

THE IMPORTANCE OF READING IN THE LITERACY PROCESS OF 1ST-GRADE STUDENTS

LA IMPORTANCIA DE LA LECTURA EN EL PROCESO DE ALFABETIZACIÓN DE LOS ALUMNOS DE 1º AÑO DE LA ESCUELA PRIMARIA

A IMPORTÂNCIA DA LEITURA NO PROCESSO DE ALFABETIZAÇÃO DOS ALUNOS DO 1º ANO DO ENSINO FUNDAMENTAL

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ABSTRACT: Reading is an indispensable practice for child development and should be introduced from the early years of life, aiming to encourage and stimulate the child to read or create familiarity with books, reading favors social interaction, and enrichment of vocabulary, besides helping in cognitive, emotional, and social development. Thus, the present study addresses how vital reading is in the teaching-learning process of children, bringing as its main focus and general objective: to understand the importance of reading for students in the literacy process. The study will be presented and divided into three chapters to guide the reader to the next steps. The methodology used in this research was carried out by bibliographic reviews about the Importance of Reading in the Literacy Process for 1st-grade students. Finally, it is presented descriptively among authors who cover the studied theme.

KEYWORDS: Literacy. Reading. Writing. Development. Learning.

RESUMO: *A leitura é uma prática indispensável para o desenvolvimento infantil, devendo ser introduzida desde os primeiros anos de vida, visando incentivar e estimular a criança a ler ou criar familiaridade com os livros, leitura favorece o convívio social, a interação, o enriquecimento do vocabulário, além de ajudar no desenvolvimento cognitivo, emocional e social. Desta forma, o presente estudo aborda o quão importante é a leitura no processo de ensino-aprendizagem das crianças, trazendo como principal foco e objetivo geral: compreender a importância da leitura para os alunos em processo de alfabetização. Para nortear o leitor dos passos seguintes, serão apresentados os estudos divididos em três capítulos. A metodologia utilizada nesta pesquisa foi realizada por revisões bibliográficas sobre a Importância da Leitura no Processo de Alfabetização dos alunos do 1.º ano do Ensino Fundamental. Apresentada de forma descritiva entre autores que abarcam o tema estudado.*

PALAVRAS-CHAVE: *Alfabetização. Leitura. Escrita. Desenvolvimento. Aprendizagem.*

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RESUMEN: *La lectura es una práctica esencial para el desarrollo del niño, y debe ser introducida desde los primeros años de vida, con el fin de animar y estimular al niño a leer o crear familiaridad con los libros, la lectura favorece la interacción social, el enriquecimiento del vocabulario, además de ayudar en el desarrollo cognitivo, emocional y social. De esta forma, el presente estudio aborda lo importante que es la lectura en el proceso de enseñanza-aprendizaje de los niños, trayendo como foco principal y objetivo general: Comprender la importancia de la lectura para los alumnos en el proceso de alfabetización. Para guiar al lector en los próximos pasos, los estudios serán presentados divididos en tres capítulos. La metodología utilizada en esta investigación fue realizada a través de revisiones bibliográficas sobre la Importancia de la Lectura en el Proceso de Alfabetización para alumnos de 1° año de Enseñanza Fundamental. Presentado de forma descriptiva entre los autores que abarcan el tema estudiado.*

PALABRAS CLAVE: *Alfabetización. Lectura. Escritura. Desarrollo. Aprendizaje.*

Introduction

Reading is an essential practice for child development and should be introduced from the early years of life to encourage children to read or create familiarity with the literary world, recognizing how this practice can bring significant benefits for forming and constructing knowledge. Reading favors social interaction, enriches vocabulary, and helps in cognitive, emotional, and social development. It is an indispensable practice in forming a reflexive, autonomous, and critical citizen. Literature must be introduced to children from the beginning of their childhood, in the family or the school environment. It is up to the teacher to create possibilities to stimulate the children's interest in books. Since the habit of reading has become increasingly rare among young people, they have created a perception of punishment or obligation for reading since it is charged only for the acquisition of qualifying grades, which leads to the distancing of the habit of reading for pleasure. And it is up to the educator to create strategies to break these paradigms imposed by them.

