



THE TEACHER'S ROLE IN LEARNING FOR THE ACQUISITION OF READING AND WRITING

THE TEACHER'S ROLE IN LEARNING FOR READING AND WRITING SKILLS ACQUISITION

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SUMMARY

This article is an excerpt from the Master's Dissertation that addresses the **READING AND WRITING IN THE FIRST ELEMENTARY SCHOOL: THE DEVELOPMENT OF READING AND WRITING IN THE FIRST ELEMENTARY SCHOOL AT THE KAMBEBA INDIGENOUS MUNICIPAL SCHOOL PROFESSOR IVAN BALIEIRO SARAIVA, SÃO PAULO DE OLIVENÇA/AM, 2022.** One of the most important aspects that educators should consider when considering the teaching-learning method is the need to expand the means to stimulate students' understanding of the content. The main purpose of this study was to foster a relevant debate about the importance of developing reading and writing skills in the first year of elementary school, since this foundation should be developed in a fun and engaging way, thus making students feel motivated to be in the teaching environment every day. It is therefore up to the educator to plan and reflect on the best methodologies and approaches and which ones should be used to achieve expressive learning.

Keywords:Teacher. Learning. Reading and Writing.

SUMMARY

This article is an excerpt from the Master's Dissertation that addresses **READING AND WRITING IN THE 1ST YEAR OF ELEMENTARY EDUCATION: THE DEVELOPMENT OF READING AND WRITING IN THE 1ST YEAR OF ELEMENTARY EDUCATION AT THE KAMBEBA INDIGENOUS MUNICIPAL SCHOOL PROFESSOR IVAN BALIEIRO SARAIVA, SÃO PAULO DE OLIVENÇA/AM, 2022.** One of the most important particularities to be taken into consideration by educators in the teaching-learning method is the need to expand means so that students'

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understanding of content can be dynamic. The main purpose of the work was to provide a relevant debate about the importance of developing reading and writing in the 1st year of elementary school, since this base must be worked on in a playful and attractive way, thus making students feel motivated to be in the teaching environment every day. It is therefore up to the educator to plan and reflect on the best methodologies and approaches and which ones should be used to achieve expressive learning.

Keywords:Teacher. Learning. Reading and Writing.

INTRODUCTION

The practice of reading from an early age is very important for the development and full formation of the child, however, it is not enough for the teacher to simply want the child to arrive at school with the habit already formed or to be able to create it just because the teacher says it is essential for their life. Before any attempt to encourage the practice of reading, the teacher needs to be a role model, that is, one who demonstrates to their students that they are also an avid reader, creating a pleasant reading space in the classroom, with constant reading practices and varied textual genres so that the child can understand not only the meanings of each text, but also its different possibilities of interpretation, which change as the textual genre changes.

When we take a look at the history of the reading process, we discover that its teaching model was not focused on understanding different types of texts, but rather on their acquisition through the use of memorization, envisioning throughout all this time, the learning of reading and writing through a logical sequence, in which the letters of the alphabet were taught separately until the moment of the formation of syllables, syllabic families, words and sentences, to then begin the process of reading and writing ready-made texts far from their reality, that is, without any connection to their daily lives, in short, a learning without sense and meaning.

In this context, it is clear that the reading acquisition process is not limited to memorization or recognition of the system that

encompasses writing, however, it is necessary to know how written language works, which changes from the moment the textual genre also changes. Therefore, it is believed that the reading and writing learning model is not advisable, as it makes learning fragmented, meaningless and ineffective for those who want to learn.

In this sense, the teacher has an essential role, as he is the mediator of knowledge and it is he who must verify the best way to work on writing and reading so that it does not become something tiring and obligatory, working equally with everyone without distinction of race or color considering the social and cultural context, because what happens in some situations is that the student is labeled as someone who does not learn. This fact is often present in some education professionals. We must take into account that each child has their own time to learn, and if this professional has the ability to identify the problems in the classroom, it is clear that something can be done to alleviate the difficulties encountered.

Thus, this research is quite relevant for the school, as it is necessary to adapt methodological practices regarding how to insert reading and writing at this stage of the child's student life, and thus work on their motor coordination more effectively, as well as develop projects that stimulate the practice of reading by students in the classroom, having for this a specific planning in the teaching-learning process of students, leading them to be critical and persistent in the basis of learning. The relevance that the family occupies in the education of the child is notorious, since it can never escape its responsibilities, school and family must work together so that the construction of knowledge has more meaning in the student's life.

Thus, the study discusses a more appropriate practice for the students' intellectual cognition process, giving importance to the development of teaching, thus awakening the competence and ability that each student has in respect to the educational process.

The work was substantiated by the consideration of aspects relevant to the topic addressed. Thus, it was defined as important to think about how the reading and writing process occurs in the early years, since this is also a right guaranteed by children.

1. The role of the teacher in learning to acquire reading and writing skills

All teaching methodologies add value to the teaching and learning method if they are truly connected to the proposed purpose. For Rodrigues (2007), “teaching strategies are capable of boosting students’ learning in order to make it more meaningful”.

