# 86 - THE FAIRY TALES OF CHILDHOOD: REFLECTIONS IN BRIEF

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## 1. INTRODUCTION

It is a theoretical work on the fairy tale in the lives of children and their principal authors. There were initially some questions that needed reflections: What are the possible origins of fairy tales? What the child learns to experience the fairy tales?

This study aimed to provide a brief reflection on the influence of fairy tales in children's lives, addressing comprehensively the importance in child development.

Fairy tales are stories that revolve around a problematic spiritual, ethical and existential, inner realization linked to the individual, primarily through love, revolving around gods, goblins, heroes or situations where what stands out is the supernatural. The stories open space for children to imagine and awaken curiosity that are answered in the course of the tales (Coelho, 2003).

By being part of society and folklore of various peoples, and have the first option as oral transmission of knowledge, it is difficult to specify the origin of fairy tales.

Fairy tales are probably of Celtic origin. Emerged as poems that revealed loves strangers, fatal and eternal, and are expressions narratives of conflict between man and nature. Around sec BC and AD, were added the presence of fairies, who were enlightened women who could see the future of special people they protected (KUPSTAS, 1993).

The record of fairy tales began in the seventh century to the transcript of the Anglo-Saxon epic poem Beowulf. In the book Welsh Mabinogion emerged fairies and transformation of real adventures that gave rise to the Arthurian cycle where it referred to the group of legends relating to King Arthur and his knights, to Coelho (1987).

It was the Russian Vladimir Propp narratólogo who gave the first scientific studies of relevant stories in 1920. From their studies came to the conclusion that the stories show, despite the diversity, the same structure: beginning, break, confrontation and overcoming obstacles and hazards, restoration and outcome (Coelho, 1987; PAVONI, 1989).

At the beginning sets up the appearance of the hero and the problem will tread the whole story. The break is when the hero goes to the unknown, showing moments of insecurity in their life; confrontation and overcoming obstacles happen when the hero fantasies seeks solutions to their problems; restoration is when it begins the process of inventing something new, the their potential, and the outcome is a return to reality, with the union of opposites (MATTAR, 2007).

Lets say that the fantasy appears in fairy tales expressed the difficulties and obstacles presented to the hero and the same needs to win and achieve success and self-fulfillment.

Coelho (2003) also says that the brothers Grimm and Andersen, began to find more important and efficient the good character of the princess than the brute forces of the villain, and thus the fairy tales, intended to be passed as the kids know us today. And states that through fairy tales can awaken in children the pleasure of hearing them, is important for the formation of the child because it stimulates creativity, imagination, play, reading, writing, music, orality, wanting to hear again...

When you hear or read the stories the psyche of the child develops, primarily because she has the intellectual challenge of understanding a narrative as rich, intricate and tightly woven, fairy tales being able to help children overcome obstacles and overcome internal conflicts such as death, aging, the struggle between good and evil, envy, which are treated in fairy tales with optimistic outcomes, according to Oliveira (2011).

For Bettelheim (2004), fairy tales are entirely understandable for children, art is like no other. The meaning of fairy tales will be different for each person and different for the same person in every period of his life, and may return to the same story when you feel ready to expand or replace their meanings.

Fairy tales are thousands of years and it is important for training and learning for children. Listening to stories contributes significantly to the early learning and for the individual to be a good listener and a good player, it shows a path of endless discoveries and understanding of the world. So Rabbit (2003), states that the tales open spaces for children to let the imagination flow and arouse curiosity, which is soon answered over the stories.

Fairy tales have fundamental importance in the development and learning of children.

While amuses the child, the fairy tale clarifies on itself, and favors the development of his personality. It offers meaning on so many levels, and enriches the child's existence in so many ways that no book can do justice to the multitude and diversity of contributions that these stories give to the child. (Bettelheim, 2004, p. 20).

Coelho (2003) asserts that through fairy tales can awaken in children happy to hear them, and that is important for the formation of any child because it stimulates creativity, imagination, play, reading, writing, music, wanting to hear again, thus developing orality in this age group, considered as an important and significant vehicle for communication between them.

