives that reflect profound truths about human existence. Authors such as Machado de Assis, Clarice

Lispector, Dostoevsky, Kafka, Camus, among many others, show us the drama, beauty and contradictions of the human condition.

In school, literature plays an essential role: it not only stimulates critical thinking and creativity, but also contributes to the ethical and emotional formation of students. By working with literary texts, the reader learns to interpret, question and imagine. Literature opens paths for sensitivity, dialogue and understanding of diversity.

Moreover, in times of speed and superficiality, literature invites pause, silence, and depth. It challenges us to look within, to contemplate the mysteries of language and the human soul. That is why literature resists — because it is necessary. Because it humanizes us.

In summary, literature is a powerful tool for personal and social transformation. It broadens horizons, heals wounds, provokes restlessness and awakens consciences. Reading is an act of freedom. And to value literature is to value what is deepest and most beautiful in the human experience.

In the book *Literature in Danger*, philosopher and literary critic Tzvetan Todorov makes a passionate defense of literature as a form of knowledge of the human, and denounces the growing distance between literature and life in contemporary academic approaches.

Todorov observes that, in universities and schools, literature has been reduced to a technical object of formal analysis, focused only on linguistic structures, styles, and theories, losing

its existential meaning and ethical and human value. According to the author, this approach weakens the power of literature to provoke reflection, empathy and inner transformation.

Throughout the book, he rescues the importance of great writers – such as Dostoevsky, Kafka, Camus and others – who deal with the human condition in a deep and critical way. For Todorov, literature should be an instrument for understanding the world and ourselves, and not just an aesthetic or theoretical exercise.

The author also criticizes the teaching of literature that privileges erudition and theory to the detriment of the human experience that literature provides. He proposes a return to the idea that literary reading has a fundamental role in the ethical, emotional and intellectual formation of the individual.

In the essay *Literature in Danger*, Tzvetan Todorov – philosopher, literary critic and linguist – takes a critical look at the way literature has been treated in academia, especially in universities. The work is a manifesto in defense of literature as an essential means of understanding the human condition, and not just as an object of technical and formal analysis.

Todorov argues that, throughout the twentieth century, the teaching and study of literature underwent a transformation that moved it away from its fundamental role: to dialogue with life and human experiences. Instead of valuing the existential and ethical dimension of literary texts, current academic methods prioritize structural analysis, formalism, and purely theoretical approaches. For the author, this puts literature "in danger", as it empties it of its transformative power.

One of the strengths of the work is the use of examples from authors such as Dostoevsky, Kafka, Camus, Proust and George Orwell, writers who explored, in depth, the moral, social and existential dilemmas of the human being. Todorov argues that literature should be read as a human experience, capable of forming readers who are more sensitive, ethical and aware of themselves and the world.

Todorov's criticism is also directed at the educational model that transforms the teaching of literature into an exercise in theoretical decoding, distancing students from the aesthetic, emotional and intellectual experience that reading provides. According to him, literature should occupy a prominent place in the critical and moral formation of citizens, and not just serve as a tool for technical interpretation.

All in all, *Literature in Danger* is essential reading for educators, students, and literature lovers. With a clear and direct style, Todorov invites reflection on the transformative role of literature in people's lives and warns of the risks of its cultural marginalization. By claiming literature as a form of knowledge and as a path to self-knowledge and empathy, the author reaffirms its value in times of crisis of meaning and dehumanization.

4. Scientific and Technical Production

I have dedicated myself to investigating the teaching of literature in high school, addressing issues such as the crisis in the teaching of literature, the appreciation of literature as

cultural heritage and the role of teachers and curriculum advisors in this process. Among other topics described below.

- NUNES (2017) . *Teacher training for working with literature: a proposal for continuing education*. It discusses the importance of continuing education of teachers for the effective teaching of literature, proposing strategies that value literary reading as a tool for critical and cultural development of students.
- NUNES (2016). *The poetic text in elementary school*. In this work, the author presents considerations and research results on the teaching of poetry in Elementary School, highlighting the importance of approaches that go beyond grammatical analysis, promoting literary literacy and the formation of critical readers.
- NUNES (2016). *Poetry and literary literacy in Elementary School*. This article emphasizes the role of poetry in the literary literacy process, emphasizing the need for pedagogical practices that encourage reading and poetic appreciation from the early school years.
- NUNES (2016). *Literary literacy: considerations on working with poetry in school*. In this work, the author reflects theoretically on the use of poetry in the literary literacy process, highlighting the importance of practices that value poetic reading as a means of critical and cultural development of students.
- NUNES (2015). *Literature in official documents*. This article analyzes how literature has been approached in official teaching documents, discussing the

implications of these guidelines for teaching practice and the formation of the literary reader.

