



Reading and writing in the 1st year of Elementary School

Reading and writing in the 1st year of Elementary School

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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.** The objective 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, making students feel motivated to be in the school environment every day. The importance of this study is demonstrated by the seriousness of emphasizing how important reading and writing are, since we can say that from these two concepts we can get to know the world without leaving home. However, there are countless benefits to be had, such as reading helps us to be more critical, thus increasing concentration, improving vocabulary and creativity. From then on, writing emerges as an ally of reading, since one goes hand in hand with the other. Reading also allows us to increase the habit of reading, and also helps in textual construction. We learn to read as we live, and this practice should be enjoyable. Encouragement in the initial grades is very important, since from then on, paths are opened for school learning.

Keywords: Reading. Writing. Elementary Education.

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.** The objective 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, making students feel motivated to be in the teaching environment every day. The importance

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of this study is shown in view of the seriousness of highlighting how important reading and writing are, since we can say that from these two concepts we can know the world without leaving home. However, there are countless benefits that we have, such as, for example, reading helps us to be more critical, thus increasing concentration, improving vocabulary and creativity. From then on, writing appears as an ally of reading, since one goes hand in hand with the other. Reading also makes us increase the habit of reading, and also helps in textual construction. We learn to read as we live and this practice should be enjoyable. Encouragement in the initial grades is very important, because from then on, paths open up for school learning.

Keywords: Reading. Writing. Elementary Education.

INTRODUCTION

The work aimed to discuss the challenges that teachers face in relation to reading and writing difficulties when trying to understand the content proposed in the classroom, given that school is the main means by which children acquire formal knowledge, as it is common knowledge that these two elements are indispensable in the life of any citizen, as they facilitate the situations experienced on a daily basis, thus understanding their rights in society.

In this context, the school is a mediator of knowledge, since in the literacy process it is essential that students manipulate objects that stimulate their imagination in different contexts, because as Torres states: [...] one of the social functions of the school is to prepare citizens for the exercise of citizenship by living as professionals and citizens (TORRES, 2008, p. 29). For this to occur, the school must offer means for literacy to be satisfactory and in this way citizens become more active and participants in the situations imposed by society.

In view of this theme, we were able to investigate the main factors that lead to poor academic development. In this context, the school must offer resources to the student, providing the child with an environment with various educational materials that they can always be handling. This is a way of stimulating interest. At this point, the participation of parents is of fundamental importance, since it is within the family environment that children find their first

Teachers, because children who have contact with reading from an early age already have a rich imagination, this process has to be enjoyable, and must be worked with great care so that it does not become an exhausting task, the learner becomes more communicative, knowing how to express their feelings more easily.

Starting from early childhood education, which is the first stage of basic education in the educational process, the student needs to develop the writing and reading system, since literacy is a continuous process that accompanies the

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The presence of textbooks in Brazilian national territory, aimed at the initial grades within teaching units, is closely linked to the advancement of books in the country, as well as to the development regarding reading and the application of new models for the progress of the teaching-learning process in educational institutions, allowing children to have the opportunity to learn to read.

Therefore, this work sought, in turn, to take as reference concepts from renowned authors and experts on the subject in question, among them, FERREIRO, FREIRE, TEBEROSKY and many others. Furthermore, the narrative developed here will present reading as a social function, which is part of the subject's daily life and has great relevance for learning reading and writing practices.

In this regard, Chicago (p. 29) adds that “When we want to travel to another country we need a passport, in the same way, the reader's passport will help us go to another land, or rather, to many other lands, these lands belong to a very large world: the world of readers”. (CHICAGO, p.29) [Not included in the reference]

However, it is important to emphasize that around the 1920s and 1950s, education underwent numerous reforms, thus allowing multi-grade education to be chosen among them. On the other hand, when one takes a reflective walk through GALVÃO's thoughts (1999, p.9), one discovers

that in the mid-50s and 70s, teaching was marked by the enormous amount of alternative methodologies, in which the student became the center of this teaching, leaving aside, in turn, the teaching practice.