Pedagogical workshops can be cited as one of the educational strategies to make student learning more dynamic, however, with this, questions arise such as:

- What is a pedagogical workshop?
- What is its pedagogical relevance?

According to Viera and Volquind (2002), “the workshop is characterized as a teaching-learning system that opens up new possibilities regarding the exchange of relationships, functions, and roles between educators and students”.

Therefore, working with pedagogical workshops must be seen as an essential means of articulating and integrating learning, knowledge and wisdom.

Pedagogical workshops are teaching and learning situations that are open and dynamic by nature, which is essential in the case of public schools – institutions that welcome individuals from popular backgrounds, whose culture needs to be valued so that the necessary connections can be established between popular knowledge and scientific knowledge taught at school (MOITA; ANDRADE, 2006, p. 11).

The workshops contribute to stimulating knowledge through creating and recreating materials, episodes, knowledge and

tools, guided by the individual's affinity with their object of study.

Anastasiou and Alves (2004) also show that:

The workshop is characterized as a strategy of pedagogical practice where the space for construction and reconstruction of knowledge is the main emphasis. It is a place to think, discover, reinvent, create and recreate, favored by the horizontal form in which human relationships occur. One can use music, texts, direct observations, videos, field research, practical experiences, in short, experiencing ideas, feelings, experiences, in a movement of individual and collective reconstruction (ANASTASIOU; ALVES, 2004, p. 95).

This strategy pattern has shown to have enormous pedagogical potential when used assertively, meaning it is a perfect methodology for working in different disciplines and grades. For Nascimento et al. (2007), “workshops are also capable of providing more complete learning, as they value the construction of knowledge in a participatory and questioning way, based on situations from the student’s daily life”.

It is important to emphasize that the pedagogical workshop is very different from a mini-course as a strategy mode, since the mini-course is characterized as an activity that needs to have uninterrupted supervision, while the pedagogical workshop does not require such a procedure.

There are multiple ways to deliver a pedagogical workshop, however, it is essential to remember that there must be planning for every task or even all the activities that will be carried out, since, like all other teaching tools, the pedagogical workshop needs to be seen as an activity with a well-defined purpose, even if there is a form of planning that is changeable.

Paviani and Fontana (2009) show that “it should be emphasized that pedagogical workshops focus on conscious action, that is, their main tool is practical activity”.

The relevance of choosing this theme can be understood based on the need to train new professionals who are able to work and employ different teaching strategies in the classroom. With this, these educators will be able to transform the educational horizon that today appears to be surrounded by a learning gap.

1.2 Pedagogical workshops

In pedagogical workshops, students participate in a much more active way and group exchange becomes even more intense. In addition, skills are developed and learning is achieved, given these practical activities.

Thus, pedagogical workshops can provide a good connection between themselves and theoretical classes taught in classrooms, clearly contributing to the teaching and learning process.

In these workshops, multiple themes can be worked on, which can be from any discipline. Examples include storytelling, arts, sports, games, cooking, music and play in early childhood education.

These themes are just some of the many possible themes that can and do be worked on in pedagogical workshops, seeking fruitful and enjoyable learning, far from tradition.

1.3 The importance of pedagogical workshops

Pedagogical workshops are moments in which the class learns collectively and in a much more practical way, clearly resulting in multiple benefits. Firstly, we can see the interaction that takes place in groups with different classmates, allowing students to have a much more enriching learning experience.

Every child needs to clearly learn how to work as a team, as well as how to see themselves in someone else's shoes, enhancing their cultural repertoire and learning how to organize contexts to protect their vision and their particular tastes.

The possibility of working with practical activities helps students to develop different skills and capabilities that encompass various areas that make up the individual, involving their physical, intellectual, emotional and social dimensions.

In the workshops, the activities carried out help children to expand their visual perception, motor coordination, agility, reading and writing skills, ways of expression and communication, self-leadership and the ability to deal with the weather.

These attributes are essential for the personal and professional life of every individual, in addition to contributing to the teaching and learning method itself. Through pedagogical workshops, learning is acquired in a much freer and more diligent manner, which encourages greater participation and even autonomy among students.

In addition, from the moment the workshops are aligned with the pedagogical project of the school unit, it is possible to strengthen the development of children and it also becomes possible to work on different themes in a much more integrated, fun and productive way.

FINAL CONSIDERATIONS

As seen so far, the **pedagogical workshops** are of total relevance for the development of children in schools, whether private or public schools.

Every pedagogical workshop can involve several fields, examples include arts, studies and sports, all of which have in common the need to combine the activities carried out with the school pedagogical project.

The workshops are also established with the aim of being in accordance with the age range of all the children who participate, so that there is no discrepancy between the students and the object of study.

They also need to be seen as an environment conducive to dialogue and a moment of active learning, which contributes and encourages the participation of all students in the class or groups, thus working on protagonism and autonomy in the learning method.

To the **pedagogical workshops** are clearly shown to be an extremely important tool for obtaining different knowledge and also for developing students' skills, regardless of which grade they are studying.

For workshops to demonstrate proficiency and truly positive results, it is imperative that they are developed in a structured manner and that they are fully in line with the age group of the students and that they are aligned with the pedagogical project of the school unit.

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