The importance of reading and writing in the early years of elementary school in a literacy and literacy perspective

A importância da leitura e da escrita nos anos iniciais do ensino fundamental em uma perspectiva de alfabetização e letramento

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ABSTRACT
This paper is entitled: The importance of reading and writing from the perspective of literacy and literacy, accomplished through a bibliographic research with descriptive approach through deductive method with the overall goal: Make a documentary bibliographical study about reading and writing in Brazilian land, as well as in some Latin American countries. So it is conceived language as a form of interaction and construction of meaning and defends the reading and writing as inherent and substantial processes for teaching-learning process in school, and are based on the theoretical concepts of Antunes (2003) Cagliari (1999), Freire (2003), Soares (2004), Kleiman (2005), and the National Curriculum Standards for English Language (1997), among others. Thus, the reading and writing area will provide a foundation for learning more complex content. Therefore, this research concluded emphatically the importance of teaching and learning of reading and writing and its design to make it meaningful as a social practice.

Keywords: Reading. Writing, writing. Literacy. I'm teaching. I'm learning.

RESUMO
O presente trabalho intitula-se: A importância da leitura e escrita na perspectiva da alfabetização e do letramento, realizado através de uma pesquisa bibliográfica com enfoque descritivo, através de método dedutivo, tendo como objetivo geral: Realizar um estudo bibliográfico documental acerca da leitura e escrita em terreno brasileiro, bem como em alguns países latino-americanos. Assim, concebe-se a linguagem como forma de interação e construção de sentido e defende-se a leitura e a escrita como processos inerentes e substanciais para o processo ensino-aprendizagem na escola, pautando-se nas concepções teóricas de Antunes (2003), Cagliari (1999), Freire (2001), Soares (2004), Kleiman (2005), bem como nos Parâmetros Curriculares Nacionais de Língua Portuguesa.

**Palavras-Chave:** Leitura. Escrita. Alfabetização. Ensino. Aprendizagem.

1 INTRODUCTION

Asking some questions in public places like: What is to be literate to you? Perhaps some might answer that "It's knowing how to read and write." And what would be the answer if the question were like this: What is to be literate? The hypothesis would also be huge to receive the following answer: "It is to be cultured, it is to have a lot of wisdom, to have studied a lot!"

Being obviously fictitious these answers, however, in view of our coexistence with less favored communities, these answers would possibly be easy to obtain, because over the years, in the history of education, this vision of literacy was strengthened to be only the conquest of the technique of writing, of the appropriation of the alphabetic system and as confirmation that learning actually occurred, the practice of reading.

Through studies such as that of the Paulo Montenegro Institute (INAF) of 2010/2011 that studied the situation of illiteracy in Brazilian territory and it was concluded that:

The Inaf data reinforce the need for investment in quality, since greater access, even if it contributed to the reduction of functional illiteracy, was not enough for the level of literacy of the population to evolve more rapidly to the full level, which remained stagnant over a decade in the different demographic groups.

The theme that mentions the quality of education, leading us to literacy, has the need to be reviewed and arranged so that in other future studies this picture can be different.

We can say that there are in Brazil several adults and even young people who are simply literate and unliterate, are functional or total illiterate, individuals who are literate and literate and also those who are solely literate.

In Carvalho's view (2010, p. 66), he contributes to better understanding this differentiation between being literate and being literate and literate.
A literate person knows the alphabetic code, dominates the graphophonic relationships, in other words, knows what sounds the letters represent, is able to read simple words and texts, but is not necessarily a user of reading and writing in social life. Literate people may eventually have little or no familiarity with the writing of newspapers, books, magazines, documents, and many other types of texts; may also encounter difficulties in expressing themselves in writing. (CARVALHO, 2010, p. 66)

In the context of the literate and literate subject she comments as she:

Literate, in the sense that we are using this term, is someone who has sufficiently appropriated writing and reading to the point of using them with resourcefulness, with property, to account for their social and professional attributions. (CARVALHO, 2010, p. 66)

We understand that functional illiterate individuals are individuals who even have some ability at the moment when they need to write something like their name, reproduce some information, however they are not able to interpret or use writing and reading for other purposes that are normally requested in literate society. And the individual with total illiteracy, which mentioned above is one who certainly has no form of skill or ability as to the use of written language or reading.