Thus, the literacy teacher needs to view reading as a fundamental element in the literacy process. Understanding that reading, besides favoring the enrichment of children's vocabulary, also benefits creativity, interpretation of the world, imagination, cognitive development, and socialization. For example, a child that has the habit of reading, or has had contact with reading since the first years of life, enriches its vocabulary; consequently, it expresses itself, speaks, and writes better. This makes the literacy process more enjoyable and easier to understand. Thus, the present study approaches how important reading is in the teaching-learning process, having as a research problem: How does reading contribute and help in the literacy and writing process of 1st-grade students? The main focus and general objective are to understand the

importance of reading for students in the literacy process. And specific or secondary objectives: present the phases of literacy in the child; identify how reading can help students during the writing process; recognize the importance of reading and the teacher in the development of the child's learning.

The justification of this project addresses the importance of reading for the literacy and writing process of the child, seeking to present how beneficial it is to work this practice since the beginning of literacy. Reading, besides fostering imagination, also helps in the development of interpretation and comprehension skills. Reading makes learning more significant during literacy because it allows the student to learn several themes and contexts presented by tales, stories, news, and letters. In this way, the child absorbs knowledge that will help his development during the learning process since he will be able to understand contexts more easily and understand what is around him, both inside and outside of school. Thus, this project is relevant to the scientific community and society because reading, when worked with children from an early age, can favor their social, emotional, and cognitive development, besides enriching their vocabulary and helping in the interpretation and understanding of contexts where the child is inserted, In this way, the student not only learns how to decode writing, but also how to understand what he is reading, and how to use this knowledge in his learning process, thus becoming a critical and participatory agent in his teaching process and society.

The methodology used in this research was carried out through bibliographic reviews about the Importance of Reading in the Literacy Process of 1st-grade students. It was presented descriptively among authors who covered the studied theme. Using the Google Academic database. Inclusion criteria were: research in scientific articles made available for free, reliable research sites, and finalized end-of-course papers on the theme. The exclusion criteria were: articles in other languages unrelated to the theme. The studies will be presented and divided into three chapters to guide the reader in the following steps. In the second chapter, we will deal with literacy to recognize how reading can help students during the writing process. And finally, we seek to recognize how reading and the teacher can contribute to the development of students' learning. This is followed by the final considerations and the references used in the research.

The Stages of Literacy

For Villardi (1997, p. 04, our translation), "[...] reading is to build a conception of the world, is to be able to understand what comes to us through reading, which is one of the attributes that allow us to exercise, in a more comprehensive and complex way, our citizenship". Reading is an indispensable and essential element for the teaching-learning process of students in the early grades since, besides fostering their creativity and imagination, it also favors their interpretation and understanding of several subjects and enriches the child's vocabulary, which is an essential factor for the literacy process. However, for reading to help students learn, it must be understood by them as something pleasurable and not as an obligation, because if the student understands reading this way, he will lose interest and will read just for reading's sake, without really understanding how meaningful and important reading is for his life. This incentive and contact with books must accompany the student since early childhood education, and if the student does not have this contact with the universe of reading at home, the school has a fundamental role in providing and involving the students in these moments. The early years are the phase in which the child's repertoire should be worked on the most because this is when the child will start learning to read and write. And to start this process, the educator must know and understand all the phases the child will go through during literacy, respecting their limits and difficulties and understanding and identifying that each child has its own time and development.

