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LITERACY AT THE RIGHT AGE AS A PREREQUISITE FOR ADEQUATE STUDENT TRAINING IN BASIC EDUCATION

LITERACY AT THE RIGHT AGE AS A PREREQUISITE FOR PROPER STUDENT TRAINING IN BASIC EDUCATION

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SUMMARY
This article will discuss the topic of literacy at the right age, and its importance for adequate student training within basic education. The work is a literature review based on authors who had relevant productions within the area of interest of this work. The hypothesis raised here is the extent to which literacy is a prerequisite for the student's training process for the other stages that make up basic education. The objectives sought here are to discuss the importance of literacy at the right age for the student's development in the other stages of schooling; discuss how these processes develop, discuss how they occur and are understood by students. The work was structured into three subtopics, which one by one, developed and qualified the production presented here. The first subtopic focused on the general concept of literacy, the second discussed how literacy occurs, ending with the third topic that presents us with the importance of this process for the student's life. We saw then that literacy at the right age is, in today's society, more than just making the student able to put together syllables and read words, it has the ability to present a broad and connected world, where reading and, mainly, Interpretation of what is presented to you is extremely important. Thus, literacy at the right age is more than ever a fundamental right of children up to eight years of age.

Keywords: Literacy. Child. Development. Learning.

ABSTRACT
The theme of literacy at the right age will be discussed in this article, and its importance for an adequate formation of the student within basic education. The work is a literature review based on authors who had relevant productions within the area of interest of this work. The hypothesis raised here is to what extent literacy is a prerequisite for the process of educating the student for the other stages that make up basic education. The objectives pursued here are to discuss the importance of literacy at the right age for the development of the student in the other stages of schooling; discuss how these processes develop, discuss how they occur and are understood by students. The work was structured in three subtopics, which, one by one, were developing and qualifying the production presented here. The first subtopic focused on the general concept of literacy, the second discussed how literacy occurs, ending with the third topic that presents the importance of this process for the student's life. We saw then that literacy at the right age is, in today's society, more than just making the student able to join syllables and read words, it has the ability to present a wide and connected world, where reading and, mainly, interpretation of what is presented to you is extremely important. Thus, literacy at the right age is more than ever a fundamental right of children up to eight years old.
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1. INTRODUCTION

The student's literacy process, nowadays, does not occur as it used to in a specific grade. It was realized over time that it is not possible to make a student fully literate in just one year. Thus, the so-called literacy was incorporated into elementary education, which now lasts nine years, and the literacy process is now recommended throughout the first three grades of elementary school.

But this does not mean that the student will only become literate in these three years of education. Now, unlike a few decades ago, this student is already beginning his literacy process in early childhood education. This first stage of basic education has gained importance in recent decades, becoming the beginning of the student's literacy process.

Being literate at the right age is essential for numerous factors, among them we can mention not repeating, the continuity of learning that becomes increasingly complex as the student advances in basic education, requiring more and more correlated learning, and, at the same time, By learning literacy at the right age, this student can also develop in other subjects.

Therefore, this article will focus on the importance of teaching students literacy at the right age. The work is a literature review based on a large number of authors who have already discussed this topic. Aiming to facilitate reading, the work was organized into three distinct subtopics, the first being intended to present the concept of literacy. The second discusses how this process occurs, ending with the last subtopic that will introduce us to the importance of this process for the student's development.

This work aims to discuss the importance of literacy at the right age for the student's development in the other stages of schooling and discuss how these processes develop, discuss how they occur and are understood by students.

2 DEVELOPMENT

2.1 Concept of literacy

Before we begin our debate about the processes that permeate literacy at the right age, We have to start by explaining what literacy is and how the student develops and learns. This parenthesis is necessary so that when we reach the main point of this work, located further ahead of the work, we have internalized these concepts, which will greatly facilitate our internalization of the importance of this process for the student's school life.

Literacy plays a fundamental role in a student's entire academic life. Since, by being complete, the student is able to learn and continue their schooling, but if it is ineffective, the resulting losses will also accompany this student, hindering him.