What about the only literate individual? Would that be possible? In Soares's view (1999, p. 24), he explains that it is perfectly appropriate on several occasions that we know and that through his experience, he presents all his knowledge and experiences through living with the literate world.

One last inference that can be taken from the concept of literacy is that an individual may not be able to read and write, that is to be illiterate, but to be, in a way, literate (attributing to this adjective meaning linked to literacy). Thus, an adult may be illiterate, because marginalized socially and economically, but if he lives in a medium that reading and writing has a strong presence, if he is interested in listening to the reading of newspapers made by a literate person, if he receives letters that others read to him, one dictates letters for a literate to write them (and it is significant that he generally dictates using vocabulary and structures specific to the written language), if you ask someone to read warnings or statements posted to you somewhere, that illiterate is, in a way, literate, because it makes use of writing, engages in social and writing practices. (SOARES, 1999, p. 24)

The above words mention adults who, because they are in contact with diverse textual genres, have reproduced a form of literacy that helps them relate to the world even though they do not know the technique of writing and reading, but for Kleiman (2005, p.18), it leads to a reference to the child who is also able to be literate even before he takes over the alphabetic writing system and reading and interpreting practices. of texts, making use of oral strategies:
In certain social classes, children are literate before they are even literate. A child who understands when an adult tells him "Look what the fairy godmother brought today!" is making a relationship with a written text, the fairy tale. So she's participating in a literacy event. (KLEIMAN, 2005, p.18)

Thus, we come to the conclusion that literacy with literacy dominates their distinct peculiarities, however if carried out in harmony and fully synchronized, the results will be extremely satisfactory.

Reading is an act of obtaining culture, a link to socialization, because it is a component of social life to the extent that a communication function is fulfilled. Reading establishes a link between socialization and the full exercise of citizenship. It is to offer each text a new view on a given subject to the reader. It is to obtain knowledge, as well as to make the reader a critical being in the face of what is exposed to him. To read, in its cabal sense, is to understand.

The mastery of reading by students in the initial grades of elementary school has been a great concern on the part of educators, parents and even the students themselves. What can be observed that every day this causes the disincentive of the act of reading, focusing both on the part of children and adults, interpreted as an unpleasant act, seen as a punishment, when forced by parents.

The need to further boost the learning process through reading is necessary through the reflexive study on the relationship of the child with the use of fables, in view of the school as a responsible part of forming critical, active and conscious citizens within the new modern society.

From this, children's literature with its various attractions becomes a great ally of the school for the development of reading of students, from those who enter the initial grades, without practically knowing how to read, as those who already have a certain mastery of reading. For it is known to all that many students go out of literacy without being literate, especially when referring to students from public schools. Therefore, children's literature is a helper of the school, with regard to the difficulties of students, regarding the practice of reading, because this literature is heterogeneous, deals with various types of characters at the same time, and is also multipurpose, with regard to their multiple fictional situations.

With the use of fables, the school can transform the student into a reader who is conscious, reflective and critical, capable of discriminating the intention and assuming attitudes in independent ways, in the face of any text or situation. Because most of the
problems that students encounter over the years, of study, reaching graduate school, are due to lack of reading.

Fables can also be used as a didactic resource for the formation of values in children, emphasizing the valorization of transmission, construction and reconstruction of knowledge, formation of attitudes and values of the teaching-learning process in a meaningful and pleasurable way.

It is understood that reading and writing are of paramount importance for the formation of every person, because they allow us to have a broad knowledge of world dimensions. Reading and interpreting a text only happens when we critically appreciate it, perceiving its interaction with the world around, with reality and with the context that is inserted.

It is necessary to learn to read and write by obeying the grammatical rules, since they are transformed every day and we must be attentive to these transformations, because reading and writing is not just to understand a simple tangle of symbols, but to critically interpret the world in which we are.

This project will be developed through a bibliographic research, with deductive method and qualitative approach where Oliveira (2007) points out that the methodology should be clear in the placement of the problem, as well as, fulfill the pre-established objectives, have a good choice of the instruments to be used during the research, define a schedule of activities, collect and analyze the data pointing out the results.

