

LITERACY AND LITERACY: A NECESSARY ALLIANCE IN THE TEACHING /LEARNING PROCESS IN EARLY CHILDHOOD EDUCATION

ALFABETIZAÇÃO E ALFABETIZAÇÃO: UMA ALIANÇA NECESSÁRIA NO PROCESSO DE ENSINO /APRENDIZAGEM NA EDUCAÇÃO INFANTIL

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ABSTRACT: The present work verified people's views on this subject and an investigation based on the theoretical survey, in order to show how literacy and literacy is applied to the practice and measure how necessary it is to use such tools in the development -to intelligence and the integration of being in children's education. This research aims to analyze the process of literacy and literacy in the initial series of literacy. This study is based on the authors: Castro (2004), Soares (2004), Smolka (1999), among others, the analyzes were carried out from reading and writing materials, varied newspapers, pamphlets, text holders. ments, books. Therefore, for such procedures to undergo an evolution, it is relevant that the educator starts to analyze the individual profiles of the students, and that each class can choose the method that is more conducive or the educator can rely on others. Leading students towards north of meaning, with the proposition of tools to achieve a good education. 1364

Keywords: Literacy. Literacy. Teaching. Teacher. Teacher.

RESUMO: O presente trabalho verificou os olhares das pessoas acerca deste assunto e também uma investigação baseada no levantamento teórico, a fim de mostrar como se aplica à prática a alfabetização e o Letramento e mensurar o quão necessário se faz a utilização de tais ferramentas no desenvolvimento da inteligência e da integração do ser no ensino infantil. Está pesquisa tem o objetivo de analisar o processo de alfabetização e letramento nas séries iniciais de alfabetização. Esse estudo está fundamentado nos autores: Castro (2004), Soares (2004), Smolka (1999), dentre outros, as análises foram realizadas a partir de materiais para leitura e escrita, jornais variados, panfletos, portadores textuais diversos, livros. Por isso, para que tais procedimentos passem por uma evolução é relevante que o educador passe a analisar os perfis individuais dos educandos, e que cada classe possa optar pelo método que seja mais propício ou o educador pode se fundamentar em outros. Conduzindo os alunos por nortes de significado, com a proposição de ferramentas para se ter a consecução de uma boa educação.

Palavras-Chave: Alfabetização. Letramento. Ensino. Professor.

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INTRODUCTION

In the course of their learning, children go through ways to acquire learning inside or outside the school, throughout the literacy period, each stage is extremely important for the student's understanding, the exchange between students interferes positively for the student's improvement and interaction in the school institution. The educator must understand his student as a historical subject, being fundamental

believe in their ability to interfere and bring about changes in their own history and others

The problem that guides this work are: What concepts about the teaching and learning process about literacy and literacy? What is the role of the teacher in literacy and letrationing? How does school work in the literacy and literacy process in early childhood education?

Today the field of reading and writing has a completely inverse importance from what it had years ago, at the same time, larger and very different. Reading and writing have become today, therefore an indispensable tool for life in society, and it is necessary to verify how it has been worked in the classroom and also analyze how it has been motivated at home, noting that literacy and literacy should be walk side by side.

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The objectives are: To analyze literacy and literacy as a necessary alliance in the teaching and learning process in early childhood education; to identify the concepts of the teaching and learning process about literacy and literacy; to define how and the role of the teacher in literacy and literacy; to know how the school works in the literacy process and literacy in early childhood education.

The choice of this theme occurred because it is of great relevance that the educator has a greater appreciation for the knowledge that the students bring from their experience outside the institution, the style of language, what passes through their minds, their curiosity for each content, and the situations experienced with each tip of matter, but not abandoning the knowledge already acquired.