With the expansion of public educational institutions, it became clear that a large portion of people in society had access to education. Furthermore, there was a significant increase in the production of books, which would provide a greater number of readers with the opportunity to read, becoming more distinct around the 1970s. Due to the great process of changes occurring in society, books would need to be constantly changed, in search of new updates, and would be used in educational institutions for a certain period.

The advancement of society has allowed for countless possibilities for reading, with the emergence of several mechanisms capable of facilitating the practice of reading. The emergence of technology and its advancement have brought countless mechanisms capable of offering support for educational practices, especially in primary schools. This process of changes and availability of mechanisms has provided children with a new learning model in relation to reading and writing.

Over the years, reading in the classroom was used only as a support mechanism for teaching grammar, without any interest in training new readers, who could develop their intellectual skills and acquire the freedom to choose books that suited their needs and interests.

Given this perspective, it is important to emphasize that for significant reading development, encouragement of this practice must occur from an early age, with the support of parents and even schools, developing teaching strategies that involve children's books, which contribute to the effective and broad development of the subject.

Therefore, it is revealed that reading is of great relevance for the full formation of the subject, however, it is not limited to just memorizing codes and writing symbols for the purpose of forming words, however, it is fundamental for the development of cognitive and mental aspects, which allow the subject to identify, analyze, select, organize, compare,

differentiate, mentally represent, raise hypotheses, promote virtual relationships, among other things, serving as support for improving children's reasoning at different times.

Foucambet (1999, p. 99), in turn, clarifies that "To learn to read, the non-reader must relate to the texts that he would read if he knew how to read in order to live what he lives. The environment must behave with the non-reader, as if he already possessed the knowledge that he must acquire". (FOUCAMBET, 1999 p.99).

It is well known that all families that have the habit of reading at home encourage their children to practice reading from the earliest years of life, that is, even before they enter the school environment, which significantly favors the quality of their teaching-learning process.

Thus, it is worth noting that parents who encourage their children to read often set aside time to practice reading with them in pleasant environments, reading aloud, different text genres, which allows children to create a healthy habit and participate in reading activities in the classroom with great pleasure and ease, demonstrating. However, the reality in schools in modern society is that children do not demonstrate any relationship with reading, evidencing that in their homes, they were not motivated to get to know the vast world of reading.

Given the evidence, educators, especially in elementary schools, are concerned about encouraging children to read. The classroom should be a cradle of future writers and artists if educators make children's literature and reading other texts a moment of leisure, where students enjoy reading a story and do not see it as a school task to be completed. In schools, there should be a special corner for reading, and children should have many opportunities to browse through books and read them individually and in groups; stories read by some should be shared with others, and this is a task that should be organized by the teacher. "Reading, as a social practice, is always a means, never an end." (PCN, Língua Portuguesa, v.2, p.57).

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 just want the child to arrive at school with the habit already formed or to be able to create it.

just because he says it is essential for his life. Before any attempt to encourage reading practice, the teacher needs to be a role model, that is, he needs to show his students that he is 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, in this way, not only the meanings of each text, but also its different possibilities of interpretation, which will 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 process of acquiring reading skills is not limited to memorizing or recognizing the system that encompasses writing. However, it is necessary to understand how written language works, which changes as the textual genre changes. Therefore, it is believed that a reading and writing learning model is not advisable, as it makes learning fragmented, meaningless and ineffective for those who want to learn.

“Although presented with two sub-blocks, it is necessary to understand that reading and writing are complementary practices, strongly related, which modify each other in the literacy process”. (PCN, Língua Portuguesa, v.2, p.52)

Traditional teaching models have allowed the process of teaching and learning reading and writing to be seen and understood as something mechanical and completely decontextualized, as they do not worry about how the student manages this immense amount of meaningless information that is thrown at them in any way, just because they believe that this is how teaching and learning are done.