With the desired objective of analyzing the importance of reading and writing in teaching as well as literacy. It presents how the methodological path of this project will be structured based on oliveira's ideas (200, p. 467) the bibliographic research is the "activity of locating and consulting various sources of written information guided by the explicit objective of collecting more generic or more specific materials about a theme".

In this context, we chose to carry out this type of research in order to know the authors' thinking on the theme under discussion and for the theoretical/scientific enrichment of it.

Completa Lima (2004. p. 39) stating that during the bibliographic research, sources are used to publications that take the form of books, dictionaries, encyclopedias, articles published in journals (journals and newspapers) or in the annais eats of academic meetings, essays, reviews, monographs, research reports, dissertations, theses, handouts, bulletins.
According to Oliveira (2007) the deductive method defined as the study procedure that goes from the general to the particular, that is, it is based on the principles already recognized as true and indisputable to reach certain conclusions.

The deductive method will be used in this research because it already has a prior knowledge of the content addressed starting into the unknown from a perspective of participation and change-oriented collaboration.

As for the approach, it will be qualitative, Oliveira (2007, p. 59) states that:

> Qualitative approaches make it easier to describe the complexity of problems and hypotheses, as well as to analyze the interaction between variables, understand and classify certain social processes, offer contributions in the process of change, create or form opinions of certain groups and interpretation of the particularities of the behaviors or attitudes of individuals.

Therefore, we chose the qualitative approach because we work in this research with the inductive method, starting from a hypothesis aiming to analyze the concept, characteristics and thoughts that theorists attribute to the theme under study.

2 THEORETICAL FRAMEWORK

Importance of Reading and Writing

The reading and writing of textual genres diversified from Early Childhood Education are of fundamental importance for the child to know the range of texts that he can have at his/her fingertips having the opportunity to exercise his reading and writing expanding his knowledge in this environment.

Regarding the subject under discussion, Lajolo (1982, p. 59) points out that:

> Reading is not deciphering, as in a game of divinations, the meaning of a text. It is, from the text, to be able to attribute meaning to it, to be able to relate it to all other texts significant to each one, to recognize in it the type of reading that its author intends and, owner of his own will, to give himself to this reading, or to rebel against it, proposing another unforeseen.

According to the author, reading is an act that refers the reader to a dialogue with the author's world, in which he puts him face to face with a reality that is often unknown to him, which hinders his interpretation. On the other hand, interpretation requires an active, critical posture that not only retains, but understands the message, creating a reader-subject posture about it, in which it recognizes what it aims to convey to its readers.

People who develop the reading habit become able to understand, interpret and produce texts thus contributing to better evaluate what they read, confronting their
experiences, experiences and values. She has the ability to question thus facilitating her understanding of what she reads.

Based on the act of reading and interpreting what he reads by making a link with the external and indispensable world, and Freire (2001. p. 11), he points out that:

Reading the world precedes the reading of the word, hence the subsequent reading of the word, hence the subsequent reading of the word. Language and reality are dynamically lost. The understanding of the text to be achieved by its critical reading implies the perception of the relations between the text and the context.

When analyzing the author's speech, he points out that the reader when reading a certain utterance should perform a critical reading and should be an active subject in order to confront what the author says with his practices lived in his daily life, because the individual has the responsibility to know what he reads and what his purpose is.

It is understood that since childhood the child must have recounted on reading and writing, to develop their skills in this context, because Kury (2010, p. 463) conceptualizes reading as "the art or habit of reading". With this it is perceived that every person should practice reading in order to understand more easily what is written.

Complementing the above ideas, Carvalho and Mendonça (2006, p. 21) state that:

Reading is an activity that takes place individually, but is part of a social context, involving acidid dispositions and capacities ranging from the decoding of the writing system to the understanding and production of meaning for the free text. It therefore covers from skills developed in the literacy process "stricto sensu" to skills that enable the student to participate actively in the literate social practices that contribute to their literacy.

Continuing with Kury's ideas (2010, p. 305) he defines writing as "what constitutes as a routine". It is understood that we must exercise writing frequently in order to enrich our vocabulary, where it becomes relevant in the literate world.

For Carvalho and Mendonça (2006, p. 22):

The mastery of writing as well as reading covers the capacities that are acquired in the literacy process and another that are constitutive of the literacy process, including from the first forms of alphabetical and orthographic records to the autonomous production of texts. The writing in school, as well as in social practices outside the school, is situated in a context, is guided by some goal, has some function and addresses some reader.
Based on the above, it should be noted that both reading and writing should be practiced both at school and outside it, as it is a constant process and is not limited to the walls of the school.

