




THE IMPORTANCE OF CHILDREN'S STORIES AS AN INSTRUMENT IN THE PROCESS OF ACQUISITION OF READING AND WRITING IN THE 2ND YEAR OF ELEMENTARY SCHOOL I

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ABSTRACT

"Once, when I was six years old, I saw in a book about the Virgin Forest, "Lived Stories", an imposing engraving. It represented a boa constrictor that swallowed a beast" – Little Prince. This excerpt puts us in front of the universe of children's literature, which in turn conquers not only children, but also those who get involved in this enchanted world of fantasies and knowledge. And this research work aims to explore the field of Children's Literature through children's tales, using it as a pedagogical tool in the process of acquisition of reading and writing, in the second year of Elementary School, in a pleasurable way of listening to a Delight reading, which tends to hold the listener's attention. During the research, it was observed that Reading Delight as a pedagogical tool is a watershed and encourages students to leave their comfort zone and break barriers, diving into the universe of knowledge, absorbing rules and norms from the cultured norm without noticing the impositions contained in its corpus. Therefore, opting for a pedagogical practice that helps in the acquisition of reading and writing in the initial grades of elementary school, specifically in the second year, brings to light the power contained in children's stories in relation to the awakening of interest in reading in the individual's life. This can make you an assiduous reader for life. Critical and aware of his rights and duties, in short, a true citizen, living up to the mission of the school environment, which must excel in the quality of the citizens offered to society.

Keywords: Reading and writing, Short stories, Early Childhood Education.

INTRODUCTION

The child's contact with reading is something that should be explored from the first moment, as it will determine whether the child will develop a habit of constant reading, and that can be pleasurable. The school universe demands from both the student and the teacher the commitment of the relationships between reading and the individual, orality versus writing, imagination and rationality.

Deciphering codes and interpreting them is something that requires concentration and due importance so that it becomes part of the child's life, becoming intrinsic, indivisible and essential, because with the appropriation of knowledge about this code, it must fulfill the needs required by society full of rules and norms that excludes those citizens who do not master such demands.

Therefore, the teaching of Portuguese Language in the second year of elementary school may have a separate attraction, using children's stories during the classes taught daily. A delightful reading can conquer new readers from its exposure by the teacher, whether verbal or non-verbal, it will bring curiosity and the insertion of the child within the tale through his imagination stimulated by that singular and magical moment.

Therefore, reading will awaken in the student the desire to learn to break their boundaries and limits, satiating their desire to travel in the imaginary world, while their brain will recognize and store the orthographic form of the visualized codes, and thus synchronize reading and writing in a smoothed and effectively positive process, which will bring excellent results to the class of the second year of elementary school.

In view of the school failure in many public schools, is it possible to make students assiduous readers of children's stories so that they can master both reading and writing according to the rules of the cultured norm?

When we work with children's stories in the process of acquisition of reading and writing in the second year of elementary school, we realize that there are needs among the existing gaps that can be exponentially explored, since there are constant evolutions in the field of children's stories.

The child arrives at school with his knowledge of the world and for that, when he comes across the code that represents his speech in written form, he will have the opportunity to know two distinct forms of manifestation of the Portuguese Language, orality versus writing, to which he is heir, that is, his nativity, born in that territory.

The National Curriculum Reference for Early Childhood Education (v.3, 1998), brings the following statement about reading:

Reading stories is a moment in which the child can get to know the way of living, thinking, acting and the universe of values, customs and behaviors of other cultures located in times and places other than their own. From there, he can establish relationships with his way of thinking and the way of being of the social group to which he belongs. (RCNEI, p.143, v.3, 1998)

The child's contact with children's stories will allow him to stimulate his reasoning capacity and transcribe textual productions, text interpretation and have a better performance in terms of spelling.

- To analyze the children's stories used as an instrument in the process of acquisition and reading in the 2nd year of elementary school.
- Identify the importance of reading and its relevance to life in society.
- Identify the elements contained in the text that characterize it as a children's tale.
- Evaluate the student's interest in reading and writing children's stories.