The activities that are fundamentally developed by the school institution in the formative purpose of its students is reading. The importance of being able to read is superior to writing. Since the postmastery of writing, the processing bases of the deciphered in speech and production issues will be possessed. Therefore, you should take care of resources that you use at the moment you speak spontaneously. After having succeeded in reading, it is necessary to recreate the phonetic assimilation and writing, making its processing for speech

by performing the necessary paths of the production of what will be said and the way it will be spoken.

A serious problem is that there are people who care about literacy without reoccupying the social context in which students are inserted. In this perspective, I was interested in deepening my studies on these topics. It is observed in school institutions, during the teaching-learning process, both in infantil education and, in the early years of elementary school, the great difficulty

presented by the majority of students to assimilate the content in a meaningful and consequently efficient manner.

Materials and Methods

Bibliographic review research is considered a secondary source of data collection and can be defined as cultural or scientific contributions made in the past on a particular subject, topic or problem that can be studied (LAKATOS, MARCONI, 2001).

The bibliographic review research does not seek to enumerate or measure events, it serves to obtain descriptive data that express the meanings of phenomena. This study will follow the precepts of an exploratory research with descriptive approach, through a bibliographic review, developed from materials already elaborated, consisting of books, journals, scientific articles, and the Internet, on literacy and literacy in early childhood education.

The literature review will assist in the elaboration of analyses, pointing out the expectations of the study in question, consolidating the information with the collected material and constituting guidance on the practices developed according to the correct parameters to be adopted.

Findings

Literacy, as an official way of acquiring reading and writing, and literacy as social practices have an interdependence and both are modalities of language development that complement each other during the literacy period. Soares (2004) clarifies this relationship:

Dissociating literacy and literacy is a mistake because, within the current psychological, linguistic and psycholinguistic conceptions of reading and writing, the entry of the child (and also the illiterate adult) into the world of writing takes place simultaneously by these two processes: the acquisition of a conventional writing system – literacy, and the development of skills of use of this system in reading and writing

activities, in social practices involving written language – literacy. They are not independent processes, but interdependent, and inseparable: literacy develops in the context of and through social practices of reading and writing, that is, through literacy activities, and this, in turn, can only develop in the context of and by through the learning of grapheme phoneme relationships, this is, depending on literacy (excerpt from the article Literacy and literacy: the many facets of Magna Soares) Revista Brasileira de Educação, (no. 25, 2004).

Based on this assumption, Soares (2004) points out two "passports" necessary for access to the world of reading and writing: the technical domain of reading and writing itself and the ability to use this knowledge in social practices in different contexts. The meaning of being literate for an individual is defined as one who has learned to read and write, not the one who has appropriated reading and writing and makes use of this condition in social practices, without saying that the social function of reading and writing is a factor that is has recently set up in our society.

Faced with the new reality of a graphocentric society and the need to respond to these demands, the "literacy" appears, understood as a complement to define the literate person who knows how to make use of reading and writing in the society in which he lives.

According to Costa (2008, p. 26) attributes the emergence of the word literacy as an attempt to separate studies on literacy from studies on the social impacts caused by the use of writing and justifies:

The need to separate studies on literacy in the restricted sense (competence/individual ability to use and practice writing) from studies/research on "literacy" (social literate practices, culturally determined) crystallized the use of this term in the academic circles, precisely because of the diversity, complexity, and breadth of the literacy phenomenon.

Thus, the daily contato with reading and writing allows the individual greater ease of inclusion in the social environment because they are essential tools in the relations between man, nature, and society. The changes and transformations, caused by the advancement of technology, resulted in the emergence of a diversity of textual genres present in different contexts and hypertexts, a space previously reserved only for literários texts.

Literacy is a word that has been heard and discussed more and more, debated within the education system, especially in the period in which it is given to literacy. According to Soares (2006), the etymology of the word literacy comes from literay, from the Latin littera (letter) which, added from the suffix cy, which means quality, condition, stay or fact of being, which assumes the meaning of condition of the one who learned to read and write. Therefore, literacy is a term created from the word literacy, which is letter, and from the suffix *ment*, which gives the idea of action, which defines it as a result of the action of teach or learn to

read and write, as well as evidence the state of the social group or individual who appropriates writing.