According to vygostsky's (1999) thought, learning is not just about exchanging letters and forming words with them, but rather teaching written language. It is necessary to use it considering the social purpose for which it was created, that is, to write when recording experiences, express feelings and emotions, finally, communicate.

However, it should be emphasized that the development of written language must involve knowledge, socialization, the construction of autonomy, solidarity, and criticality.

Freire (2001, p. 174) states that:

> Reading the world always perceives the reading of the word. "The act of reading came in his first experience the "reading" of the world of the world process in which he moved; then, the reading of the word that did not always, throughout his schooling, went to the reading of the word "world", in fact, that special world was given to him as so, even as the world if his first readings. The "texts" the "words" perceptions experienced and, the more he did it, he increased the ability to perceive themselves in a series of things, in his dealings with them, in his relationship with his older brothers and with his parents.

According to the above ideas, it is perceived that the author recognizes the importance of reading where one must frequently exercise the habit of reading in order to have a broader knowledge of the context in which it is inserted.

Vygotsky (1999, p. 32) points out that "reading and writing are conditioned, on the one hand, by the possibilities of the student, which encompass both the organization of thought and knowledge and experiences, on the other by interaction".

Based on the previous citation, it is necessary to practice reading and writing where the student must explore his knowledge in order to develop his/her skills and abilities. In this context, the school as a whole has a decisive role, as it should favor quality teaching-learning focusing on reading and writing since the beginning of the schooling process.

For this, Libâneo (2001. p. 40) points out that it is necessary to:

> A curriculum focused on the general and continued training of thoughtful and critical subjects, preparation for a technical/scientific/informational society, training for critical-participatory citizenship and ethical training.
It is understood in the author's placements that managers should organize the curriculum focused on teaching that values culture, respect and social responsibility where teachers can train critical readers and builders of their own knowledge being responsible for part of their training, where they know how to read and write interpreting without difficulties, because it is perceived that many students are completing elementary school and arriving at high school with limitations in reading and reading and reading and writing.

Analyzing Padilha's (2006) thinking, the teacher must plan the reading and writing activities for his students to obtain an efficient teaching-learning, in addition to identifying the real difficulties that his students present.

According to Carvalho and Mendonça (2006, p. 15)

Schools in the past were successfully literate, teachers were more qualified and students were more willing to learn and more disciplined [...] The failure in literacy is greater in children living in regions that have worse social and economic indicators, among working children and among black children. [...] The problem of social inequality, social injustice, social exclusion.

Based on the above by the authors, it is observed that the difficulties of reading and writing, as well as quality learning are associated with social and historical issues and these difficulties that persist today are not, to some extent, new difficulties.

Overcoming these difficulties such as dysgraphia (difficulty writing), dyslalia (difficulty in separating syllables) and dyslexia (difficulty reading) occurs to the extent that the student has the opportunity, stimuli and motivation to experience acts of reading and writing since childhood, in addition to the care of qualified professionals. She can thus compare and confront more and more her concepts, ideas or hypotheses with conventional reading and writing situations that an adult offers her as a model.

According to the ideas of Brazil (1996) it is the duty of the State to ensure that the student has a qualified education where they can learn with quality, where they have trained teachers teaching responsibly so that they do not have learning difficulties and those who present them, should have a specialized service with other specific professionals.

Therefore, reading and writing are indispensable in the formation of any individual, because they offer a more critical and dynamic view of the world, as well as the enrichment of oral and written language and, the earlier this process begins, the more ease and quality of learning will be obtained.
We have as a precept that "to educate is to instigate intelligence, to correct defects, to form consciousness, to activate and fortify the will, polishing the character." That is, we have first of all as a precept that educating is also to be able to exercise a continuous orientation as a means of developing socially and culturally, be it this orientation role of parents and educators present in the child's life.

In this sense, the development of a continuing education is fundamental, because it is from the well-structured learning of how this process occurs, that it can be affirmed that education will be solidified par excellence.

For Antunes (2002, p. 15), "there are different learning processes and it is important that every teacher knows them well...", also, "it is very important to know the way the mind operates knowledge and assimilates it".

