LUMEN ET VIRTUS
ISSN: 2177-2789

PROCESS OF ACQUISITION OF READING AND WRITING IN THE 2ND YEAR OF ELEMENTARY SCHOOL IN TUCURUÍ/PA: DIFFICULTIES AND CHALLENGES OF STUDENTS IN THE SCHOOL DAILY LIFE

https://doi.org/10.56238/levv16n45-034

Submitted on: 17/01/2025 **Publication date:** 17/02/2025

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ABSTRACT

The purpose of this research is to monitor and analyze the conceptions and practices of teaching, learning, reading and writing of teachers at the Municipal School of Elementary Education Prof. Maria Bernadete Lopes de Souza, in the municipality of Tucuruí/PA, in view of the teaching practices and the implications for the performance of students in this thematic area. The methodological path will be through bibliographic research, data collection (quantitative research), semi-structured interview and state of knowledge. Among the main authors used as a theoretical framework, we can mention Oliveira (1997); Fontana (1997); Smolka (2016) based on his conceptions, observe how the process of teaching and learning reading and writing has been worked on in the early grades of the literacy cycle.

Keywords: Reading and writing. Second year. Pedagogical practices.

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INTRODUCTION

Reading and writing are fundamental instruments for the construction of children's knowledge and, in order to contribute to this learning, it is necessary that the school and its teaching team take into account the historical and cultural aspects that it brings, thus helping in the development of their learning.

According to Vygotsky (1991), when a child is born, he is already inserted into a family that shares with him his way of life, customs and traditions. Fontana (1997) points out that "the activities that he [the child] performs, interpreted by adults, acquire meaning in the social behavior system of the group to which he belongs" (Fontana, 1997, p. 65), that is, his way of perceiving things, of acting on them, feelings are constituted through social relations. In accordance with these conceptions, Ana Luiza Smolka in her doctoral thesis produced in 1987 (Unicamp) presents a "political-pedagogical proposal of literacy as a discursive process that enhances the transformative function of language" (Smolka, 2012, p.35).

> It is in relationships with adults that children learn ways of using objects and using the most diverse technical and semiotic instruments – among these, books – but also ways of speaking, ways of knowing, ways of narrating and saying about things in the world, ways of (becoming) a reader. Learning to speak and listen, learning to narrate, is interwoven with – and is marked by – the forms and functions of graphic and written production in literate society. (Smolka; Magiolino; Rocha, 2016. p. 88).

In this way, the author presupposes that the teaching of the Portuguese language is "a form of interaction with the other through the work of writing – for whom do I write, what do I write, and why?" (Smolka, 2012, p. 95, emphasis in the original), thus resulting in a propitious moment for students to build their conceptions about reality and their social role in it.

The theme of this research arose from my experience while still an undergraduate in Pedagogy, taken in 2013, at the Federal University of Pará. During this period I developed a field research in an elementary school in the municipal network of Tucuruí/PA that investigated the pedagogical practices of literacy teachers in the literacy process of 2nd year students. During the research I could perceive that these educators developed archaic practices, based on the alphabetic method known as "spelling", totally based on the work with the booklets.

This practice developed by literacy teachers is one of the oldest systems of literacy and is based on repetitive exercises without any type of historical, social and/or cultural contextualization, and without taking into account the previous knowledge of the students. Thus, the process of literacy and literacy was a tedious and possibly meaningless moment for the student.

Another perception of this research was the resistance observed among literacy professionals in relation to the new methodologies. His statements during the interviews made it clear that practically everyone was against the new didactics presented in the continuing education courses promoted by the Municipal Department of Education of Tucuruí/PA and by the Federal Government.

Even after more than a decade, this picture has not changed much. Currently, I work as a Mediator Teacher in an Elementary School in the municipal network of Tucuruí/PA in 2nd grade classes. For the development of reading and writing in this class, much of the work is based on activities in the textbook made available to each student. According to Smolka (1997, p.17) the textbook "is presented to the student as a source of knowledge of the world, instead of being one of the objects of knowledge in the world." She criticizes the basis of the use of these books that educators use to develop reading and writing activities because, according to the author, much of this material is inadequate for the development of language acquisition.