LANGUAGE AND THE CHILD

When children come into contact with the world of reading, they awaken their imaginary and creative power, thus transforming their world and walking their own path. According to Perrotti (apud MARICATO 2005, p.18) "Children placed in favorable reading conditions love to read. Reading is a challenge for the youngest, beating the written code is a gigantic task".

During the process of decoding and memorizing the symbols, the alphabet, the child begins to live under the imposition of rules. This brings him discomfort or pleasure, since students have varied personalities within the same environment.

According to Lois (2010), from an early age, children are curious to explore the world in an attempt to understand what is around them. It is necessary that those responsible for the child's school life understand that children's literature must be a constant part of the child's life, that is, in their daily life reading needs to be stimulated, whether in books, magazines or multimedia.

The contact between the child and the children's tale should, therefore, provoke in the student the desire to go beyond the first page, to be able to advance to other books, in search of new discoveries, filling and transforming, perhaps, an empty and expectant life into a new life endowed with knowledge and meaning.

"In the specific field of language, it has already been shown that the child depends almost completely on the influence of his environment and that the models presented by the adults close to him are decisive [...]. (REYES, 2010, p. 20).

Students in their learning process look up to their heroes, whether they are parents, teachers, or someone they identify values from which they are attracted. And in this imitation game, we must take advantage of opportunities to assist in the construction of the concepts and values of the citizen under construction, which is the child. Reading at this moment arouses curiosity. Listening to a new story daily becomes a habit, until the moment when the child will make the decision to no longer listen, but to read, to seek new stories, to assume the role of reader and no longer of listener.

As mentioned in the National Curriculum Reference for Early Childhood Education (RCNEI) (v.3, 1998), reading practices for children brings with it great value, because the child who does not yet know how to read traditionally can do so by listening to the teacher's reading, even if he does not decipher each and every word. Therefore, when listening to a text, it is possible to consider this action as a form of reading.

CRACKING THE CODE: SOUND-GRAPHY

The reading of children's stories by children will allow the reader to exercise the codes (sound-graphy) that were previously memorized to expand their knowledge and reading capacity, as stated by Brandão and Rosa below:

... The acquisition of reading and writing corresponds to the acquisition of a transcription code from written to oral and vice versa, and the child only needs to memorize the sound-writing associations to be literate. (BRANDÃO and ROSA, 2011, p.16)

Therefore, for Brandão and Rosa, the child becomes literate from the mastery of memorized symbols, that is, if the child recognizes the alphabet and reproduces it, he will be literate. However, the child must not only recognize the alphabet, but understand that all words governed by the Portuguese language are composed of it.

Alphabetic writing is not a code that simply graphically transposes the minimal sound units of speech (phonemes), but rather a system of written representation (notation) of the sound segments of speech (FERREIRO, 1995;)

Therefore, in the construction of the child's knowledge, he must understand that the written alphabetic system is a representation of oral language, enabling the appropriation of the object of knowledge, thus, his learning becomes conceptual.

INFLUENCE OF CHILDREN'S STORIES ON THE ACQUISITION OF READING AND WRITING

Reading is as important as writing, but the child who learns to decipher the written code, or transcription of speech in written form, must develop a habit of reading consents to exercise what has been memorized, and thus reach other levels in the field of knowledge, thus expanding his knowledge during the learning process. A good reading can transform a person's life, so getting children used to listening to a delightful reading where you allow the child to transcend their imaginary universe by listening carefully to the story told by the teacher will bring excellent results in the literacy process, because the child in addition to participating in the story will also reflect and interpret, enabling her to make her own textual production, as long as she masters the syllables and simple words.

We know that the first contact that the child has with reading is through hearing, someone is reading to him. It is through this practice that reading is presented to the child. According to Villardi (1999, p. 11): "It is necessary to develop a taste for reading, so that we can form a reader for life". When he arrives at school, the child will find, through reading, a magical world, inhabited by incredible beings that draw his attention. "Reading would be the bridge to the efficient educational process, providing the integral formation of the individual". (MARTINS, 1994, p.25).