In the chapter "A proposal for the reading of poetry in Elementary School: paths and possibilities", which is part of the work *Reading and Children's and Youth Literature: thresholds between theory and practice* (Paco Editorial, 2018), I set out to present strategies for teaching poetry in Elementary School, highlighting the importance of approaches that go beyond grammatical analysis. She emphasizes the role of poetry in the formation of the critical reader and in the appreciation of local culture, suggesting practices that involve the sensitive reading and interpretation of poetic texts. The proposal aims to awaken students' interest in poetry, promoting literary literacy and aesthetic appreciation from the early school years.

Thus, this work was based on the reflections and studies of Cosson (2006, 2014) and Paulino (2007), among others, which address literary literacy and the teaching of literature. I also highlighted the need for continuing education for teachers, aiming at the effective implementation of these practices in the classroom.

The article "Reading Poetry in Elementary School", by Ginete Cavalcante Nunes, published in the magazine *ID on line. Revista de Psicologia* in July 2017, addresses the importance of working with the reading of poetry in Elementary School. The author points out that, frequently, poems are used in school only as pretexts for grammatical analysis or formal questioning, neglecting their literary and formative potential.

The author notes that poetry is often used in classrooms only as a resource for grammatical or formal analysis, which limits its ability to engage students in a deeper and more meaningful way. She argues that poetry should be approached as a form of artistic expression that allows students to explore emotions, develop creativity, and reflect on human experiences.

To support his proposal, Nunes resorts to scholars such as Rildo Cosson, who emphasizes the role of literature in the formation of critical and sensitive readers. The author suggests pedagogical practices that value the reading and production of poems, promoting an environment in which students can identify with the texts and express their own voices.

In addition, Nunes proposes an approach that considers literary literacy as essential for the formation of critical and sensitive readers, defending pedagogical practices that go beyond technical analysis and that value the aesthetic and interpretative experience of students.

In summary, the article defends a more integrated and sensitive approach to the teaching of poetry, recognizing its transformative potential in the educational process and in the integral formation of students.

Nunes argues that literary literacy involves developing in the student the ability to appreciate, understand and dialogue with literary language, stimulating sensitivity, imagination and reflective thinking. She points out that poetry,

due to its condensed, subjective and symbolic language, is a powerful instrument for this type of formation.

The text also points out the challenges faced by teachers, such as the rigidity of school curricula, the absence of specific training and the lack of more creative pedagogical practices. The author proposes that the teaching of poetry should start from the pleasurable reading and sensory involvement of students with the text, favoring open, multiple and subjective interpretations, instead of technical and rigid analyses.

In the end, Nunes points out that working with poetry in a meaningful way at school contributes to the development of more critical, sensitive readers who are aware of the value of language in the construction of the human experience.

4. Final Considerations

To be a teacher is to embrace one of the most transformative missions that exist: that of educating. It is through the teacher that knowledge comes to life, that ideas flourish and that futures are built. More than teaching content, the teacher inspires, guides, welcomes and awakens in students the desire to learn, to question and to grow.

The importance of being a teacher goes beyond the classroom. He is a shaper of consciences, an agent of social change. In every word, in every explanation, in every gesture of encouragement, the teacher contributes to the construction of a fairer, more critical and more humane society. He doesn't just transmit knowledge — he forms people.

Being a teacher requires patience, dedication and, above all, love. Love for what you do, love for the other, love for knowledge. It is a job that is not always valued as it should, but it carries immeasurable value. Because every professional, in any area, has passed through the hands of a teacher.

Being a teacher in the academic environment requires a continuous commitment to pedagogical innovation, scientific research and humanized training of students. The teacher not only shares content, but encourages the construction of knowledge through active methodologies, promoting meaningful learning and student autonomy.

Teaching practice also involves challenges, such as the need to adapt to new technologies, the personalization of teaching for different student profiles, and the constant search for academic updating. Teacher-student interaction should be based on dialogue, respect and exchange of experiences, creating an environment conducive to intellectual and professional development.

It is in the simplicity of everyday life – when explaining a doubt, listening to a student, celebrating small achievements – that the teacher makes the difference. To be a teacher is to plant seeds that often take time to flourish, but that inevitably leave deep marks wherever they go.

Therefore, being a teacher is an act of courage, faith in the human being and commitment to the future. It is, without a doubt, one of the most beautiful ways to serve society and leave a lasting legacy in the world.

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Submitted April 2025

Approved in May 2025