Vygotsky (1984) studied the relations between language and thought, for him thought and language in children follow parallel lines until the age of two years, so thought starts to serve speech and this to thought, thus constituting verbal thinking.

According to Vygotsky:

> Although practical intelligence and the use of signs can operate independently in young children, the dialectical unit of these systems in adults constitutes the true essence in complex human behavior. Our analysis attributes to the symbolic activity a specific organizing function that invades the process of using instruments and produces fundamentally new forms of behavior... the moment of greatest significance in the course of intellectual development, which gives rise to purely human forms of practical and abstract intelligence, happens when speech and activity then practice two completely independent lines of development, converge. (VYGOTSKY, 1984, p. 26).

Dealing with early childhood education is different and should be seen from another panorama, according to the author Skinner (apud Antunes, 2002, p.19), who states that "every learner tends to repeat a reinforced response and suppress a response that has been repressed", we reflect that it is in this age group that the correct educational practice is or is not assimilated.

Thus, the fact of not responding may mean that there was no processing of information and no understanding or learning occurred in early childhood education. In order to achieve a quality education, society is needed to raise awareness.

Vygotsky considers that the role of language is:
Our experimental study proved that it is the functional use of the word, or any other sign, as a means of focusing attention, selecting distinctive aspects and analyzing and systematizing them, that plays a central role in the formation of concepts. Real concepts are impossible without words, and thinking about concepts does not exist beyond verbal thinking. That is why the central moment in the formation of concepts, and their generative cause, is a specific use of words as functional 'tools'. (VYGOTSKY, 1984, p. 33).

How to obtain this quality and also awareness, is one of the issues that most concerns teachers and educators, and makes everyone, family and society, have to participate in the process of teaching and learning children.

For the author Perrenoud (2001, p. 61), who also states that

"learning is defined as a process organized by the person who learns" and "teaching is defined as a communication action oriented towards the transformation of the learner in his/her training".

In this regard, Perrenoud (2001, p. 91), says that: "Actions serve as a link between the person and the environment, either by filtering the situations of understanding, or directing the action, establishing decisions and evaluations related to people."

Thus, the teacher has his goals, just as the student also has them, so everyone has equal roles in the construction of knowledge. Put another way, we need to think about the school with many paths through which the student can pass, leave his trail and continue making new paths.

This concern of the teacher, in relation to teaching and learning reading and writing, is not limited only to educators, in school spaces, but is a concern that affects society. Thus, the literacy process has been much discussed and researched inside and outside the school environment. To understand the importance of this area of knowledge, for the individual and for society, it is necessary to bring the contribution of some authors who highlight the importance of reading and writing, for the development of both, for providing interactions with different interlocutors, with experiences and with language in different ways.

On this importance Micotti (1997, p.9) reveals that:

[...] the field of writing is a fundamental condition for the exercise of citizenship, for access to various fields of knowledge, for school success, for personal fulfillment, for participation in much of humanity's social heritage — culture.

For Smolka (2003, p. 45) writing cannot be understood, only as an "object of knowledge" in school, nor be taught, transmitted, but should be understood as a mode of
interaction, to experience language and its possibilities, because language is created, through social interactions and it continues to be transformed and constructed as human knowledge.

Geraldi (2006, p.63) brings a definition of writing, which highlights the role of the interlocutor.

First of all: writing meets the different needs of orality. If the dialogue at a distance obliges to fix the dizible on some surface, the absence of the one to whom the announcer is intended obliges the announcer to this constant journey from the place to the other to leave, on the surface where his gestures of writing are made, the maximum and the least depending on the circumstances, of clues to share senses. This presence absence of the other is certainly responsible for countless of the differences that the worlds of orality and writing have eventually produced.

Role of the teacher in stimulating learn

The cross-sectional hot months because they deal with social issues are intensely lived in fables and can be used to seek solutions and alternatives by confronting different positions both in relation to the broader social intervention and the personal performance of the child within the environment in which he lives and acts. So from questions about ethics, health, environment, sexual orientation, cultural plurality, work and consumption, the fable begins to act as one of the important educational instruments for human formation.

And it is also from the fantastic story that the educator can reach the interest of the student in the various areas of scientific knowledge present in the school curriculum.