Children's literature cannot be separated from the literacy process. However, we still find in many schools teachers who do not read to their students or encourage the reading of children's stories, as this reading is an excellent tool for the development of the individual in the learning process. The student who reads fluently acquires important skills that will make all the difference during his school life as well as in his professional life, an influential citizen, and in the social environment *knowledge is power* (Francis Bacon).

THE IMPORTANCE OF READING FOR TEXTUAL PRODUCTION AND INTERPRETATION AND THE CONSTRUCTION OF CRITICAL READERS

The discovery of reading by the student will lead to great contributions in the intellectual field to his life. Allusions, quotations and reading between the lines is something that requires a lot of effort and dedication from the individual. And knowing works from children's tales, fables, legends or other literature that brings pleasure to the child is something important for the teacher to carry out in her classroom. Which can be in a reading circle, directed reading or previously coordinated, being verbal or non-verbal, it will stimulate the ability to interpret, concentrate and interact with other students who will be able to transmit the decoded message of that content and its context.

The construction of a critical identity of an individual must contain at its foundation an exegesis and a hermeneutic that will serve as pillars of knowledge as a thinking being. One

cannot read for the sake of reading, but reading done with analysis and interpretation, temporal and cultural updates will allow the reader a broader view of the world. Thus, the child who learns from an early age to exercise such tools will have during his school period as a learner a literacy rich in content and a diversity of methodologies in the teaching-learning process.

According to Freire (2009, PAGE 14), the importance of the act of reading does not occur simply in the decoding of writing, but in the development of the intelligence of the individual's world, as this precedes the word. The reading of this world begins in childhood, where the child learns to read what is around him, assimilating what surrounds him, such as the house, the family, toys and the social environment in which he is inserted. In this context, the individual also sees himself inserted in the world of the elderly, with languages, beliefs and fears, in these two environments he seeks to "read" and "interpret" the intimate.

The social context is, therefore, of paramount importance for a child's school life. Such evidence cannot be excluded, because it is what helps the student in his productions. Their perception of the world and their experiences are important and constituent elements in the child's knowledge and that will make all the difference in their career towards a globalized society.

METHODOLOGY

Reading and writing have been tools of great importance for communication and language for humanity since their genesis. And it is up to the school to transmit and teach individuals to decode and understand the distinct forms of speech in written form and the reading of it. Thus, at the Municipal School of Elementary Education I Professor Abel Barbosa da Silva, in the district of Mata Limpa, city of Areia, state of Paraíba, Brazil, a methodology with children's stories was applied to stimulate the reading and writing of students in the 2nd year of elementary school.