It is from this perspective of literacy that the theme will be discussed in this work, that is, from the various contexts, times and spaces in which literacy and literacy take place, inside and outside the school. For Soares (2006), in the concept of literacy is the idea that writing has social, cultural, political, economic, cognitive and lymphatic implications, both for the individual and for society in which you live.

The literate - a term in which it treats as a technology of reading and writing - is the individual who engages in social practices of reading and writing, changing their participation in the social environment in which you live. - Maybe this is the explanation of the political authorities not being too interested in the quality of education - then I calemi my interests in Soares 2006, to understand the reflection that must be made between literacy and literacy. The teaching of reading and writing should no longer start only in the decomposition of the code written in vowels, consonant, syllables, words, and phrases. But from an exploration, to learn to discover relationships and build the meanings of this system. However, the written code must be present in the classroom with all textual modalities. (PEREZ, 2001).

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literacy is a prerequisite for the development of logical-formal and abstract thinking. This refers to the myth of literacy, with primordial power for the achievements of abstract logical thought, considering illited groups, in literate society, as deficient individuals in the development of elaborate forms dethought.

Literacy should be started as soon as possible from the first intellectual germination in children, to socialize the individual with the due capacity already inserted in the environment in which one lives. For Marcuschi (2004) literacy is due to a social process and history of learning reading and writing in different contexts and according to the needs in order to provide integral training of the individual.

The difference between oral and written language is defined when the need for written language to present a planning followed by an edition in the during and after written production that differs from oral language, in which it does not present this necessity of planning or an edition of the speech itself. the use of oral and written lymph og is determined by the social culture.

In oral language, interlocutors are present and non-linguistic resources and paralinguistic resources are used. In written language, it is necessary to be self-referenced and the use of paralinguistic resources is extremely necessary in written production.

From the differences that are presented in oral language and writing, we seek the current conceptions that are present in the teacher's action. Thus, the main challenge is to propose reflections in search of a quality education with a defined function. This literacy process requires an understanding of the subject, of its historical-cultural genesis, that is, it sees in the learning of written language as one of the systems of fundamental segments. (MORAIS, 2004).

For Soares (2003), these concepts are often confused, and it is important to distinguish them, while it is also important to bring them closer together. It argues that it is necessary to differentiate the terms given so that there are no misunderstandings that support the specificity of the literacy process, and, on the other hand, the approximation is necessary because, although distinct, one depends on the other in equilibrium, because they are two types of knowledge that must be acquired simultaneously for educational success.

The practice of reading, analyzing its relevance in literacy processes make the learner able to make the conquest of the world and achieve their life achievements. Such achievements are motivating factors for the student to start valuing his evolution and the literacy processes itself, since it is effectively the one that will help him in the discovery of the mysteries of life.

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We only realized the need for literacy when access to schooling expanded and we had more people knowing how to read and write, starting to aspire a little more than just learning to read and write. Thus, we live another moment of evidence of a concept: literacy, which has been emerging in the discourses of specialists in the field of Linguistics and has helped Brazilian educators bringing a new conception literacy that meets the demands of society and presenting the idea of reading and writing and engaging in social practices of reading and writing.

DISCUSSION

Knowing the magical world of so many learning depends on the motivation aroused in the student. And it is through the school and its teacher that the student will be encouraged to participate in the various reading situations that the school will offer you. Language is another point to be considered of vital importance. It starts very early; from children they express themselves in movement that has to communicate verbally. Even so, the movement is still a means of expressing what it wants.

Then the children have the process of literacy and literacy in the classroom and a broad and complex process that covers different subjects in different learning modality that distinguishes, customize this way of learning the learning process, also depends on the previous experiences of each literacy, which happen even before school education, the cognitive and linguistic processes what is learned in school and what is in the cultural context, and what it accomplishes through other institution, such as in the church, company, home and community center, the language of education as characterized here should therefore follow a theory of education. Literacy stands before the written language and its place, its functions and its uses in the literate sociedade.