According to Ferreiro and Teberosky (1999, our translation), "the child goes through a process of writing acquisition based on levels of writing hypotheses, namely: pre-syllabic hypothesis, syllabic hypothesis, syllabic-alphabet hypothesis, and alphabetic hypothesis". These levels differ from child to child since each child has a different level of knowledge when they start in the first year of elementary school. The educator must identify which hypothesis each child is at and think of the best strategy to make them advance to the following hypothesis. The first level Ferreiro presents is the pre-syllabic hypothesis, in this phase, the child has already been introduced to the alphabet in kindergarten and begins to leave the scabble stage to start understanding the world of writing. The child begins to create his hypotheses, and even though he cannot form words yet, he realizes that to write needs to use letters, even if he does not know their features and sounds. In this initial moment, there is no differentiation between the spelling of one word and another because the strokes and letters used by the child are similar since the child initially uses letters it already knows, such as the letters of its name, and writes them repetitively and randomly. For example, suppose the teacher asks the child in the pre-

syllabic phase to write the word "ELEPHANT" and "FORMIGA". In that case, the child will represent the word "ELEPHANT" with large strokes or many letters because the initial reference is of a large animal, so the writing should be as large as the animal. In the case of the word "FORMIGA", the same situation happens, the child writes the word using few letters or with small strokes because the writing must represent the animal. Ferreiro (2000, our translation) says, "at this first level, the child begins to realize that writing means what is spoken. He tries to venture into writing by reproducing scribbles and drawings. The child tries to write with already known letters, symbols, and drawings, ordering them randomly. In this phase, only the author of the writing can differentiate his strokes and reveal what is written, making writing unfeasible as a means of communication.

The second level of writing is presented as the syllabic hypothesis, according to Ferreiro (2000, our translation), "at this level, the child begins to perceive the correspondence between the letters and what is spoken. At this moment, the child can already perceive that writing represents speech and that we can write what we say. At this learning time, the child begins to understand that the word can be divided into "little pieces" into syllables, where he learns that the number of times, he opens his mouth when pronouncing a word represents the number of pieces that the word has. The child then establishes a relationship between the sounds of the syllables and assigns a letter to each one, which may or may not have a traditional sound value. Thus, when trying to write the word 'SAPO', the child will use two letters to represent the number of syllables, and these letters may or may not correspond to the word.

This level is characterized by "the attempt to give a sound value to each of the letters that make up a writing. [...] each letter is worth one syllable" (FERREIRO; TEBAROSKY, 1999, our translation). This writing hypothesis can be divided into two stages, the syllabic theory without good value and the syllabic hypothesis with sound value. Both are fundamental for the child's progress to the next level. In the syllabic hypothesis without sound value, the child already starts to understand the division of the word and establishes a relationship between the number of letters he will use and the number of syllables he wants to write, he relates the number of syllables to the number of times he opens his mouth to pronounce the word. According to Vichessi (2019, our translation), "The syllabic hypothesis without traditional sound value is a watershed in the acquisition of writing, as the child moves from the phonetized stage to phonetized writing. [...] the little ones begin to represent each sound emission with a letter". The child is still developing its phonological awareness at this point in the process. Thus, when asked to write a word, the child will not necessarily use the letters corresponding to the sound because the relationship between grapheme and phoneme is still in process.

Junior *et al.* (2020, our translation) state that "it is a great advance in the literacy process because now the individual crosses the levels of non-phonetic writing for phonetic writing". The teacher is responsible for making this relationship and helping the student throughout the process, seeking ways to help him overcome his difficulties so that the child can advance to the next stage of writing and syllabic hypothesis with good value. At this stage, the child is already aware that words are divided into syllables, but instead of using a random letter for each syllable, the child can already understand the relationship between writing and speech by appropriating phonological awareness. The child can represent the sound of the syllable using the sound of the vowel or consonant present in the word, for example, if the child writes 'DOLL', she can represent it by writing "OU" or "DAL". In this way, we can see that the child is using letters that phonetically represent the sounds present in each syllable, either by vowel or consonant.

The next level of writing is the alphabetic, syllabic hypothesis. At this stage, the child can already relate the letters to the conventional sound value, writing and representing the syllables sometimes by a letter, sometimes writing the complete syllable.

According to Ferreiro and Teberosky's statement

[...] the child 'abandons' the syllabic hypothesis and discovers the need to make an analysis that goes 'beyond' the syllable by the conflict between the hypothesis and the demand for a minimum quantity of letters (both purely internal demands, in the sense of being original hypotheses of the child) and the conflict between the graphic forms that the environment proposes to him and the reading of these forms in terms of the syllabic theory (conflict between the internal demand and reality outside the subject himself).