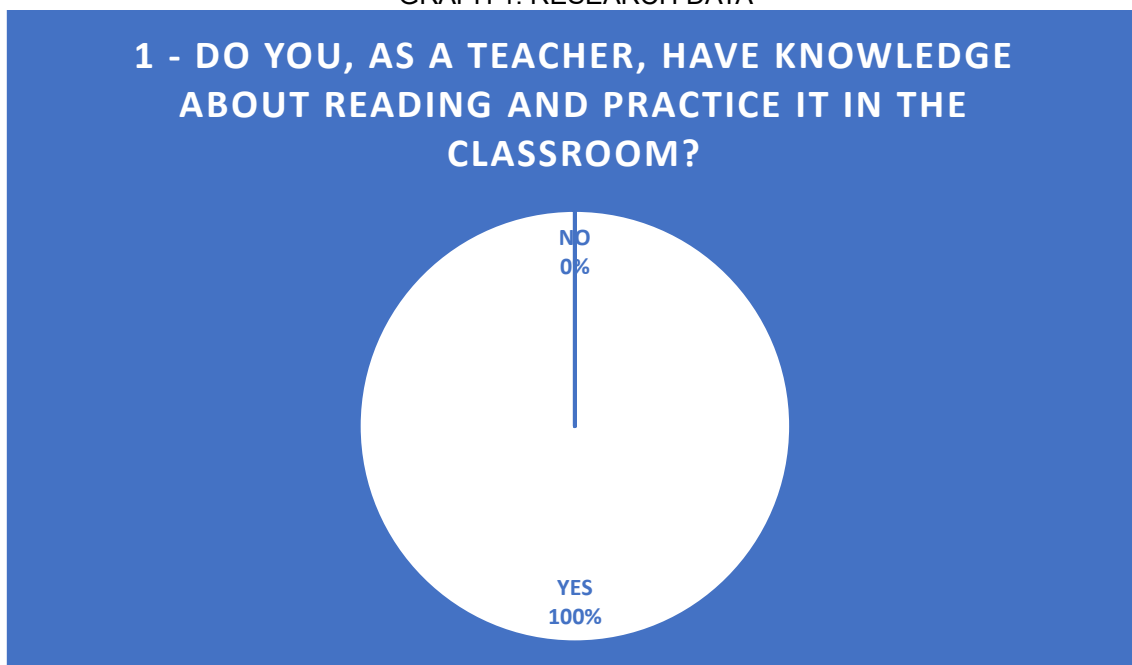
Starting with a delightful reading, the students were able to participate for four subsequent months in the daily reading of tales and fables taken by the teacher and, by registration, the students were also able to take tales chosen by themselves so that the teacher could read at the time of the daily reading.

Subsequently, shortly after these four months, two boxes in red and green were presented, so that students could select the stories according to the classification determined by the teacher, in which the stories that were in the green box the students could take to read at home. The short stories that were in the red box could only be read in class by the teacher, as they presented a greater degree of difficulty in relation to reading syllables and very complex words.

A survey was also carried out with the teachers of questions and answers about children's stories and their importance for the literacy process