Thus, as already written in the transversal scans of PCNs (National Curricular Parameters), both transversality and interdisciplinarity are concrete ways of being read globally analyzing different angles of the same or one being.

Both cross-sectionality and interdisciplinarity are based on the critique of conception of knowledge that takes reality as a set of stable data, subject to an act of knowing exempt the distanced. Both point out the complexity of the real and the need to be considered the relationship between its different and contradictory aspects (BRASIL, 1997, p. 29).

All that is defended by the PCNs with respect to the importance of working on a theme considering it as a whole made of parts that are completed and explained, is also the way that if you work the critical thinking of the student, because from the moment and, that he learns to think in a contextualized way, certainly he will have more chances to get to the truth, interrelating the objects of knowledge, promoting a greater understanding of the subject.
Therefore, while interdisciplinarity enables the student to recognize the segmentation between the different fields of knowledge in a compartmentalized view of the reality analyzed historically, transversality allows the inclusion of "know off-school" to facilitate this questioning, taking into account the personal and concrete experiences of the student himself.

Thus, to achieve its goal the fable brings together didactic, psychological, social and moral purposes within a recreational artistic passage, in an interdisciplinary way, becoming the fable and generating theme so defended by Piaget.

The teacher is able to provoke changes in the attitude of students towards reading, provoking a small revolution in the classroom, motivating them and leading them to develop a love for reading, changing this view even seen as a tedious and tiring activity.

Those who work as a teacher need to read so that their students can be possessed by the texts and thus fall in love with reading. Using reading in school asks you to have a teacher with the necessary knowledge to work in the classroom with the children.

To train readers, we must have a passion for reading. We agree with the French author Bellenger quoted by Kleiman (2001, p. 17), when he states that reading is based on desire and pleasure:

Reading is identifying with the passionate or the mystic. It's being a little clandestine, it's abolishing the outside world, deporting for a fiction, opening a parenthesis of the imaginary. Reading is often locking up (in its own and figurative sense). It is to keep a connection through touch, the gaze, even the ear (the words rhyme). People read with their bodies. Reading is also getting out of a life experience, it's waiting for something. It is a sign of life, an appeal an occasion to love without the certainty that one will love one. Little by little the desire disappears under pleasure.

The performance of teachers as "storytellers", "encouraging the taste for reading", "readers' trainers", considering that the taste for reading is built through a long process where subjects wish to find in it a possibility of dialogue with the world, so it is expected that the teacher is a fundamental agent in mediation between students and material, a booster and guide towards an increasingly intense and challenging contact between readers and the work to be read.

For this to happen, it is necessary that the teacher himself sees himself as a subject-reader, a subject who feels challenged before the "objects of readings", before the different languages.

Porto on the other hand, reading enables the acquisition of most of the knowledge accumulated by humanity. But the Brazilian reads little. Although book production is
increasing, only one in five Brazilians has a habit of reading, which is also hampered by the high cost of the book.

For economic and social reasons, many Brazilians have contact with reading only at school. It is there that children and young people can be conquered for the book, if their first contacts with reading are interesting and pleasant. But schools don't always work well reading. As Silva (1998, p. 38) states.

> If we take into account what society says and feels about Brazilian public education and, more specifically, the disgust and aversion to reading, incorporated by students along the school trajectory, we will see that a review of our postures and methods for the guidance and training of readers is urgently needed.

Although there is today a movement of the public power to equip schools with collections, it is good to remember that, to encourage the taste for reading and train readers, however, it is not enough to put people in contact with written materials. It is necessary to encourage them, help them understand complex texts, which can be done by commenting texts, asking questions, reading together and etc. In school, this is done by the teacher, but in other contexts, this stimulus can be provided by an adult reader, a reading advisor.

It is indispensable for the educational process the presence of competent teachers, who feel, themselves, the pleasure of reading and who have a wide repertorio of readings, to be shared with the students. Without the teacher transmitting and seeing students the importance of books in their ways of being and positioning themselves in the world, little or nothing will be achieved in terms of developing reading habits.

The teacher, reader trainer, is what can offer different possibilities of reading: everything and a little more! Book, poems, news; recipes, images, sounds, gestures, maps, graphics, the world at last. It can contribute to the development of the ability to interpret and establish meanings of the different texts, creating and promoting various experiences, new situations, which lead to the versified use of reading.