The child realizes that some syllables need more letters to represent the correct sound of the word, and at this moment, he begins to explore the alphabet and its respective sounds. The relationship between phonemes and graphemes, understood by the child, goes beyond using one letter per syllable, she starts to seek the relationship between sounds and their composition. According to Morais (2012, p. 62, our translation), the syllabic hypothesis is:

[...] the discovery of a radical change in the matter as. The child who has already discovered what alphabetic writing notices (the sound staff, that is, the oral parts of the words we speak), instead of thinking that it is written by putting a letter for each syllable, discovers that it is necessary to 'put more letters'. To do this, she needs to think more carefully about the interior of the oral syllables to notice the small sounds that form them instead of putting a single letter for each syllable.

That is, the child realizes that to write a certain word, he needs to know the alphabet and the respective sound of each letter and its junctions. She understands that using multiple letters

is necessary to form the desired sound. The last level is the alphabetic hypothesis, at this point in the learning process, the child has already overcome practically all obstacles to understanding the alphabetic system and can be considered literate because she can read and write by herself. However, this does not mean that the learning process is over. Despite knowing the writing system, the child may still have difficulties in spelling because many letters have similar sounds, which can confuse the child at times, as, for example, in the case of the word 'BONECA' in the alphabetic phase, the child can write 'BONEKA'³ because the syllable "CA" has the same sound as the letter "K", another example is in the alphabetic phase, the child can write 'KASA' or 'CAZA'⁴.

The teacher must be careful when correcting the child because this does not mean the child has not learned correctly. The educator must understand that these difficulties are worked on and corrected throughout the school process. If the teacher questions the child with disapproval, this can hinder the learning process. The educator must, yes, recognize the mistakes and show them to the child, but, at the same time, demonstrate how they can improve. For Morais (2012, p. 64, our translation):

When reaching this final stage of the appropriation of the alphabetic writing process, children solve the questions of what and how in the way we, well-literate adults and Portuguese users, do: placing, in most cases, a letter for each phoneme we pronounce. Just like us, children do it, even without being able to verbalize/explain this wonder they have discovered. But unlike us, they make mistakes.

When entering the 1st year of elementary school, the teacher will find children at different levels of hypotheses, some still in the Pre-Syllabic level, others in the Alphabetic Syllabic group, among others, and it is up to the teacher to mediate the necessary activities to be able to help students at their different levels. Reading is an excellent ally because using it in the literacy process allows the students to enrich their vocabulary, appropriate new words, and different phonemes, and learn different textual genres. This helps their learning process and writing acquisition and can provide students with a more significant learning experience. For Soares (2004, p. 97, our translation), "literacy is not just learning to read and write", "literacy is much more than just teaching to code and decode", and similar ones.

³ It corresponds directly to the word "DOLL", however, in Portuguese, "BONECA" and "BONEKA" have the same phonetics, even though the latter presents grammatical deviations.

⁴ It corresponds directly to the word "HOUSE". In Portuguese, "KASA" and "CAZA" have the same phonetics and both have linguistic deviations, therefore, the formal register would be "CASA".

Reading in the Writing Process

Reading is a great foundation for child development, besides being essential to work on writing and pedagogical learning, reading can develop the child's emotional, psychological, cognitive, and social behavior. The act of reading or listening to a story transforms the individual and provides them with endless possibilities to create and recreate worlds in their imagination.