In fact, it is perceived that this practice developed by educators in using the textbook to help their students in the development of the acquisition of reading and writing has not helped much, because a large part of the class is still in the phase of decoding words, having difficulties in understanding and comprehending the activities developed in the book. In addition to the book, to work with the reading of her class, one of the teachers observed during the research, produced a booklet called "Reading Notebook". In fact, this material is the old primer that was developed a long time ago. This method is still the most used for the development of students' reading in the classroom.

It was also possible to observe that most teachers do not have much dialogue with their class. Usually there is only the explanation of the activities and guidance for some students who have doubts. At that moment in the classroom, I realized that the teaching methods of the teachers stimulate more mechanization and memorization of content. According to Vygotsky (2001) the child does not develop with any learning that is presented, it is necessary to have a whole context of his reality to develop quality learning. And in order to offer good learning, it is necessary to understand that the acquisition of reading and writing is a cultural practice, that is, the activities need to be planned according to the child's reality so that they can make sense to them.

The role of the teacher in this process is important because he will be the mediator in this phase, collaborating in the process of constructing concepts and acquiring new experiences. In view of all the experiences in my graduation and so far as a mediator teacher, my concerns are based on these teaching practices that I witness to this day. Is it

possible that the antiquated didactics of the teacher and his resistance to using new teaching methods could be one of the factors that contribute to the high rates of difficulties presented by the students in the process of teaching and learning of reading and writing?

In this sense, the main challenges in the reading and writing process may lie in the difficulties of relating the child's previous knowledge with the methodology adopted by the school and its professionals, causing the current rate of lag in learning and knowledge construction.

In view of this, this text is a master's dissertation of the Graduate Program in Education and Culture - PPGEDUC, of the Federal University of Pará, and it is a research on how the teaching-learning process of reading and writing has happened in the 2nd year of elementary school in the public network of the municipality of Tucuruí/PA. From this, the work seeks to observe the pedagogical practices of teaching reading and writing at this moment of the literacy cycle and, based on the conceptions of Vygotsky (2001), Smolka (1997) and Fontana (1997), to investigate how it is possible to contribute to the improvement of this process in the early grades.

The core of the research is in the search to understand and analyze the difficulties faced by the students, taking into account the observation of the school routine, as well as data collected on official websites of free access (MEC, Inep, Census, etc...). The research also seeks to understand: a) whether educators have the theoretical and methodological support necessary to develop effective pedagogical practices; b) what teaching methods and approaches the school develops; c) what type of materials are made available for the development of writing and reading and; d) if the reading and writing projects developed in the school are based on the reality of the school community.

Since the beginning of education until today, it is known that most students have difficulties in learning, from preschool to the early years. Although there are many problems to be faced with the initial teaching of reading and writing, one of the difficulties may be the absence of a didactic that can overcome the failure in this process. But, despite the efforts of all those involved, why does the teaching and learning process continue to be insufficient for a large part of public school students? Has the literacy teacher provided learning situations where the student actively participates in this process? Does the training of these teachers cover the necessary knowledge to face the difficulties of students in this process of learning to read and write?

From these initial questions, the research intends to contribute to reflections on the process of language and writing acquisition.

Thus, this study will be developed with educators and students of the 2nd year of elementary school at E.M.E.F. Maria Bernadete Lopes Souza through bibliographic research, data collection (quantitative research) and semi-structured interview.

From this, it is expected to understand the difficulties that they have faced in the process of language and writing acquisition.

METHODOLOGICAL PATH

In the Vygotskyan perspective, the human being is perceived as someone who both causes change and is modified through interactions that occur within a specific cultural context. What happens is not a simple sum of innate and acquired elements, but rather a dialectical interaction that develops continuously from the moment of birth, between the individual and the social and cultural environment in which he is inserted. In other words, the author argues that human development does not result only from the maturation of isolated factors, but from the constant mutual exchange that happens throughout life, where the individual and his environment influence each other reciprocally in all aspects.