The educator here is not just another path of transmission of the matter, he now raises the relevant role of advisor, being responsible for facilitating the processes of assimilation of the content. Thus, it is necessary a more detailed analysis of the contents concerning reading, and also have a lot of knowledge of the children who will become their students, their profiles, the baggage of knowledge they already have and have ability to take advantage of what they already know.

The educator will know their ways of conducting them in teaching moments so that the student learns to read. Noting that it is not a simple function, it takes a lot of dedication from the educator. It would be a lot simpler if you had ready-made planning, and just follow them. Which, unfortunately, is not quite this way.

In Gadotti (2013) understanding "in this way, we seek a new educator, who is a mediator of knowledge, with criticism and sensitivity being a constant student and organizer of the educational process, as a co-worker, orientador, curious and, moreover, a builder of meaning." The educational process is of great relevance, not only in the transmission of knowledge, but also in the development of the skills necessary for its building.

It is necessary that the educator provides writing and reading experiences so that the student analyzes its significance, bringing effectiveness to the reading experiences to his students, if the teacher realizes that they are not interested much, it is their duty to produce moments of greater susceptibility so that they are enthusiastic about reading. The student realizes that his own teacher has interest and involvement with the learning processes, and reading, for the student will be an act of pleasure as well as knowledge. It is relevant that you set an example first, so that your pupils can follow you. If the educator does not show enthusiasm, it starts to discourage those who teach.

(DURANTE, 1998).

Ideally, the teacher should plan the classes so that the teaching methods are adequate, due to the obstacles encountered by the children in their learning. It is essential that the teacher knows how to diagnose and evaluate the writing failures committed by us students, taking advantage of them as stages of knowing already reached and still to be achieved. (PETROLINO, 2007, p.26)

Given the methodology that the teacher uses to apply his classes with these students who have difficulty it is important that the teacher knows how to plan their classes so that the student learn the way he can achieve his learning even in the face of his difficulties. And the teacher has to know how this student will be evaluated in view of what was seen by the teacher in relation to difficulties in reading and writing.

Another primary issue that also helps in the instant of learning is the interactions between educator and student. If there is a harmony between them the class space will be much better, where those who learn, learn happy, and that reads the content also happens happy to be. The educator should excel in a good relationship with each of his students, not encouraging unnecessary conflicts. The educator needs to seek the awakening of the students in the confidence and security, since if he feels that he can trust his educator, it will make him feel safer to assimilate the knowledge, and in turn the educator will have more motivation and encouragement to teach. (FERNANDES, 2010)

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The execution of the literacy activity by the teacher is a great challenge, since there are many obstacles in the class environment, with many problems to be solved in their daily lives, observed that the educator who alfabetiza will plan his method of reading and writing so that the student can evolve and raise new Knowledge. Teachers need to provide ways to subscribe to the building of writing and reading, attracting students, and to achieve this work to advance education. (LIRA, 2006)

The educator, in addition to needing to have the necessary knowledge, needs to have great respectability for their students, look forward to knowing the reality of each one, their goals, desires, problems, believe that their students have the capacity to develop, with actions based on creativity, attraction, initiative and self-confidence.

Those who yearlong to become a teacher need to understand that it is not a simple service, requiring effective training, since the educator within the class has the responsibility to provide its students with an efficient learning, which will base knowledge to their pupil, always bringing innovations, new pedagogical utensíli, not stagnating but always bringing updates. The professional d literacy will encourage the student to discover the space of

reading and writing, so that the student can galate the most advanced levels of reading and writing.