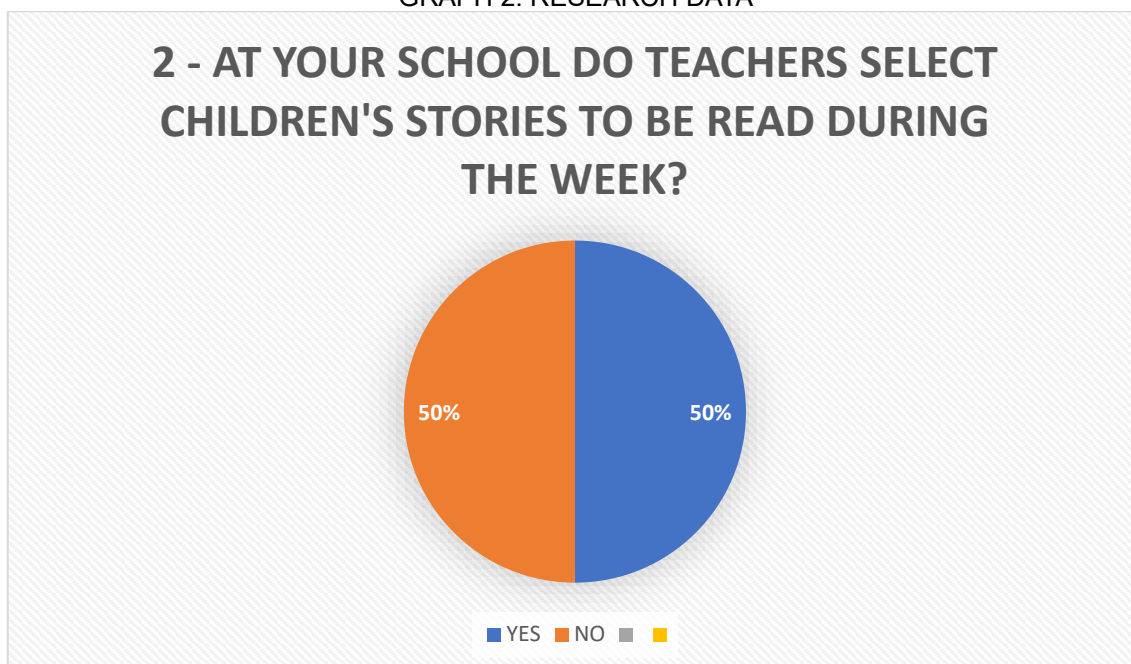
DATA ANALYSIS AND DISCUSSION

GRAPH 1: RESEARCH DATA



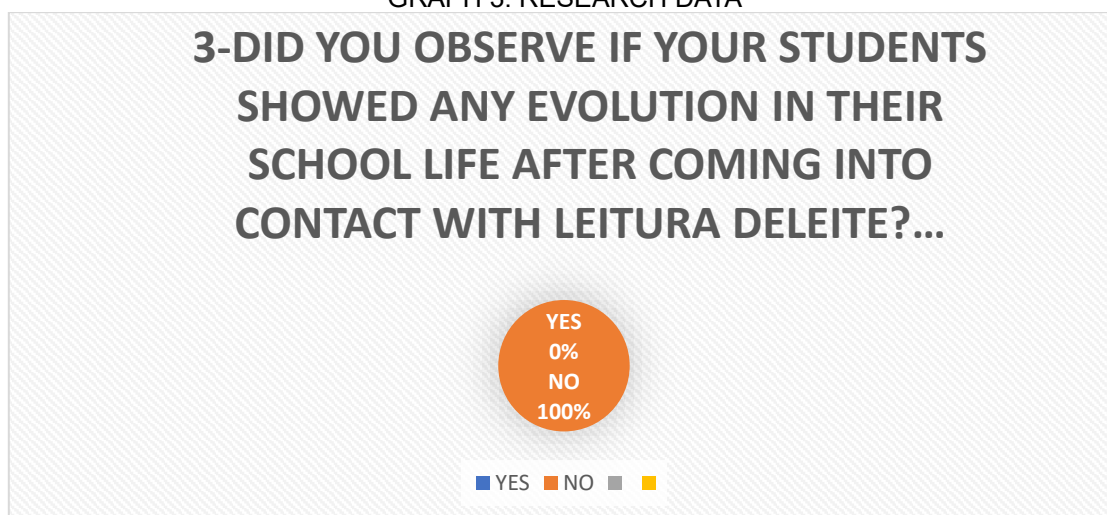
During the research, it was observed that, in relation to the teacher, knowing *Leitura Deleite* and its practice in the classroom shows that Education professionals are following the updates in the teaching/learning process, streamlining classes and contributing to the formation of new readers directed to the field of literature, as well as ascending to critical sense.

GRAPH 2: RESEARCH DATA



As for the question about the teachers selecting weekly the children's stories that will be read during the week, it is at the discretion of each teacher, as some directions restrict individual planning, and the teacher works on the contents in isolation. Others use short stories randomly, that is, whatever is most accessible.

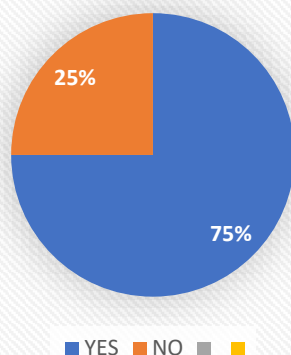
GRAPH 3: RESEARCH DATA



Contact with Reading Delight allows the student to travel to places and worlds of fantasy, at the same time contributing to the child's school life, stimulating reasoning in their textual productions and a better development in the acquisition of reading. With this, the student starts to interact better with the written code and its oral representation.