As said Oliveira (2011), to hear or read the stories the psyche of the child develops, primarily because she has the intellectual challenge of understanding a narrative as rich, intricate, tightly woven, and fairy tales able to help children overcome obstacles and overcome internal conflicts, such as death, aging, the struggle between good and evil, envy, which are treated in fairy tales with optimistic outcomes.

According Tanouye (2005) fairy tales exert a very beneficial influence in shaping the character, because by understanding the story children learn that it is possible to overcome obstacles and overcome internal conflicts of the human being, as the same are treated in fairy tales with optimistic outcomes as having one of the reasons why the children want to hear the same stories over and over again is to use as reference for understanding, until the internal conflict is overcome. The message of fairy tales that is inevitable is not experiencing difficulties, but if it gets firmly fight to victory.

Abramovich (1995) is hearing stories that one can feel important emotions like anger, sadness, irritation, wellness, fear, joy, fear, insecurity, tranquility, among others, and live deeply everything narratives provoke in those who hear with whole breadth, significance and truth that each one of them did, or did not sprout. Yeah hear, feel and see with the eyes of imagination.

Children use fairy tales to cope with real problems facing them with the courage of an adult and with the innocence of a

child, to Aguiar (1990).

Cashdan (2000) says that the stories are psychodramas childhood, mirroring real fights, with the main purpose of helping children deal with the internal conflicts they face.

Fairy tales are able to help children overcome certain fears, insecurities and fears, as the involvement with the proposed symbolic playful facilitates the understanding and "possible solutions" such conflicts, providing psychic development, emotional and social.

The fairy tale has a therapeutic effect in that the child finds a solution to your questions through contemplation of the story seems to imply about their personal conflicts at this time of life, for Bettelheim (2004).

So children more naturally accept the disappointments that meet the day-to-day, because he knows that, similarly to what happens in fairy tales, the selfless efforts will have a great reward.

Finally, fairy tales assure to the child that the difficulties can be overcome, forests crossed the paths of thorns and dangers pioneered changed, however small and insignificant it is those who want to succeed in life. And the child, unprotected by nature, also feels that she may be able to overcome their secret fears, their apparent ignorance, according to Bettelheim (2004).

**2. METHODOLOGY**

The methodology consists of two procedures. The first defines the approach. In this study we used a deductive approach, where "[...] part of theories and laws with universal principles and previously accepted for drawing conclusions about universal phenomena or individuals [...]" (MATTOS; ROSSETTO JUNIOR; BLECHER, 2008:28).

The second procedure is relative to the type of adopted research in this case, the search indirect, according to Mattos, Rossetto Junior and Blecher (2008: 37), is characterized "[...] by use of information, knowledge, and data already collected by others and demonstrated in several ways [...]. "

Thus, within the indirect research, we used the literature, or from secondary sources, including publications such as books, articles, journals and other publications that relate to the theme discussed at work (MARCONI, LAKATOS, 2010).

**3. FINAL CONSIDERATIONS**

It was noted in the study that research on fairy tales is something that requires reading and commitment to submit content and a relevant and significant.

After a brief reflection, we tried to present the historical context of fairy tales, and their principal investigators. It was noted then that its origin is unclear, and that unborn children for over the centuries and became significantly geared to children.

Fairy tales are not just hobbies for children, but that should be among the main playful strategies to awaken curiosity, stimulate the imagination, and promote the development of personality.

It is understood that in a positive way fairy tales have a narrative structure, by a succession of facts and events organized in a coherent and meaningful.

Finally, fairy tales increase the self-esteem of children having great importance for the formation of his personality. The stories are easily understood because of its organizational structure, where its symbolic language elevates children to the unforgettable adventure play, projecting unreal and not allowed into action and emotion.