In view of this, this research follows the studies carried out during the period of my graduation in Pedagogy in which the theme of the literacy process/teaching of reading and writing was discussed from authors such as Soares (2009), Ferreiro (2001) and Freire (1996). In order to avoid unnecessary repetition, I chose to discuss the difficulties faced by the students, present reflections from the observation of the pedagogical practices of teachers in charge of the 2nd Year of Elementary School at E.M.E.F Maria Bernadete in Tucuruí/PA, listening and exchanging knowledge and experiences with these educators, the appreciation of data collected on official websites of free access and the reading of authors who guide and support the theories presented in this research, which also aims to analyze the school routine of these students, observing the learning processes that occur in this environment.

With regard to methodology, for this work we will consider a *qualitative approach* because, according to Severino (2013) this designation refers to "sets of methodologies, possibly involving several epistemological references" (Severino, 2013, p. 103). Also according to the author "there are several research methodologies that can adopt a qualitative approach, a way of saying that refers more to its epistemological foundations than to methodological specificities" (Idem).

Thus, within the stages of this methodological path, we carried out participant *observation* that, according to Severino (2013)

> It is the one in which the researcher, in order to observe the phenomena, shares the experience of the researched subjects, participating, in a systematic and permanent way, throughout the time of the research, in their activities. The researcher places himself in a posture of identification with the researched. He starts to interact with them in all situations, following all the actions practiced by the subjects. Observing the manifestations of the subjects and the situations experienced, he descriptively records all the elements observed, as well as the analyses and considerations he makes throughout this participation. (Severino, 2013, p. 51)

Participant observation took place during the first semester of 2024 in classes of the 2nd year of Elementary School at E.M.E.F Maria Bernadete, along with a *field research* based on *semi-structured interviews* because, according to Minayo (2014)

> An interview is above all a conversation between two persons, or between several interlocutors, carried out at the initiative of the interviewer, aimed at constructing pertinent information for a research object, and approached by the interviewer, of equally pertinent topics with this objective in mind. (Minayo, 2014, p. 261)

Also according to the author, " *interviews* can be considered conversations with purpose and are characterized by their form of organization" (Minayo, 2014, p. 261) and can thus have several classifications, including the *"semi-structured interview",* which combines closed and open questions, in which the interviewee has the possibility to discuss the topic in question without being tied to the question formulated" (Minayo, 2014, p. 261).

To this end, two educators were heard, one from the morning shift and the other from the afternoon shift, who work in the literacy cycle (2nd year) of Elementary School in the aforementioned school. These actions made it possible to observe the pedagogical practices used in the classroom by these educators, their teaching methodologies and strategies, as well as their interaction with the students.

> Typically, the field study focuses on a community, which is not necessarily geographical, since it can be a community of work, study, leisure or focused on any other human activity. Basically, the research is developed through direct observation of the activities of the group studied and interviews with informants to capture their explanations and interpretations of what happens in the group. These procedures are usually combined with many others, such as document analysis, filming and photographs. (Gil. 2002, p. 53)

Following the qualitative approach and in order to obtain the necessary elements to demonstrate the ideas present in this work, a survey was also carried out on official websites of free access (MEC, Inep, Census, etc...) *of data* on approval, failure, dropout, etc..., because, in this context, the results obtained by the evaluations of the education systems have come to occupy a position of great relevance in public education policies, being even recommended by international agencies and by the MEC and promoted by Departments of Education of several Brazilian states and municipalities, as a way of measuring, evaluate and carry out actions to improve the quality of education.

Along with the mechanisms already described, bibliographic research is also an integral part of this methodological path because it points out authors and works necessary for the development of the reasoning that is intended to be demonstrated in this research. For Severino (2013)

> Bibliographic *research* is that which is carried out from the available record, resulting from previous research, in printed documents, such as books, articles, theses, etc. It uses data or theoretical categories already worked on by other researchers and duly registered. The texts become sources of the themes to be researched. The researcher works from the contributions of the authors of the analytical studies contained in the texts. (Severino, 2013, p. 106)

Through the elements described, this work intends to fulfill the task of demonstrating the importance of researching the process of acquisition of reading and writing in the literacy cycle, as well as to contribute with reflections and notes that enable positive changes for students and for the school daily life in which they are inserted.

APPROACHES TO THE PROCESS OF LEARNING TO READ AND WRITE

As a rule, reading is related to writing, but its learning is traditionally related to linguistic, cultural, social characteristics and the formation of the subject, either as a means of enabling the individual to acquire knowledge or to provide social activity.

