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THE IMPORTANCE OF READING IN THE EDUCATION OF READERS SINCE THE INITIAL YEARS OF ELEMENTARY EDUCATION IN THE PUBLIC EDUCATION NETWORK

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Abstract: This research presents the Importance of Reading in the formation of Readers during the early years of Elementary School, highlighting the practices and strategies used by teachers in this process, as well as the future benefits for the student to become an active reader. This study was developed through bibliographical studies of authors who discuss the theme in question. The habit of reading is like a source, which helps in the intellectual growth of children through stimuli and mediation, influencing them to analyze society, their daily lives and, in a particular way, expanding and diversifying views and interpretations of the world. This way, when the child gets used to reading from an early age, in addition to enriching his vocabulary, he begins to expose his ideas through the stimuli provoked by reading, becoming not only an active reader, but a critical, autonomous, competent citizen. and capable of meaningful reading, really understanding what you are reading. Thus, in order for there to be success in the formation of the reader, it is necessary to carry out stimulating, diversified, critical and reflective, but pleasurable, readings. In view of the study carried out, it was noted the need to invest in infrastructure and teacher training, as well as teachers need to invest in their self-training as readers and in more innovative methodologies that are able to enhance the reading habit in students.

Keywords: Reader; Knowledge; Education.

INTRODUCTION

The sooner the process of learning to read begins, the more chance there will be of forming a critical citizen who will not abandon the habit of reading. The child who always has books within reach and knows how to read and handle them correctly will hardly look for summaries of literary works.

And when he grows up, he will know how

to distinguish good reading from poor quality, and consequently improve his development in writing. Agreeing with this posture we have the following statement by Lajolo. “No one is born knowing how to read, you learn to read as you live. If reading books is usually learned on school benches, other readings are learned around, in the so-called school of life [...]” (LAJOLO, 2005, p.07).

In this context, the educator must use visual materials that can be previously made available to children, such as: books, booklets, tablets, among others. Thus, aiming to provide a dialogue between all of them in the sense of starting to form different sequences of the stories they process. According to MANGUEL (2004, p. 18)

“Reading begins with the eyes”. This means that vision is one of the most acute senses, as we remember better when we see than just hear.

Grossi points out that:

People who are not readers have their lives restricted to oral communication and find it difficult to broaden their horizons, as they only have contact with ideas close to their own, in conversations with friends. [...] ‘it is in books that we have the chance to get in touch with the unknown’, to know other times and other places – and, with them, open our minds. Therefore, encouraging the formation of readers is not only fundamental in the globalized world in which we live. It means working for the sustainability of the planet, by ensuring peaceful coexistence among all and respect for diversity. (2008, p. 3).

This way, we can see that the purpose of reading is to adapt the educational growth of the student public. Because those who have the habit of reading, have more chances of knowing different subjects without even leaving home. It enriches the individual, which sparks an extensive and rich vocabulary, and motivates a more qualitative writing, leading the reader to see himself in different worlds,

where he can “travel” in different routes and different times, thus enabling the encounter with the imaginary.

Given this, this research will address the importance of reading in the early years of elementary school. It is understood that in this period children are beginning to develop an interest in new things, including any novelty presented to them, tending to capture information and begin to process their interest in rediscovering different skills.

Interest in the subject in question arose due to the growing number of students with a deficit in understanding simple texts, in which we note the importance of going deeper and discussing the subject as a way of expanding knowledge and contributing to new strategies that help to solution to this problem. Since, the act of reading is not just taking a text and pronouncing it in any way, it is necessary to have the correct interpretation and its intonation, that is, the time in which the text is.

This study was developed from a bibliographic research of authors who discussed the theme of this work. Through it, we intend to demonstrate the importance of reading in the formation of active readers in the early years of elementary school and the contribution of this practice in their current and future lives, being essential in this process: to stimulate reading in the child’s life, to establish a relationship of pleasure by the act of reading and stimulating meaningful reading, in which the student can really understand what he is reading. According to Kleiman (2008), reading needs to allow the reader to apprehend the meaning of the text, and cannot become a mere decipherment of linguistic signs without their semantic understanding.

The research is organized into chapters as follows: introduction, which makes a brief presentation of the work, chapter I, which

describes reading and its benefits for the child's growth in his formation as a citizen, also highlighting the importance that the teacher need to have in order to awaken in the child the interest in the act of reading. Chapter II, which reports how reading provides growth to students and how this practice contributes to improving the expansion of content that the teacher applies throughout the year, that is, the teacher will organize his classes adding arguments that correspond to the growth that the child you acquire when you practice reading constantly.