Lima and Ferrari (2014) also mention that, by the way, nobody becomes a reader mechanically, it is a process of constitution. This process is necessary for humanization. Thus, the student needs to be stimulated to read, and the teacher, during the teaching process, should seek alternatives to induce the student to the world of literature, demonstrating how beneficial this literary interaction is to their education. The teacher is the one who will accompany the student in their formation, being an example in many moments, and if the teacher likes to read and motivate the students, they will not acquire this interest either. When he starts his literacy process, the child goes through phases of development, appropriating the hypotheses for the acquisition of reading and writing, beginning in the pre-syllabic phase, then the syllabic phase, then the alphabetic syllabic phase, and finally the alphabetic phase. For the child to advance from one phase to the next, the teacher needs to be prepared with strategies and practices that respect the difficulties of each student and be able to meet them, using the most varied tools to make learning enjoyable and meaningful. Reading, when introduced in the literacy process, becomes an instrument that can favor student learning and help them throughout the process, bearing in mind that children who have contact with books and reading since early childhood tend to have an easier time in the learning process, because reading favors cognitive and social development. Reading is fundamental for a child, even if she has not yet started her school process, because reading can provide several emotions and feelings, besides favoring and helping in the development of imagination, it also favors reasoning, interpretation, and understanding of texts, enriches the vocabulary, and can develop social and critical interaction. Contact with books and reading provides children with more familiarity when they start the literacy process because contact with letters, phrases, and words helps to make learning more familiar.

According to Santos (2016), we can consider that before the child reaches school age, the child has already acquired primitive techniques similar to what we call writing, these techniques serve as necessary stages for its development and will forward it to the concept of writing. Thus, we can understand that, before starting the literacy process, the child creates their

writing hypotheses, and now books become a great ally since contact with them makes the child different appropriate features, forms, and textual genres. And try out different literary experiences. "From the constructive point of view, children's writing follows a regular evolution through various cultural media in various educational situations of different languages" (CAGLIARI, 1998, p. 35, our translation). Sousa's (2016, p. 37, our translation) discussions report on the importance of reading practice from the early years:

Working with reading is a complex and gradual task, and, at the same time, pleasurable and relevant since it will provide an opportunity for learning that will serve to build autonomous subjects in a nation that is increasingly demanding due to the constant transitions in society. Moreover, there are no ready-made pedagogical recipes to be applied in schools, since the human being is unfinished and inconclusive, it is necessary to develop alternative strategies and methodologies that are attractive at all times by education professionals together with the students.

The development of children's writing is related to several daily actions where the child is inserted, which may be in the family, social, or school environment, through interaction and experimentation, the child has contact with writing at various times of their daily lives. According to Kramer (2003, p. 66, our translation):

What makes writing an experience is that both the one who writes and the one who reads root themselves in a chain, constituting themselves with it, learning from the very act of writing or the writing of the other, forming themselves. [...] Reading and writing can play an important role in the formation to the extent that they are configured as experience.

For Cagliari (1998), writing is related to reading, it is a social phenomenon, a cultural asset that evolves. Thus, we must understand that writing is linked to reading, and we must work both together to make the learning acquired by the child meaningful. Each child entering the early years of elementary school has a level of knowledge, and it is up to the teacher to identify which level each child is at and develop strategies that address their different difficulties. For example, Cagliari (2001, p. 127) states that the discovery of writing by children does not occur homogeneously, children do not learn at the same pace, and in a classroom, the teacher will find students who have different levels and degrees of literacy. These factors must be considered during literacy so the child can build coherent conceptions of writing.

The educator must realize that reading is inherent to writing, that both practices complement each other, and are essential for the formation of the child since it is through them that knowledge is built. For the child to appropriately appropriate this knowledge successfully, the family and the school need to work together, seeking to encourage and provide access to

reading both at home and in the school environment. However, we still come across cases in schools where children cannot access books at home. And at this moment, the role of the school and the educator is essential to provide moments that allow these students to have contact with the literary universe in the school environment and be able to build their hypotheses.

Children not only have to see the differences between letter and word shapes, but they need to differentiate sounds. To become literate, children must develop the ability to analyze their written language (CAGLIARI, 1998, p. 35, our translation)

Before becoming literate, the child finds various ways to communicate before correctly using writing, such as drawings, strokes, lines, symbols, and random letters next to another element. And this is already a form of writing, however, at this early stage, known as scabble or pre-syllabic, only the child can identify and recognize what they have written.