Among the aspects related to the acquisition of reading and writing is "culture" - one of the most important factors that affect mental development. According to Kohl (1997) about culture, Vygotsky emphasizes that "[...] the individual 'takes possession' of the forms of behavior provided by culture, in a process in which external activities and interpersonal functions are transformed into internal, intrapsychological activities". (Kohl, 1997, p. 38)element. Culture indicates the paths and also the peculiarities of your connection with the world.

This learning process begins long before the child enters school, because before that he already has contact with his social environment, which allows him to acquire knowledge with his own verbal language. Vygotsky (2001, p.109) states that "[...] the child's learning begins long before school learning." In this way, when it is inserted in formal education, it already brings a baggage of knowledge and, within this space that is the school, this needs to be explored through the exchange of experiences.

LEARNING, READING AND WRITING

Reading and writing should be learned through methodological concepts that value the child's experiences, experiences that arise through social relationships. The development of literacy skills is important at all levels of education and throughout life.

> Man is constituted in his relationship with others, which implies understanding that he (man) has nothing ready. In this sense, knowledge is given by the relations between the individual and the outside world and develops in a historical process, and learning occurs through social mediation, in which language assumes a predominant role. (Vygotsky, 1988, *apud* Josefi, 2001, p.7)

According to Vygotsky (2010), the development process of children who learn to read and write begins with relationships with objects and other people in their culture, through activities in which they participate from birth. In this way, learning to read and write begins with interaction, that is, it is through social relationships and the exchange of experiences with other people that it is possible to understand this learning to read and write.

With regard to the teaching of written language, it is common to observe in schools pedagogical practices that made ready-made material available, without contextualization with the child's reality, ignoring their previous knowledge and thus harming the process of social teaching of the act of writing.

According to Vygotsky (1995), when teaching written language, it is first necessary to teach the social function of writing, that is, writing must be meaningful to the child. The author criticizes the processes by which children are introduced to the world of writing because, for him, children are taught to follow letters, but not written language. Teaching is based on the mechanics of writing and not on its social understanding.

Writing should be presented to the child as a set of measures that satisfy his need for expression and start from his own initiative and need for communication. These experiences should be pleasurable and go far beyond learning grammar. Therefore, it is extremely important to create learning situations that make children adopt writing in a natural way and especially with suggestions related to everyday life and that are meaningful to them. That is why it is important to value the previous knowledge involved in each written text so that this production has meaning.

> The act of learning to write, although it begins in a social environment other than the school, the learning of written language, finds in it the place of systematization and expansion, as it requires a conscious work in relation to the words and their sequence, implying a translation of the inner speech that, condensed, abbreviated and compressed, passes into oral speech, which is extremely detailed. (Lobato; Custódio, 2024, p. 6)

In this process of building knowledge of writing, the child produces hypotheses, solves problems and develops concepts based on what is written. These hypotheses begin the moment they come into contact with the written material. Before entering school, they already receive another type of learning, transmitted by their parents who teach them the first words, phrases and a little understanding of the world. When arriving at school, the educator needs to know all the information about the child to determine his difficulty. Because the child's learning takes place based on the information he has already acquired.

When it comes to the path of learning to read, the ways of reading are shaped by writing. When we think about reading, we assume its importance to acquire new knowledge, interpret the meaning of things, perceive the world with different expectations, relate fictional reality and writing to the reality in which we live, so it is important to study the role of reading and writing in people's lives. As children learn to read, they become aware of the sound structure of the words that make up the texts they use to communicate with people.

Learning is therefore based on several aspects beyond alphabetic elements. Reading is a special form that involves the codification and creation of meanings for the text read. According to Vygotsky (2007), learning does not happen alone and individually, but with the help of other people. In general terms, mediation is the process by which an intermediary element intervenes in a relationship; the relationship then ceases to be direct and starts to mediate this element (Oliveira, 2002 *apud* Ferreira, 2016, p. 23).

CHALLENGE OF LEARNING TO READ AND WRITE IN PUBLIC SCHOOL

Despite external interventions in public schools, learning in the early years of elementary school has not reached the expected levels. Many students have faced challenges in acquiring reading and writing skills.