**Literacy and Letramento, distinct practices, but inseparable**

After the appearance of the term "literacy" and the practices and points of view in which this term is made within teaching in reading and writing, there was the beginning of the emergence of confusion in literacy practices on the part of the teaching community. Soares (1998) teaches that, through the next citation, this difference that exists between
literacy and literacy, however, also clarifies us about the interaction that must exist between the two practices:

[...] literacy and literacy are two distinct but not inseparable actions, on the contrary: the ideal would be literacy, that is: teaching to read and write in the context of the social practices of reading and writing, so that the individual would become literate and literate at the same time. (SOARES, 1998, p. 47)

The difficulties and questions are several, because until the moment it was not visualized with so much care and relevance of the practice of literacy in the initial grades of elementary school even if, in several educational institutions literacy was already effected through the activities introduced in the scope of literacy, even without the nomenclature used today. This reality was observed several times within private educational institutions and several other times in public educational institutions. Paulo Freire observes in his work, the "Cultural Action for Freedom", which on a more sociological point of view in the context of the issue of literacy, especially in the modality of young people and adults. The same questions can and should be evidenced the moment we make a relationship with the use of the word "literacy". In Freire's studies (1981, p. 73, 74), he mentions things that lead us to observe not only in young people and adults, but also in children who are being literate.

[...] education for "domestication" is an act for the transfer of "knowledge", while education for "liberation" is an act of knowledge and a method of transformative action that human beings must exercise on reality.

The effectiveness of literacy in conjunction with literacy appeared as an additional incentive in the teaching of reading and writing, because through the observance of literacy in the methodologies commonly used in literacy, it is reached the development of the cognition of the learner related to what is being shown to him, and not only a simple mechanical practice of decoding signs, in the case of letters, syllables and phonemes, but the logical representation of what is being absorbed as knowledge. This comes to be an education for "liberation", for a new way of visualizing the world and interpreting it.

It is sorry to have to still show that in our scope education for "domestication" persists being provided for some young apprentices who are being prevented from developing their cognitive meta skills and experiences within the context of reading and writing that will prevent them from all this critical and exploitative look still within the initial grades of elementary school. Certainly, we should never underestimate the part that we have called the "concrete" of the teaching of reading and writing, in which the young
learner needs to understand the technique of writing, however this teaching must be based on the child's understanding of what is being done at the instant of this activity. According to Soares's words (2003, p. 1), his vision of what comes to be this practice of literacy with literacy, shows us that:

If literacy is a constituent part of the practice of reading and writing, it has a specificity, which cannot be overlooked. It is this contempt that I call "deinventing" literacy. It is abandoning, forgetting, disregarding the specificity of the literacy process. Literacy is something that should be taught systematically, it should not be diluted in the literacy process.

Following the understanding of this practice, Magda Soares (1999, p. 18) comes to the conclusion about what comes to be literacy:

Literacy is, therefore, the result of the action of teaching or learning to read and write: the state or condition that acquires a social group or an individual as a consequence of being appropriate to writing.

In fact, in classrooms some teachers are committing a certain way of confusion related to literacy. Literacy literacy for several individuals means, even involuntarily, to forget the teaching of the technique of writing precisely said and to be solely concerned with practices of reading books, of interpretation, believing that this will only lead the child to improve the teaching of alphabetical writing, something fundamental for the child to learn to read and write for truth. Traditional practices really after numerous researches and results that provide us with proofs that are not so efficient to constitute an effective reader, surely must be observed from another point of view, however we must, based on the term used by Magda Soares, "reinvent" literacy within our classrooms. In this search for the way to literacy is that Carvalho (2010, p. 17) states as follows:

A miracle method is no longer expected to be fully effective for all. Such a recipe does not exist. Most experienced teachers create their own path: from a traditional method, it adapts, creates resources and innovates practice. There is room for invention and creativity, because it is not only children who build knowledge.

For Santos (1997) reading and writing are not born patterns of human behavior, that is, it is not born promptly in the individual, needs to be built. This construction takes place in about 80% in the world of school, although the habit of reading begins from the moment the child to babble in his first words.

Abud (1987) notes that reading is the basis for acquiring a general culture; it is, therefore, the foundation of school learning; writing; after speech it is one of the fundamental
instruments of the process of communication and expression, using written language man can share his ideas to someone or simply extreme his longings and his thoughts.