Chapter III ratifies the value of the family to work together with the school, this combination adds an improvement in behavior for the child's performance, this partnership entails the commitment to establish an affective relationship between the school and the students' families, as well as the student seals a behavioral agreement based on the activities that the school will implement during each school year. And finally, the final considerations were presented, seeking to present solutions to the problem raised.

THEORETICAL FOUNDATION

THE INSERTION OF READING IN CHILDHOOD

Reading has been present in people's daily lives for a long time. It came about through symbols in antiquity that were interpreted by man. Since then, it has been renewing itself in the model presented by Fischer (2006, p.15), reports that:

Reading in its true form came about when one began to interpret a signal for its sound value alone in a standardized system of limited signals. [...] reading ceased to be a transfer, an object to word, to become a logical sequence of sounds that recreated a natural human language. Instead of reading images, language was read this way.

According to the definitions of LEFFA (1995, p.10), "reading is basically a process of representation. Since this process involves the sense of sight, reading is, in essence, looking at one thing and seeing another. Reading does not happen through direct access to reality, but through the intermediation of other elements of reality". In this context, reading is the intermediary element that works like a mirror, showing itself as a segment of the world that normally has nothing to do with its own physical consistency.

Reading is, therefore, recognizing the world through mirrors. As these mirrors offer fragmented images of the world, a true reading is only possible when one has prior knowledge of that world.

The author FISCHER and LEFFA correlate in their texts that reading emerges as a transformation that begins through signs and propagates until it takes on a form from then on it is a mirror that reflects what each individual has accumulated in his memory and manages to express., based on his previous knowledge and what this represents for him.

Reading is to education what the poet is to poetry. In this comparison, reading is essential for the development of the child, for the quality of life, for the scope of knowledge, of knowledge I acquire, reading contributes to forming coherent citizens in what they say and what they do. For VILLARDI (1997, p.4).

[...] to read is to build a conception of the world is to be able to understand what comes to us through reading, analyzing and critically positioning oneself in the face of the collected information, which constitutes one of the attributes that allow to exercise in a way more comprehensive and complex citizenship itself.

Meanwhile Freire (1995, p.29-30), points out that:

Reading is an intelligent, difficult, demanding, more rewarding operation [...] to read is to seek or seek to create

understanding of what is read. Reading is engaging in a creative experience around understanding and communication. And the experience of understanding will be as profound as we are able to associate, never dichotomy, the concepts emerging in the school experience with those that result from the world in everyday life.

Correctly crafted reading leads the little reader to imagine and capture its shapes, its colors, its beauty, its magic, its imaginary world in which everything is possible, every invention no matter how surreal it may be in this world of readers everything has life and continuity.

The act of reading has to be something pleasurable, the child must not be forced into it, this process has to be developed very carefully so as not to become an exhausting task for children. Everything that children are taught they tend to take away some information, this can be something positive or negative, which is why it is very important that teachers know how to handle reading as something pleasant, something playful, that they bring to the classroom day-to-day class a moment of deconcentration, a class with a lot of exchange of knowledge, must be something that makes the student feel comfortable, to choose the books that most call his attention.

Junqueira (2004, p.13), stresses that the ideal book for children is [...] a book where children can live". "That is, both for the writer Monteiro Lobato and for the little reader staged by the poem, books are free spaces that become familiar, safe, welcoming for the reader."

In the reading proposal aimed at the first year, there has to be a specific objective with a focus on the student's intellectual and social growth, so that the process of forming readers can spread in the following years, so that this practice gains an important place in life. of the child, that this process is continuous and growing, so that it becomes a habit, something

practicable on a day-to-day basis and not just in the classroom, reading must become a recreational practice and not just informative and obligatory. According to reports by Pereira et al. (2012):

The work carried out with children's reading has the possibility of resulting in the formation of competent readers/writers. It aims to train children who not only read, but who understand what was read; because to understand is to transmit to others everything that was understood about a story through figures, illustrations and objects that can transform a text into a pleasant and pleasant reading for those who listen; who can learn to read what is written between the lines; who knows that several senses and several visions can be attributed to one where one can imagine, create and reinvent.

In the previous context, the author reports that reading predicts an advance of concession, imposed through the reading process, which comes to provide the reader with a diversity of possibilities within the texts read, this growth of information that the receiver accumulates in his memory generates a expansion of skills that adds countless advantages for the development of the student who would be able to transpose the acquired learning, in a coherent and conscious way as his development progresses.

For Martins (2006, p.19), psychoanalysis points out that everything that actually impresses our mind is never forgotten, even if it remains in the obscurity of the unconscious for a long time. This finding highlights the importance of memory for both life and reading. In this parameter, it is understood that the entire teaching process of the teacher must be applied through a schedule to provide adaptable material to each student, according to the individual taste of each one, the teacher must understand that everything that is exposed to the student he will create his momentary memory that will follow with

him throughout his life, so if the teacher has difficulty dealing with reading, the student will probably acquire this same problem.