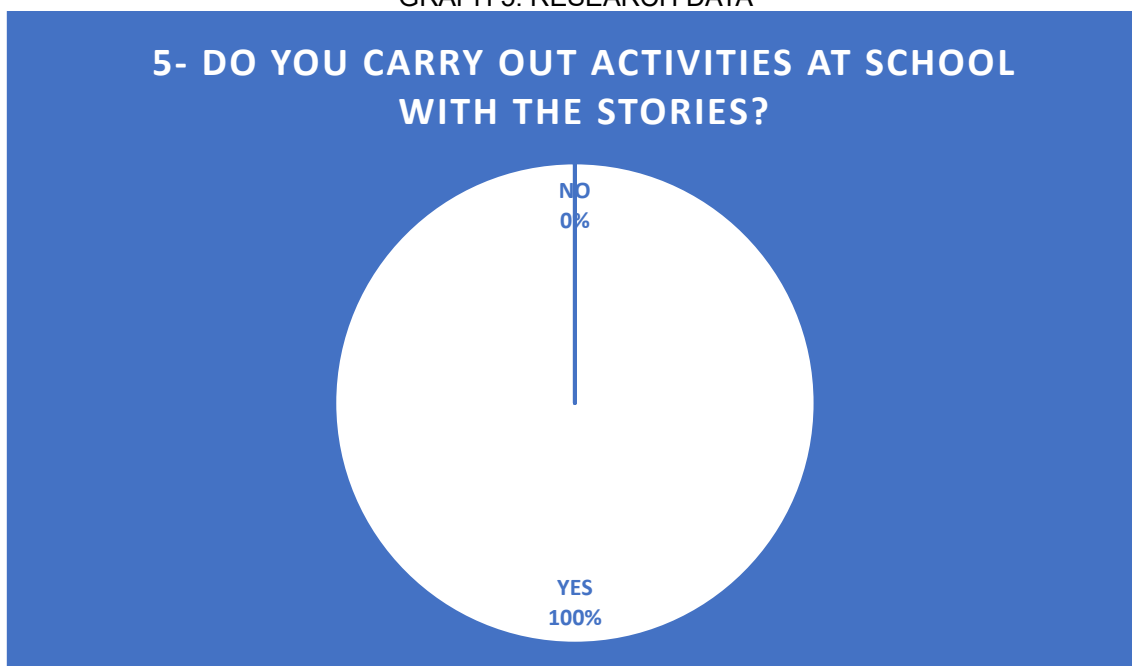
GRAPH 4: RESEARCH DATA

4 - DOES YOUR SCHOOL PRINCIPAL COLLABORATE AND ENCOURAGE THE PRACTICE OF READING DELIGHT IN YOUR SCHOOL?



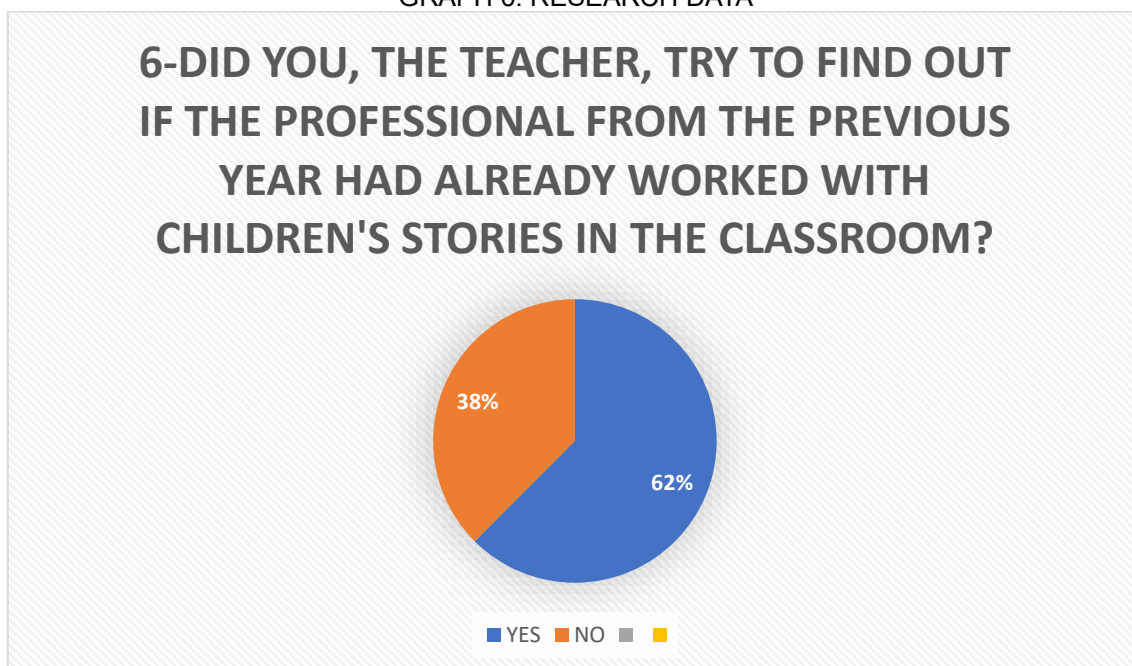
In this survey, seventy-five percent of respondents say that the manager collaborates and encourages the practice of Reading Delight during classes. While twenty-five percent of the interviewees do not have the necessary support for the practice of Reading Delight. This reveals that there are still managers with the thought that students learn only with constant content, despising the updates of the educational system as pedagogical practice, and the formation of citizens for an increasingly demanding and constantly changing society.