The stimulation in this phase is very important, it is necessary to value the child's spontaneous production, remembering that in this phase, there is still no aesthetic concern regarding the writing done. Instead, through scabble, the child creates and recreates expressive forms integrating perception, imagination, reflection, and sensitivity (CAGLIARI, 2001, p. 75, our translation).

Using reading and contact with books at this stage is very important because, through contact with the written language, the child can observe the constructions of words and the structure of a text, with these references as an example, the child begins to use them in their constructions. Even if the child still doesn't know the order in which to write, he realizes that to note, it is necessary to use letters and that each letter has its sound and shape, and from this understanding, his learning progresses and evolves to the following levels. First, the teacher should work with students on different types of textual genres, such as notes, letters, short stories, narratives, stories, newspapers, and magazines. It is important to offer this diversity to the student because, through this diversified knowledge, he will have more inspiration and ideas to write and create his productions.

In a context where writing and reading are part of everyday practices, the child has the opportunity to observe adults using the reading of newspapers, leaflets, instructions, and guides for consultation and search for specific or general information; the use of writing for making lists, filling out checks and documents, small communications and acts of reading directed to him (listening to stories read). Participating in these activities or observing how adults interact with writing and reading allows the child to reflect on its meaning for adults (AZENHA, 1999, p. 44, our translation).

By observing the parents, the teacher, or an adult using reading and writing in their daily lives, the child ends up arousing their curiosity and interest in them because the child also learns by example, if it grows up in an environment without an incentive to read or to use it, it will hardly develop this habit. Writing is a way for the student to register and acquire knowledge, the more he writes or reads, the more information he absorbs, for the record, helps in the fixation of knowledge. The teacher must understand that only asking students to read texts or summaries to acquire notes harms the student's learning because the student will only do it out of obligation. Instead, the teacher must look for strategies so that these tasks become important educational instruments and the student understands their purpose and arouse interest in doing them.

Even after finishing elementary school, many students still have a "poor" vocabulary and writing, making basic spelling mistakes and reading with difficulty. Because they have learned only to decode words and register them, making simple copies, without really interpreting and understanding what they are writing or reading. And this fact is often a consequence of the lack of school and family incentives. In many cases, the family and the school seek only the goal of literacy without worrying about literacy, believing that both mean the same thing. And through this ignorance, education fails the students' learning. A literate student is not necessarily a literate student. Therefore, for the student to appropriate the knowledge necessary to live in society, his training must be meaningful so that it transforms his conception and worldview so that he can interpret and understand situations around him, and can interact, because reading and writing, besides being essential for the acquisition of pedagogical knowledge, are also necessary for the inclusion of the human being in society, because a citizen who does not understand his community ends up being excluded.

The Role of Reading and the Teacher in Learning Development

Learning to read is a moment that marks a child's life because, through it, a door is opened with discoveries and possibilities. For this reason, it is essential that the school, along with the family, encourage the habit of reading from the early years of the child's life. For the child to become aware of the importance and benefits that reading can provide. We can understand that reading is essential for the educational, personal, and professional development of the individual since it helps develop the child's critical and intellectual capacity, as well as their creativity and relationship with the social environment. For a significant learning construction, the child must be the protagonist during the literacy process, and the teacher must

mediate their knowledge, bringing the best techniques and strategies to help the student evolve. Reading plays an important role in the literacy of elementary school students because it is present throughout the teaching process. The literacy teacher must understand that it is not enough to teach "reading and writing" (where the student decodes words). In addition to teaching literacy, the teacher must work on the child's whole development, assigning literacy along with literacy so that the student can read, interpret, and use the knowledge acquired in the environment in which they are inserted.

To better understand the difference between the two, Guimarães (2020, our translation) states, "Literacy is the process where the child learns to decode the elements that makeup writing. This decoding involves memorizing the alphabet, recognizing letters, and connecting syllables. Literacy is a little deeper than literacy; it corresponds to the interpretation and mastery of language, not just the decoding of it. When a student can understand a text, interpret a story, speak clearly, and express himself effectively through the words he uses, he then becomes a literate individual. Literacy and literacy complement each other because although they have different meanings, both actions must be worked together for meaningful learning. According to Rojo (2010, p. 23, our translation):

Becoming literate can be defined as appropriating the alphabet, the orthography, of the language one speaks. This means mastering a very complex system of representations and rules of correspondence between letters (graphemes) and speech sounds (phonemes) in a given language, in our case, Brazilian Portuguese.