According to Ferreiro (2001, p.24) “The development of literacy occurs, without a doubt, in a social environment. But social practices, like social information, are not received passively by children." As we can see from the author's speech above, the first concept that we have to take into consideration is that the student in the literacy process is not a passive being, as they bring their experiences to this process.

Thus, the literacy process also occurs through observation and interaction of the student in the classroom, with their colleagues and with the teacher. But it is not limited to just the school space, as the child at home or on the street works and trains their literacy, trying to read store signs, for example, or even being able to recognize letters seen at home.

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Nowadays, the concept of literacy is much more expanded than what lasted in education. tion for centuries. In the past, there was a view that students would already be literate if they were able to speak and put letters together and form words. But, over time, it was realized that making a student literate goes far beyond that. Because it was possible to prove through studies that only by carrying out these actions could we form what we call functionally illiterates, who are those individuals who can identify letters and words, but cannot give them the proper meaning.

Many authors explain and conceptualize what literacy is in modern society. Due to the purpose of this work, we will present the concept developed by an author and a world-class body. Soares (2003, p.55) considers that "literacy is the learning of technique, mastery of writing, reading and the relationship that exists between graphemes and phonemes, as well as different writing instruments". Analyzing the author's speech, we can see that literacy goes far beyond just being able to decode letters and syllables.

Further expanding the meaning attributed to literacy presented previously, we have a description and explanation of what this process would be according to UNESCO, which is the United Nations Educational, Scientific and Cultural Organization. This UN agency aims to guarantee peace through intellectual cooperation between nations, monitoring global development and assisting states.
- Members. Thus, UNESCO conceptualizes literacy:

> Basic knowledge, necessary for everyone in a changing world; in a broad sense, it is a fundamental human right. Across society, literacy is a primary skill in itself and one of the pillars for the development of other skills. There are millions of people, most of them women, who do not have the opportunity to learn (...) Literacy also has the role of promoting participation in social, economic, political and cultural activities, in addition to being a basic requirement for continued education throughout life (UNESCO, 1999, p. 23).

As we can see, the concept presented by UNESCO shows the importance that literacy has for the development not only of children, but of society as a whole. And, in a society where information comes to us much more easily, being literate really appears as a primordial right that enables a person to enter the connected world in which we live.

Therefore, everyone must fight to guarantee this fundamental right for school-age children. And the first step for this to happen is the full understanding of everyone involved in the process, that is, teachers, families and governments, and how these processes develop in children. So that they can be effectively carried out and internalized.

Therefore, seeking to present to the reader more information that guides them in this process of expanded understanding of the importance that literacy has, in the next topic we will present and discuss how the literacy process occurs in the life of children who are beginning their educational journey, even before entering the initial grades of elementary school.

2.2 How the literacy process occurs

As previously stated, understanding how the process discussed here occurs is the first step to also understanding its importance for the student. Thus, we have an education that has changed a lot over the last few decades, as synthetic methods of repetition were no longer used, where the student was seen as just a receptacle of knowledge, where the teacher would transfer his knowledge to him.

Nowadays, the student is seen as an active subject and participant in their own learning process.

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learning. The knowledge and experiences that the student already brings from their lives are taken into account, and learning tries to be as articulated as possible with the students' reality.

Thus, literacy today is much more understood and debated than in the past. Introduce Here we will look at the concept presented in the book “Psychogenesis of Written Language”, developed by the author Emília Ferreiro, one of the biggest influences when we talk about literacy in education. According to her, children go through four levels of literacy. Are they:

1. **pre-syllabic**: when the child begins to realize that writing is related to speaking, although they are unable to relate them correctly;
2. **syllabic**: when the child begins to understand the correspondence between writing and speech, making scribbles to interpret the letters in their own way;
3. **syllabic-alphabetic**: she begins to identify that a syllable is made up of more than one letter and begins to venture into this relationship, mixing logic (for example: “Kvalo” can be written as “horse”);
4. **alphabetical**: occurs when the child starts to correspond the value of writing to speech correctly and is able to recognize all phonemes, maintaining conventional writing.