GRAPH 5: RESEARCH DATA



Reading Delight is also used by all interviewees in other disciplines so that they can interact with the universe of children's stories and interdisciplinarity in a sequence of contents. It is, therefore, for the teacher an opportunity to better conduct his daily activities and win over the students who are dispersed because of the lack of interest in subjects considered monotonous and tiring.

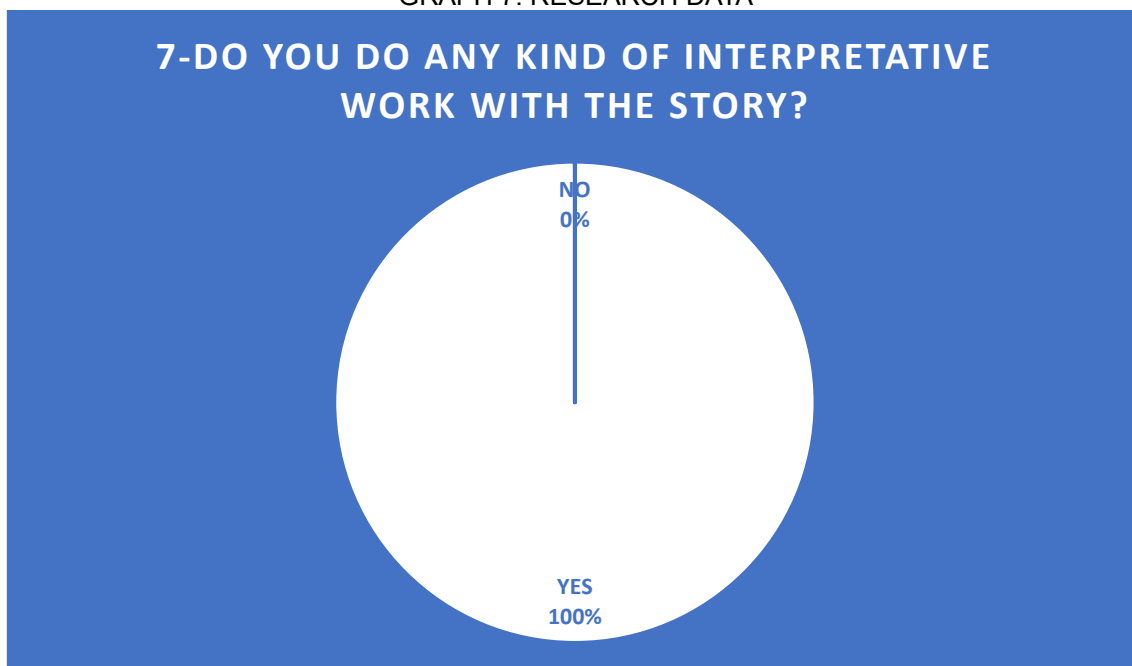
GRAPH 6: RESEARCH DATA



With thirty-eight percent of the interviewees, the survey reveals that some education professionals isolate themselves in their grade and do not seek information on the pedagogical practices used by the teacher in the previous grade. Sixty-two percent of the

interviewees seek information that can contribute and continue the practice of Delightful Reading in their classes and thus obtain good results with their students.