According to Brazil (1997, p. 42, our translation)

It is necessary to overcome some conceptions about the initial learning of reading. The main one is that reading is simply decoding and converting letters into sounds, with comprehension being the natural consequence of this action. Because of this misconception, the school has produced many "readers" capable of decoding any text but with enormous difficulties understanding what they are trying to read.

There are still countless students who leave elementary school knowing how to "read" any text, but their interpretation is flawed because the student learned how to decode what is written without being able to understand the message that the text intends to convey. The student must advance from Elementary School I to the following grades, having mastered the basic skills of reading and writing, because they are essential tools for the insertion of the individual in society. In these learning moments, the teacher is fundamental for child development because, during the school career, the student needs to have contact with several

textual genres in such a way that they are presented in contexts that the student can relate to his reality, which will make his reading meaningful and comprehensive. An excellent example to be worked on by the teacher with the students are the Legends, a popular textual genre that seeks to bring origins to the culture of certain regions, managing to feed curiosity and knowledge about the different cultures of each region. Another example is the fables, which always end with a lesson that makes us reflect. Working with this genre can also be interesting because it stimulates the development of the individual's moral sense. Reading, developed from the beginning with the students, helps to develop several essential points for their formation as citizens, such as the development of creativity, appropriation, and respect for different cultures, stimulates the imagination, contributes to the development of writing, and enriches the vocabulary, favors the students' social interaction, because they will be able to interpret lived situations, having the autonomy to participate and opine critically about the environment in which they are, thus providing the opportunity to be a participative agent of society.

Reading is a topic of discussion in elementary school due to the number of failures that occur, mostly at the end of the first grade, due to not learning to read and write, and in the fifth grade, for not achieving the effective use of language. This happens because education systems have difficulty teaching children to read and write (BRASIL, 1997, p. 19, our translation).

Lima and Ferrari (2014, our translation) state that

it is up to the teacher to make himself available to promote and sharpen the curiosity of reading, even if there is a need to review his practice regarding the process of formation of readers. Because the problem of reading affects not only elementary school students but also high school students, that is, our students, regardless of the grade/year, the percentage of those who do not like to read is quite significant.

In many school environments, teachers present reading as a task, or an obligation, where the student is forced to read to get a grade. Thus, it creates a repulsion for reading, not a feeling of pleasure, because the student sees reading as an obligation, not understanding its fundamental importance in their education. Thus, when leaving school, the individual will seek to occupy himself with any other activity except reading. The school must recognize the importance of including reading in the activities developed with the children, presenting it as something pleasurable, with the main focus of creating an interest in the literary universe because students who have the habit of reading write better. This is fundamental for their development since writing is essential for the individual to interact with the social environment or perform any other activity. When reading is done individually, it becomes a practice of absorption of

knowledge and reflection, where the student, through his interpretation, will understand and identify how this reflection can be part of his living space. Group reading is also essential to work on the interaction between students, where the teacher can create situations that lead students to reflect and give their opinions about the text, thus working on critical thinking, respect for others, and social coexistence, among others.

Cagliari (2009, our translation) points out that "there are differences in the reading of the child and the adult, as well as there is no good or bad reading, no child will read like the teacher, and her social condition will also interfere in her interpretation". Comprehending a text and its interpretation is not limited to decoding what is written. Each child can read and interpret differently because each child learns and develops differently, with its particularities, each child is inserted into a different social reality, and thus the social condition interferes in their interpretation because depending on the text presented, they will interpret according to the reality in which they are inserted. Therefore, it is up to the teacher to know how to differentiate each child and carefully separate the appropriate practices that will work in the classroom because the educator must seek to promote the learning of all students, considering their differences and realities. According to Silva (1998), often, what happens during forming readers is to look for the culprit for being unable to make the student a reader. Many educators believe that the literacy methods are flawed instead of trying to renew themselves, considering that if their students can't read, they are poorly literate, and with this, a process is started among teachers to find someone to blame on.