Every child has the ability to learn even having difficulty during the period of literacy and literacy, so the teacher has to help the child in his development of reading and writing, guiding the child in the time of performing the task in the classroom, placing the child who has difficulty close to another that knows, and a methodology that the teacher uses and this is important, the ludicity is also part of the teaching learning of these children, because it is also part of the learning of the child, in the vision of the teacher it is important that the student feel the moment of reading is something pleasurable, where he being able to interpret the reading he will be able to develop the writing. In general, the school works with different reading practices. Due to their own function and speciality, these practices differ from other reading practices in the social field, since it is not only a need for collective life but has as its explicit objective the formation of readers. However, this specificity of school reading is not that ofslinking the broader social field, because reading only makes sense as a social practice because it is part of a chain of meaning, as postulated

(BAKHTIN, 1988, p. 58):

If, on the one hand, the school aims at the formation of the subject, which implies a whole range of intentions to train potential readers, on the other hand, it is essential to seek to rescue the functions and social uses of reading, which will ensure that this reader achieves his objectives and processes in the use of reading.

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In this perspective, the role of the teacher in the classroom is to provide students with reading situations, stimulate critical sense in it, elaborate with the class reading materials such as dictionaries, lists, posters, among others, and help them develop a taste for reading.

The teacher as a mediator of learning is responsible for the interest of the student, so if the teacher in the classroom reads narratives, poetry, music among other texts, these readings are used to stimulate their students, giving them opportunities to develop a taste for reading, recognizing the social function of reading and reading. in the society in which he lives.

It is known that in Brazil people have great difficulty in understanding what they read, Brazilian students are not interested in reading, for this reason schools should provide students with the presence of livrthem in their daily life thus providing the insertion in the universe of reading.

CONCLUSION

Children are not born with school difficulties, but they appear throughout the learning process, and the difficulty in reading and writing during the literacy and literacy period has been recognized as one of the factors that interfere in the student's learning and self-esteem. Thus, the attitude adopted by teachers in the classroom can play a decisive role in overcoming this difficulty. The teacher must transmit confidence and understanding to the child and avoid transmitting distress and agony in the face of the difficulties that the student presents.

These difficulties that the child faces, can hinder their attendance at school, the lack of stimulation, support, makes the child not feel like going to school, so it is important that the teacher stimulates the child the taste for reading and thus pass safety when performing the tasks, so that it does not feel failed. The teacher being around with the family the child will change his discipline and his frequency will be different.

It is of great relevance that the educator has a greater appreciation for the knowledge that the students bring from their experience outside the institution, the style of language, what goes through their minds, their curiosity for each content, and the situations experienced with each type of matter, but not abandoning the knowledge already acquired.

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The usefulness of reading and writing is not the same as being able to write and read only, the evolution of productive and interpretive text activities can help the learner in assimilating about employment in the social sphere of reading and writing and thereby develop as individual inserted in a communicative social environment and interacted in the collectivity. Moreover, it is necessary to consider the issue that young people and adults in the popular classes usually do not have books in their homes and thus do not have the habit of reading.

It is correct to say that preschool is a very rich step in the educational procedure of children, but it will only have meaning from the moment that the members of the educational institution have knowledge of its relevance and that its activities are defined, understanding how to apply teachings to promote the effective evolution of students.

The process of reading and writing begins long before the child comes into contact with the school world, receiving stimulation and then reaching conventional writing and reading. Thus, in this research it is possible to perceive some factors that can make reading activities more attractive and productive for children and teachers. It is known that reading is part of the daily life of a school, especially in the initial series of elementary school, since

children are in the middle of the literacy process. I believe that it is urgent for the teacher to constitute himself as a subject of his pedagogical action, having the student as a partner in curricular activities and being aware that his pedagogical action is not isolated or immune to previous experiences and demands of so many later ones.

The pedagogy professional needs to find methodologies of literacy and le- tramento that are effective for their students, fit the best ways to con- duzir students by a learning path that elevates their levels of assimilation, going in addition to the simple process of writing and reading, you have the ability to put into practice the learned in your daily life, with reflection, interpretation, understanding and analysis of all moments of your daily life.

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