GRAPH 7: RESEARCH DATA



Awakening in students the power of interpretation is something that requires a great effort from the teacher, since many of the students prefer to study the text, instead of interpreting it. All the interviewees affirm that they provoke in the students a moment to stimulate the interpretation of children's stories that are read daily or weekly, even if the Delight Reading is only to be heard, in a moment of relaxation and pleasure

FINAL CONSIDERATIONS

Talking about mother tongue is a very challenging, intriguing topic that provokes various reflections, placing the being in front of concepts and assumptions that culminate in the breaking of the paradigms intrinsic to him during his life. And scientifically investigating the acquisition of knowledge transcribed in the form of symbols that represent the sounds of speech practiced by individuals on a daily basis, brings an even greater problem.

Therefore, opting for a pedagogical practice that helps in the acquisition of reading and writing in the initial grades of elementary school, specifically in the second year, brings to light the power contained in children's stories in relation to the awakening of interest in reading in the individual's life. This can make you a lifelong reader. Critical and aware of his rights and duties, in short, a true citizen, living up to the mission of the school environment.

During the research, it can be observed that Reading Delight is a reality practiced in schools, both public and private. It is the teachers who are responsible for the execution of



this pedagogical tool at the beginning of daily classes, however, they need the support of managers to carry out the mystical moment of living and traveling through children's tales and their fascinating stories, since there is a lack of time, preparation and planning for the declaiming of the tales to happen.

It is, therefore, fair and necessary to value the practice of Delightful Reading in schools on a daily basis, so that children's stories can collaborate for the acquisition of reading and writing skills in children's school life. Teachers, in turn, will be able to achieve better results in their pedagogical practices, based on the recognition, appreciation and collaboration of the system that manages teaching in their reality.

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ATTACHMENTS

INTERVIEW SCRIPT TO BE USED IN THE RESEARCH ENTITLED: THE IMPORTANCE OF CHILDREN'S STORIES AS AN INSTRUMENT IN THE PROCESS OF ACQUISITION OF READING AND WRITING IN THE 2ND YEAR OF ELEMENTARY SCHOOL.

Questionnaire: FOR TEACHERS AND TECHNICAL STAFF

Deciphering codes and interpreting them is something that requires concentration and due importance so that it becomes part of the child's life, becoming intrinsic, indivisible and

essential. The child's contact with children's stories will allow him to stimulate his reasoning capacity and transcribe textual productions, text interpretation and have a better performance in terms of spelling. Using children's stories during the daily classes, a delightful reading, can win new readers from their exposure by the teacher, whether verbal or non-verbal. Reading will awaken in the student the desire to learn to break their boundaries and limits, satiating their desire to travel in the imaginary world. Therefore, in view of the school failure in many public schools, it is possible to make students assiduous readers of children's stories so that they can master both reading and writing according to the rules of the cultured norm, some questions guided this investigation:

1 - Do you have knowledge of Reading Delight and the practice in your classroom? How often?

2 - In your school, do teachers select which children's stories will be read during the week?

3 - Have you observed if your students showed any evolution in school life after contact with reading delight?

4 - For you, what is the importance of children's literature as a pedagogical tool?

5 - Does the Director of your school collaborate and encourage the practice of reading delight in your school?

6 - Do you carry out activities in schools with the stories?

7 - Did you teacher find out if the professional of the previous year had already worked with children's stories in the classroom?

8 - Do you do any kind of interpretative work with the short story? Please in case of yes explain what kind?