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**THE FAIRY TALES OF CHILDHOOD: REFLECTIONS IN BRIEF**

**ABSTRACT**

This paper aims to present a brief reflection on the influence of fairy tales in children's lives, addressing comprehensively the importance in child development. It is a theoretical work on the fairy tale and its principal authors, in a qualitative way, encourages reflection and analysis about the theories and hypotheses. Some questions guided the interest in the topic, such as: what are the possible origins of fairy tales? What the child learns to experience the fairy tales? Fairy tales in their oral tradition, emerged thousands of years ago, with difficult historical accuracy. It is understood positively that they have a narrative structure, by a succession of facts and events organized in a coherent and meaningful. Finally, it is understood that fairy tales do awaken in children the joy of reading and writing, stimulating creativity, imagination and overcome their problems.

**KEYWORDS:** Fairytales. Child Development. Child

**LES CONTES DE L'ENFANCE: RÉFLEXIONS EN BREF**
**RÉSUMÉ**

Cet article vise à présenter une brève réflexion sur l'influence des contes de fées dans la vie des enfants, traiter de manière exhaustive l'importance du développement des enfants. Il s'agit d'un travail théorique sur le conte et ses principaux auteurs, de manière qualitative, incite à la réflexion et à l'analyse des théories et des hypothèses. Certaines questions ont guidé l'intérêt pour le sujet, tels que: quelles sont les origines possibles de contes de fées? Ce que l'enfant apprend à découvrir les contes de fées? Les contes de fées dans leur tradition orale, a émergé il ya des milliers d'années, avec l'exactitude historique difficile. Il est entendu positive qu'ils ont une structure narrative, par une succession de faits et d'événements organisés d'une manière cohérente et significative. Enfin, il est entendu que les contes de fées ne se réveiller chez les enfants le plaisir de lire et d'écrire, de stimuler la créativité, l'imagination et à surmonter leurs problèmes.

**MOTS-CLÉS:** Contes de fées. Développement de l'enfant. Enfant.

**LOS CUENTOS DE HADAS DE LA INFANCIA: REFLEXIONES EN BREVE**
**RESUMEN**

Este artículo tiene como objetivo presentar una breve reflexión sobre la influencia de los cuentos de hadas en la vida de los niños, abordar exhaustivamente la importancia en el desarrollo infantil. Se trata de un trabajo teórico sobre el cuento de hadas y sus autores principales, de forma cualitativa, fomenta la reflexión y el análisis sobre las teorías e hipótesis. Algunas preguntas que guiaron el interés en el tema, tales como: ¿cuáles son los posibles orígenes de los cuentos de hadas? Lo que el niño aprende a disfrutar de los cuentos de hadas? Los cuentos de hadas en su tradición oral, surgió hace miles de años, con una precisión histórica difícil. Se entiende positivamente que tienen una estructura narrativa, por una sucesión de hechos y eventos organizados de manera coherente y significativa. Por último, se entiende que los cuentos de hadas no despertar en los niños el gusto por la lectura y la escritura, estimular la creatividad, la imaginación y superar sus problemas.

**PALABRAS CLAVE:** Cuentos de hadas. Desarrollo del Niño. Niña.

**OS CONTOS DE FADAS NA INFÂNCIA: BREVES REFLEXÕES**
**RESUMO**

Este trabalho teve como objetivo apresentar uma breve reflexão sobre a influência dos contos de fadas na vida das crianças, abordando de forma ampla, a importância no desenvolvimento infantil. Trata-se de um trabalho de referencial teórico sobre o conto de fadas e de seus principais autores, que de forma qualitativa, favorece a reflexão e análise acerca das teorias e hipóteses levantadas. Algumas perguntas nortearam o interesse pelo tema, como: quais as possíveis origens dos contos de fadas? O que a criança aprende ao vivenciar os contos de fadas? Os contos de fadas, em sua tradição oral, surgiram há milhares de anos, com difícil precisão histórica. Entende-se de forma positiva que os eles possuem uma estrutura narrativa, apresentada por uma sucessão de fatos e acontecimentos organizados de forma coerente e significante. Por fim, entende-se que os contos de fadas fazem despertar nas crianças o prazer pela leitura e escrita, estimulando a criatividade, a imaginação e a superação dos seus problemas.

**PALAVRAS-CHAVE**: Contos de fadas; Desenvolvimento infantil; Criança.