This difficulty is evident in national evaluations. It is crucial, therefore, to analyze the literacy process to understand the reasons behind the obstacles faced by children, which may persist throughout their lives. The learning difficulties mentioned are linked to the inability to assimilate reading by students without learning disorders or neurological disorders.

Thus, the difficulties mentioned above are triggered, mainly by external factors. Related to the family and social environment, social issues, deficiencies in the pedagogical approach, socioeconomic and cultural status, as well as the outdated curriculum are also relevant. In tumultuous family environments, in which parents or other members are dependent on alcohol and/or drugs, or who are involved in constant conflicts, children tend

to face obstacles in the learning process, since the behavior of their guardians directly impacts their emotional well-being.

Failures in the educational system, in the public school system and in teaching methodologies can generate learning difficulties. To avoid this, it is important to use more efficient strategies that consider the child's context. Often, inadequate methodologies do not encourage student participation, which makes the school environment unfavorable. Perhaps due to the lack of pedagogical resources and a curriculum that can help in this process of building knowledge of reading and writing. In addition, hunger also interferes with learning, since a malnourished child can have physical and cognitive difficulties that impact their development, as most of these children who enter the municipal school network are lower-class children who are supported by Bolsa Família with a value of 600 reais per month. There are numerous challenges that public schools face to achieve quality in education.

THE 2ND YEAR LITERACY TEACHER AND HIS PEDAGOGICAL WORK

Chart 1 – Data that characterize the profile of the informants

Position	Pedagogical Coordinator	Teacher	Teacher
Gender	Female	Female	Female
Trial Time	17 years	39 years	40 years

Source: prepared by the researcher (2024)

The interview was conducted with two literacy teachers and a pedagogical coordinator, all three of whom were employees of the Maria Bernadete Lopes de Souza school. And for ethical reasons, the informants will have their identities kept confidential, appearing in the text by the category to which they belonged at the time of the interview. Thus, we have the following subject indicatives. For the Pedagogical Coordinator (INF. COORD. PED.2024), teachers appear in this same category, followed by the numeral from 1st to 2nd according to the order in which the interviews were conducted (INF. TEACHER 1, 2024); (INF. TEACHER 2, 2024)

The interview began with the presentation of the participants, age and time of work in literacy:

> (INF. COORD. PED.2024) "I am 41 (forty-one) years old, I have been in education for 26 (twenty-six) years and I have been working for 17 years as a pedagogical coordinator.
>
> (INF. TEACHER 1, 2024) "I am 57 (fifty-seven) years old, I am an effective civil servant at the city hall, and I have been working in literacy for ten years.

> (INF. TEACHER 2, 2024) "I am 54 (fifty-four) years old, I have been working in literacy for 40 years, my whole life I have worked as a literacy teacher. I am an effective civil servant for the city hall and the state.

A good literacy teacher is, at the same time, an excellent researcher, someone who is constantly looking for pertinent information to face his challenges. According to Kenski (2003, p. 48): "It is not possible to think about teaching practice without thinking about the person of the teacher and his training, which does not only take place during his or her career in teacher training courses, but also during his or her professional career. In other words, your professional trajectory reflects a lot on your work. The knowledge acquired through initial and continuing education, as well as those acquired in teaching practice, is also relevant in the trajectory. According to Mazzeu (1998), the pedagogical approach proposed by Vygotsky is the foundation of the educator's continuous training, as it aims to allow the teacher to appropriate the knowledge accumulated throughout history, and must be able to intervene in its context.

Initial training, by itself, is not enough; it is necessary to provide opportunities (through continuous training) It is necessary that the professional feels safe when teaching and can, in fact, contribute to the teaching-learning process and that the time in teaching is one of the indispensable elements for the exercise of the profession, since the practice can be appropriated according to the different contexts in which the teacher works. Regarding the training that teachers receive at the educational institution, the second question focused on the way this training was put into practice.

According to the literacy teachers:

> (INF. TEACHER 1, 2024) "So we had several trainings, right, both with our school coordinator and the one from the Pará literacy program, and sometimes we got together, we teachers to do our training, exchanging activities and planning together. and there is also the Literacy Pará Program, which guides how to work with the material made available, to help students".