But according to Milioli and Boonie (2017, our translation), "regardless of the method used by the teacher, which may be alphabetic, syllabic, phonetic, global, among others, the problem is not in the methods, but in the way the teacher is using these methods, requiring him to be prepared and competent. It is noticeable that the teacher has a crucial role in the acquisition of the habit of reading and the formation of the young reader because if the literacy teacher, or of any other specialty, shows the student that he doesn't like to read, he cannot expect his students to become readers, considering that the child also learns by example. The teacher is essential to the individual's development and formation as a future active reader.

Martins, Carvalho, and Dangió's (2018) research conclude that mediation plays a key role in the teaching-learning process of writing:

Following the example proposed by Ferreiro and Teberosky (1985), for them, the acquisition of writing has an evolutionary character and goes through the spontaneous formulation of hypotheses that the child elaborates on in his contact with it. Given that writing is a human objectification given to the appropriation by particular subjects, therefore, an acquisition intentionally and

systematically mediated by the other who dominates it, we need not and should not expect students to build solitary and spontaneous hypotheses of writing because "... however exposed children are to the cultural universe of writing, the process of appropriation of this knowledge necessarily goes through the mediation of the other"(MARTINS; CARVALHO; DANGIÓ, 2018 p. 344-345, our translation).

When the child is not incentivized in the family environment, the teacher is responsible for creating strategies that enable the student to enter the literary medium and develop their skills and abilities. When the child does not show advances in his learning, it is up to the teacher to reinvent himself and find new methods so that the student can advance to new stages. When the student has no incentive or family conditions to enter the literary universe, it is up to the school, and especially the teacher, to work this practice in their classes, especially during the literacy process, having the book as the main resource and ally, aiming to form literate and literate future readers, capable of acting meaningfully in society.

Final considerations

Course Completion was carried out to demonstrate the importance of introducing reading in the learning process, especially when students begin their literacy process. Working with this theme resulted in a great learning experience during this training period, and through the research carried out, it was possible to answer the initial research problem, which was the main guiding factor for this work. Reading is essential for the individual's cognitive and social development, developing skills and abilities that are fundamental for living in society. When individuals start in the 1st year of elementary school, they also begin their literacy process, where they go through phases and levels of learning. The teacher, as the mediator of this process, needs to know his students and identify in which literacy phase each one is. And through this identification, seek strategies to make each advance to the next stage, respecting their difficulties and limits.

Reading brings several benefits for the child's social and cognitive development, besides favoring memory and imagination, it also enriches the children's vocabulary and helps them learn to write. The contact with the literary world makes it easier for the individual to understand the information learned. Teachers need to recognize that this practice is essential for child development because many students finish elementary school literate but are not literate. The students leave school knowing how to decode any writing but cannot understand what they read. The teacher needs to understand that they are the principal agent responsible for developing a taste for reading in the students because many do not have this incentive at home,

and it is up to the school to play this role. Thus, educators must recognize the importance that reading can bring to their students. Realizing that a practice as simple as reading to a child can provide significant benefits. They are forming citizens capable of understanding the world and acting meaningfully.

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How to reference this article:

ALVES DE SOUZA, A. C.; MARIANO, M. L. The importance of reading in the literacy process of 1st-grade students. **Doxa: Rev. Bras. Psico. e Educ.**, Araraquara, v. 23, n. 00, e022020, 2022. e-ISSN: 2594-8385. DOI: <https://doi.org/10.30715/doxa.v23i00.17864>

Submitted: 25/08/2022

Revision required: 14/10/2022

Approved: 22/11/2022

Published: 31/12/2022

Processing and editing: Editora Ibero-Americana de Educação.
Proofreading, formatting, normalization and translation.

