

READING PRACTICES IN THE SCHOOL CONTEXT: THE IMPORTANCE OF DIALOGISM IN THE FORMATION OF THE READER

Abstract

This article discusses the reading practices performed in the school context, highlighting the importance of dialogic reading in the reader's formation, based on Bakhtin's notion of dialogism, through a bibliographic and documentary research. The possible conceptions of reading from the different teaching-learning processes are problematized, based on Mizukami (1986), Gadotti (1999) and Silva (1999). Reading is understood as a dialogical process, proposing it as a possibility of educational action that promotes the formation of the reader in the school context, considering the data obtained in two theses concerning reading practices and school, and what determines the Brazilians' Parâmetros Curriculares Nacionais (PCN) and Base Nacional Comum Curricular (BNCC) regarding reading.

Keywords: *Reading Practices. Formation of the Reader. Dialogism. Dialogic Reading.*