The truth is that while schools do not renew themselves and change their concepts in relation to the methodologies that have been applied in the school environment over the years, without significant results for the teaching-learning process, children will never be able to evolve, because the way they have been receiving information has not been effective and much less natural, which prevents them from progressing and achieving their goals, after all, the process has not been adapted to their reality and their way of seeing and perceiving the world.

It is known that reading and writing is not an easy task to perform in a school environment for several reasons, which have already been mentioned throughout this work, and which are responsible for making literacy increasingly difficult for many children. Faced with this scenario, researchers ANA TEBEROSKY and EMÍLIA FERREIRO, around 1974, in an attempt to bring better conditions to the teaching-learning process, worked hard with the purpose of showing new ways and possibilities to solve this problem, which has been affecting not only students, but also learning mediators, that is, teachers, over the years.

According to the aforementioned authors, it is evident that:

The difficulties encountered in the process of acquiring reading and writing skills are factors that interfere with student learning. The researchers also assure that learning to read and write, understood as questioning about its nature and function, aims to solve problems and seeks to solve them, following its own methodology. To this end, the central issue of literacy was shifted from teaching to learning, starting with how one should teach and how one actually learns. (FERREIRO E. and TEBEROSKY, p. 72; 1985.)

Teachers who intend to develop reading and writing practices in their classes need to keep in mind that learning these skills begins with moments of interaction between children and reading through activities that they develop in the classroom, since as a mediator of this learning, they are believed to be competent and have mastery over the subject.

On the other hand, the teacher also needs to work on motivating children so that they can feel the desire to learn to read, as well as enabling reading practices that make sense for their lives, that is, are connected to their daily lives, because without goals there is no way to feel like doing anything, much less learning to read.

Therefore, research being carried out in today's society shows that when teaching-learning strategies create a harmonious link with everyday situations that are part of the learning process, children's interests increase, as they are able to see meaning and significance in what is being developed in relation to reading and writing, which enables them to develop their creative, imaginative and productive capacities with regard to cultural aspects.

FINAL CONSIDERATIONS

We have seen that in order to acquire mastery of a language, the subject needs to actively participate in society, because only when he interacts with others does communication occur, which allows him to acquire new knowledge so that he can express his opinions, defend his vision about a certain subject, building, in turn, concepts about the world in which he lives and increasingly expanding his knowledge.

Therefore, it is essential that the school seeks to develop an educational project that prioritizes a democratic practice in the social and cultural sphere, intending to promote accessibility to linguistic knowledge for its students, seen as fundamental for the exercise of citizenship, a right that is asserted to all.

In view of FERREIRO's (2000) considerations, it is noted that educational practice changes according to the knowledge, experience and convictions demonstrated by each teacher in relation to their way of acting, because even if they live surrounded by an immense amount of obstacles, which make it difficult and prevent their practice from being carried out within the standards of

quality, it is your responsibility to have mastery over your theory and believe in your ability to develop quality work.

However, it is expected that you do not remain limited to what is in front of you, but that you seek out new possibilities and acquire different ways of carrying out your practice with the mechanisms of oral and written language, aiming to provide your student with increasingly better and more meaningful learning.

From birth, children have contact with spoken language in their daily lives and can, in turn, interact with others through their ideas, thoughts and desires. The process that involves the subject's learning develops through interaction with others, understanding not only what is portrayed in the process of writing words, but also in their way of reproducing language.

Considering the PCNs, regarding writing and language, it is discovered that "Among words and combinations of words, people circulate, live, die and words are, finally, but with what meaning they do not know for sure". (PCN, Portuguese Language; p. 35)

Taking into account the new conceptual models created through reading practice in the school environment, based on students' own knowledge or cognitive schemes, it is worth highlighting that there are numerous possibilities that lead to student motivation in relation to the act of reading. Among them, it is believed that choosing quality books that discuss topics that are of interest to each student and that are connected to their reality.

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