Smolka (2003) and Soares (1999) realize that language teaching must be instituted in discursive practice, around oral texts, written in various types of genres, and that it is also subordinate dwellers of the conditions of production of those who speak or write, for those who speak or write, when and where they speak and write.

Santos (1997) emphasizes that learning to read and write are cumulative processes and last for a lifetime. They are complementary and indispensable parts for the process of development of the individual in society, and the school is one of the spaces in which children meet with the systematized reading through books and other means.

According to Soares (1999), the concept of literacy does not conceive language as a communication process or instrument of understanding, but analyzes it as a process of mutual influence in which the interlocutor establishes meaning and definition throughout his linguistic exchanges, forming meanings, according to the relationship he maintains with the language, as a theme on which he speaks or writes.

For Santos (1997) is more than evidenced that school success depends a lot on the ability to read and write that the student contracted over the first 5 years of Basic Education, that is, literacy (1st year) to 5th grade. It is at this stage that the binomial reading and writing should be considered in a rich and differentiated way, providing the student with various types of readings that are according to their age group, individual and collective interest.

3 FINAL CONSIDERATIONS

Teaching-learning of reading and writing is the great challenge of the 21st century, and for this, it needs to be seen with a new look by education professionals, introducing in school institutions a pedagogical proposal that supports the full development of the two conceptions involved for the learning of reading and writing – the first, through its social uses and the writing system through phoneme/grapheme appropriation, so that there are more expressive results in relation to the teaching and learning process of both in the early years of elementary school.

In today's society, reading is part of the daily life of the citizen and is present in all spaces and at all times, fulfilling different social functions. Thus, today, one no longer considers a reader the one who only declares to know how to decipher the linguistic code, but one who knows how to use reading to exercise a social practice and significant for
However, for this fact, it is necessary for the school simultaneously to the traditional paradigms of reading teaching, to open to the new, to adopt a new posture of teaching that provokes in its student the habit of reading. This relationship between school, reading and life could be much more significant if the teacher did not distance himself so much from the social context of the student.

The best thing that must be done for students to enjoy reading is to produce spaces in the classroom for the manipulation and reading of various written materials, where the student can have contact with various textual genres, which awaken in him the interest and pleasure of reading, thus fulfilling differentiated functions within society. Thus, reading, in view of the specificities of the initial process of written and oral language, is undoubtedly the way to overcome the problems that are faced in this stage of schooling, because only then do teachers are able to operationalize in methods and procedures of teaching reading and writing. Thus, Cagliari (1999, p. 178) corroborated this thought, stating that "education in its essence has only two methods: one based on teaching and the other on learning and the other is used by 44 both, to the appropriate extent". Thus, the pure and simple suppression of one or the other makes the process flawed, sometimes with serious consequences.

Although, the whole process of learning reading and writing revolves around the student, the teacher acts as a mirror, his image reflects positively and/or negatively in the student's life. In this way, realizing that the teacher who transmits security and enthusiasm, manages to infect the class, since emotion and pleasure are present in all their attitudes, and, therefore, the reflection of this educator activates the motivation that exists inside each student, causing a huge enthusiasm to learn the content that is being deliberated, in this case, learning reading and writing. Thus, the classroom should be a space for the construction of this knowledge, where freedom of expression, interaction, the intersection of voices and realities, the encounter of different languages prevail. And, still in it, students should designate relationships with culture by elaborating different ways of acquiring information and (re) constructing knowledge, concepts and values. Therefore, it should be added to the arguments presented, emphasized to the need to rethink the teaching-learning of reading and writing and its conception to make it significant as a social practice. Serving as a basis for other researchers who have an interest in the subject. Due to its importance for enlivened a reflection on the teaching-learning of reading and writing, a theme that has permeated discussions in schools. As
well as for education professionals, who aim to educate better action for the whole society. The act of educating does not only mean the passing on of information, but rather creating the possibility of perceiving and doing differently. Conceptualize and say what it is, explore the student's curiosity, the desire to seek new knowledge. To close the possibilities of questioning and the search for different paths, because the concept was delivered ready, finished and was not allowed to create, transform, do otherwise, is to limit the construction of knowledge by the student.
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