Although at first glance this process seems simple and quick, each child learns at their own pace and presents greater or lesser difficulties in going through each of these stages. Several factors can explain this situation, such as some delay in development, lack of interest on the part of the student, lack of support at home from the family, or even difficulties arising from the available educational structure, this type of situation being more common in public education units, and even a lack of training and preparation of teachers.

But one fact is unanimous among the authors, the importance that playing has in this literacy process. At this stage in which the child is being introduced to the literacy processes. Play and recreational tools provide the class with possibilities that go beyond the mere exposure of content, making the child learn in a light-hearted way. About thatSantos and Pessoa (2015, p. 12) tell us that:

> Playing is one of the most common forms of children's behavior and is an essential condition for a child's development. Through playing, children get to know the environment in which they live and interact with it, developing their skills, creativity, intelligence and imagination. The experience of playing allows children to better understand themselves, also facilitating the socialization process, due to situations experienced with other children, that is, playing is a playful, pleasurable and free activity.

So the teacher, taking advantage of this child's predisposition to play, must organize his pedagogical tools to ensure that the literacy process occurs in a smooth and qualified manner. This makes it easier to go through the four steps presented above.

2.3 Importance of literacy at the right age for student development

At the outset, we want to highlight in this topic that providing a child with literacy goes far beyond just teaching them how to put syllables and letters together to form words. In contemporary society, reading is more a necessity than ever, because by knowing how to read and especially interpret the information presented to them, we provide the opportunity to open a new and expanded world for this child.

Thus, the literate child will use this learning of written language as a tool for interaction and insertion in the social practices that surround it. As Freire and Macedo (1990) tell us, “the relationship between the student and the world” is expanded and made possible when the child is literate.

> Learning reading and writing are, therefore, precursors to the development of student criticality and autonomy. If literacy is the first step in an intense journey of learning, that is why it is such an important process (SOARES 2004, p.90).

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As we saw in the statement above, teaching a child to read and write also helps him to build a very important capacity for your formation as a citizen, criticality. Being critical and having thinking based not on common sense, but on autonomous thinking, makes it possible to avoid being deceived by false promises and statements, a situation that increases every year in our society, known as Fake News.

In addition to what we mentioned previously, by teaching children to read and write at their correct age, which according to the LDB should occur up to a maximum of 8 years of age, we are causing illiteracy rates to increasingly fall in our country. These rates, which once reached more than half of young people, are now just single digits.

But even with this reduction, we cannot in any way deprive a considerable portion of young people of having a more tangible and dignified future due to their illiteracy, whether full or functional. This statement is based on a recent study that not only presents us with data regarding the number of illiterate people among young people, but also shows us the harmful effects that this situation triggers in the lives of these young people.

> According to the 2017 Continuous National Household Sample Survey (Pnad Contínua), 7% of the Brazilian population aged 15 or over is illiterate. There are millions of people who do not know how to read and write. These people have fewer opportunities, both professional and personal, leaving them on the margins of society. Because they do not know how to read and write, they do not have access to basic information and have more difficulty accessing their rights. Illiteracy is a form of social exclusion FURTA-DO, 2018, p.71).

Therefore, in a modern society, this type of social exclusion that illiteracy brings is unacceptable. And providing children with a qualified literacy process should be the greatest objective of governments, whether municipal, state or even federal. In fact, there must be a synergy between these powers to provide the first grades of primary education, and even early childhood education, with spaces for students to learn, develop, read and write.

CONCLUSION

We conclude this work with many important findings. These findings proved the initial hypothesis and also helped us achieve the recommended objectives. Once it was possible to prove how important and even essential it is for the development and growth of the student that the literacy process is developed at the right age.

It can be seen that by becoming literate at the correct age, the child will have an easier educational path. ted, you will learn other knowledge that will follow as you advance in the series that make up basic education and especially as you enter the globalized world.

Therefore, literacy presents itself as a child's right, as it allows them to fit into a world in which reading and the formation of critical and autonomous sense are presented as a primordial condition, not only to integrate into the job market, but also to not be excluded from the connected world.

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