> (INF. TEACHER 2, 2024) Yes, with our coordinator there were a couple of trainings that she did with an agent, whenever possible, we met with the other teachers to do our training, in addition to them we also participate in the training of the Alfabetiza Pará program. That the program material is presented to us, which will be made available to help us with the teaching of reading and writing to our students.

Literacy is not an exclusive duty of literacy teachers. It takes a commitment and a network of connections to ensure that everyone can become literate. The role of the Coordinator in this process is crucial. The Pedagogical Coordinator has a broad perspective of the entire educational institution. It identifies the various scenarios where educators find themselves and when mediation is needed. By acting in this way, it is easier to obtain the expected results for teachers and other members of the school team.

By acting as a facilitator and mediator during continuous training activities, it ensures an environment of collaboration and stimulation, which encourages the sharing of experiences, reflections and learning among teachers. According to the Law of Guidelines and Bases of National Education (LDB 9394/96), the responsibilities of the coordinator include the autonomy to structure and direct the pedagogical work in the educational institution, in addition to ensuring a participatory and democratic administration in all sectors. (Brazil, 1996) Therefore, a specific interview was conducted to analyze the role that the coordinator had been playing in the institution. According to the coordinator, her contribution concerns her role in the sense of

> (INF. COORD. PED.2024) How do we say it like this, the teacher's work is challenging on the school floor, you know, so everything he does inside the classroom will be reflected with the support he receives, who this support is, a humanized management, a coordinator who is actually there by his side, following his challenges, supporting, suggesting, mediating these actions within the classroom, Because the teacher, the teacher, he does not receive a homogeneous class, it is a class, depending on the school that comes with the child, it does not come raw. She brings her luggage. And it is up to the teacher to have this look, I usually say that a student does not need a methodology, he needs a teacher who sees his difficulties and his possibilities. So what happens to coordination, it is the safe haven of this Teacher, what happens today in our schools and that we are receiving teachers who have never had a Professional experience or even an internship that gave them a notion of what literacy is [...] The coordinator needs to understand his role, because he needs to inspire his team and not just charge because he is there to be part of this process and especially the teacher feels qualified to be a teacher of all the children who are in the room, that when he goes to plan he thinks about what learning possibilities he can bring into his room, Since it has several challenges to be overcome daily, so it is up to each coordinator to make this be sensitive to their teachers, I always say that I usually be the coordinator I always wanted as a teacher in the classroom, that's why my actions are very focused on pedagogical practice, Because I can't forget where I came from and where I was.

According to Libâneo (2001), the pedagogical coordinator is responsible for the management of the school. Integrate and coordinate the pedagogical work in the school institution. It is directly related to the contact with the team of teachers, students and parents. In addition, it has the function of reflecting on pedagogical practices, contributing to the creation of learning scenarios, offering pedagogical and didactic support to teachers.

Certainly, a pedagogical coordinator must perform this function. However, when analyzing the training available at the school during this observation period, it is noted that there were few moments in which the team was able to organize projects that should be developed to meet the reality of the school community, with the objective of solving the skills necessary for the progress of the students' learning. This happened because the Department of Education was regularly carrying out some specific training of the Literacy Program At the end of these trainings, the teachers had to put it into practice, and for this reason the teachers changed all their weekly planning to implement what they were

instructed to do with the students that week. And so the week continued for the classes from the first to the second year, performing tasks that need to be carried out by the subjects available in the program, such as the textbook, as mentioned by one of the teachers in the interview:

"I feel lost in this book and there are many teachers here lost in them and we work because we have knowledge and we adapt everything, but this book does not match the community we serve" (INF. PROFESSOR 2, 2024). It is understood that these elements also represent a challenge for the teacher's performance in the classroom, perhaps the teacher even wishes to take measures to reduce these flaws found in the teaching and learning process of students. In view of this scenario, it is essential for the pedagogical coordinator to be aware of being an intermediary educator of reflection to support the pedagogical practice of teachers. This assumption is crucial so that coordinated action is not limited to just one isolated action. The coordinator must perform tasks in harmony with the administration and pedagogical work, with the objective of carrying out the school project.

Another point discussed in the interviews was about what resources teachers usually use to improve the teaching of reading and writing in the classroom.

> (INF. TEACHER 1, 2024) "So, this way, we teach literacy together, we always try to plan together, right? We are five literacy teachers, so we plan together, and we try to work on all the planned activities, we are almost always practically only in the book. We have almost no material to work with, the materials we have we make, because printed materials are few because the school doesn't have them, we make a lot of material, such as reading sheets, we make texts and they have access to books too, which are the booklets of the literacy program Pará, we also have books in Portuguese, mathematics, Geography, science and history, but this way we don't get too caught up in the book, we work a lot on the blackboard, with a reading sheet and games."

According to Freire (2004), "The teacher needs to be curious, to seek meaning for what he does and to point out new meanings for what to do with his students. He will cease to be a lecturer to be an organizer of knowledge and learning." (FREIRE, 2004. p.91). Thus, it is up to the teacher to innovate his classes always with the aim of promoting learning. For Freire "The teacher should not only be a transmitter of knowledge, he should seek through dialogue what students bring with them in their social and cultural baggage". (1996, p.99) Thus, the educator, through dialogue, must improve and change his practice, valuing the social and cultural baggage of the students.

The interview shows that the teacher constantly works in partnership with other literacy teachers to plan her activities, and most of them are carried out based on the textbook. There is no innovation that seeks to encourage students' creativity, their teaching

methods do not seem to focus on what students already know, as if it were an automatic task. The teacher must analyze the reality around him, including its syllabus, to adjust to the daily routine. He must be aware that he will be able to give the planned class, if he manages to adapt it to the reality of his students. Vygotsky (2007) argues that the individual's learning process cannot be separated from the historical, social and cultural situation in which he finds himself. To acquire knowledge and build himself, the individual needs to interact with other individuals. members of their species, in interaction with the environment and also with culture. The effectiveness of learning occurs when the student is able to associate his personal experiences with the knowledge obtained, and this does not happen spontaneously, but through the exchange of information.

CONCLUSION/FINAL CONSIDERATIONS

It should be taken into account that the literacy process of a student requires dedication, commitment and the application of various strategies by the teacher to promote the advancement of the reading and writing process.

Teachers in the initial grades have an added responsibility, as they are the ones who will monitor and develop skills in students ranging from motor coordination to knowledge, writing and reading. They are aware that this knowledge is long-lasting and has a significant impact on each student's social environment.

According to Barbosa (2010), pedagogical practice encompasses a series of planned actions, carried out intentionally by the teacher, based on conceptions of society, education, child, learning and development. Therefore, pedagogical practice is defined by the teacher's performance in the classroom. In this process, the teacher deliberately assumes the role of direction, organization and reflective guide, that is, he is the one who illuminates the classroom activities that will have a significant impact on the formation of the student's knowledge.

Therefore, it is crucial to understand the conceptions of literacy teachers, their perception of their importance in this process, the methodology they use and their theoretical perspective. It is crucial to emphasize that the teacher adopts a transformative practice that will help his students, transforming what he already has to teach them.

In this process, both the teacher and the students will acquire knowledge together, since the interaction and dialogue between them provide this learning. Therefore, according to Freire (1996), education is a dialogical process, a continuous exchange. In this interaction, educators and students constantly alternate roles: the student learns while teaching his educator, and the educator teaches and learns from his student. Thus, it can

be said that there is no teaching without learning, because all teaching will provide learning. The teacher needs to be constantly aware of the specificities of his class, which is in search of knowledge to facilitate his learning process. Thus, in order to achieve learning, the educator must focus on the best ways to interrelate historical factors and the social environment in which the child finds himself. In this way, they will be able to transmit content that will contribute to their learning.

It is still important to highlight that there are many challenges to be overcome in the initial teaching of reading and writing. One of them may be the lack of a didactic capable of overcoming school failure and relationships of social vulnerability.

Currently, literacy needs to follow new directions, seeking to overcome this paradigm that results in failure in the literacy that we all know. It is undeniable that school failure is not limited only to teaching methods and techniques. However, the objective of this study is to identify a literacy neglected by educators, since it will provide the essential knowledge for the formation of an individual in a society. This study also makes us reflect on the literacy process, which has become a great challenge for the literacy teacher and for the society that yearns for a high-quality education in our educational institutions. The goals established in this research present theoretical and practical concepts, emphasizing the fundamental aspects of the theme in question.

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