The criterion for keeping the pleasurable desire for reading alive in the classroom on a daily basis is to feed the student's memory with reading that transmits affection, dreams, happiness, power, possibilities, among other themes that complement the child's memory with flavors of interesting odds for the little reader's attention.

The process of introducing reading begins in the first months of a child's life, because as the child develops, he reads the world around him, recognizing the environment in which he lives, the people he with which they relate, they begin to express feelings, develop skills to demonstrate their true choices. Reading is the understanding of what one lives, it is knowing how to distinguish and interpret what certain facts mean in their context, reading is not just with books, reading is knowing how to understand the meaning of things.

According to Martins:

[...] the reading takes place from the reader's dialogue with the read object – whether written, sound, gesture, image, event. This dialogue is referenced by a time and a space, a situation, development according to the challenges and responses that the object presents as a function of expectations and needs for the pleasure of discoveries and recognition of the reader's experiences. (MARTINS, 2006, p. 33).

Currently, we can see that in the most diverse environments we have something that portrays reading, whether on the street, on traffic signs, or in the supermarket, with product descriptions, and thus its presence in the lives of individuals. And already in the school environment, it comes as a fundamental tool to monitor the writing and intellectual development of students.

Reading has an importance in developing the child's ability to acquire a wide vocabulary,

expands clearer and more comprehensive communication, facilitates intellectual and social development. Through reading, the child grows and extends the taste for reading, for discovering new things every day. Through reading, the student's language becomes richer every day when put into continuous practice. During the process of storing the reading, an infinite number of brain cells are put into operation. The combination of unit thoughts in sentences and larger structures of language constitutes both a cognitive process and a language process. The continuous repetition of this process results in cognitive training of special quality. (CARLETI, 2007, p.2).

The development of reading in children's lives can start very early, through parents in their comfort at home, from the stories that children have contact with, just by listening to them they begin to awaken the habit of liking reading, so begins the first cycle of reading, which develops over the years.

However, it is at school that reading needs and must be encouraged by teachers, this current of knowledge can be worked on in order to highlight the importance that it will have in the future development of these students.

The teacher has a great challenge to overcome, to gain space to teach reading in the simplest way possible, to attract students by bringing reading closer to topics that arouse their interest, they need to have skills to develop in the child the desire to navigate in reading, so that it can win the reader over to live the moments of the stories that it will read.

It must awaken in children the prior knowledge of enchanted stories, magical tales, the most fanciful adventures, thus, first the student speaks what he knows and only then the teacher will continue with his class, in this proportion the educator will gain his place, will conquer the child will understand the

best ways to teach reading.

Currently, awakening the desire to read in a student is quite a challenge, in the midst of so many technologies that have been created and that are now within reach of children, teachers have a long way to go, as they will face situations in which which students will ask, why not use technological means to read instead of using books, the teacher will have to be a “conductor” in his answers in his attitudes, he must try to update his methodology so as not to leave gaps open that could taking the focus off reading to be replaced by technologies, not that they don't help, but the ideal is to teach the student that books are something precise that need to be read, it's a way of getting to know the world, understanding the past, conquering the future, because the books will contribute a lot in the course of their academic and also social life.

From the point of view of Martins (1994, p.35), reading is divided into three basic levels: sensorial, emotional and rational. Which are interconnected, sensory reading that will make the reader discover what he likes, emotional reading, the reader will go through the process of imagination that the characters experience, being able to awaken something good or bad, rational reading is when the reader already has the habit of what he likes to read for pleasure, for taste, for knowing what it gives him.

According to the reading levels, the mediator teacher will be able to assess which category his student falls into, so he will be able to develop a more flexible reading process, he will be able to work with a methodology that is subdivided by categories of levels, as well as Over time, students will reach the same level, but for this it is necessary for the mediator to be up-to-date in their teaching methods, in order to be able to contribute with quality reading, which even reaches the students as

content that qualifies them for their lives.

According to the PCNS (1997, p.43), forming readers is something that requires, therefore, favorable conditions for the practice of reading, which are not restricted only to the material resources available, because, in fact, the use that is made of books and other printed materials is the most decisive aspect for the development of the practice and taste for reading.

In this conception, the reading environment must conquer the reader, there must be several options in which students can find the most diverse types of books, magazines, posters, pictures that represent children having fun with the stories, this environment needs to be known by the teacher, so that he knows how to lead the students to reveal their interests, the educator must give productive examples of reading that possibly please the children.

ACTION OF READING

Reading constitutes a social practice used with different functions. Sometimes, what leads us to reading is the curiosity to discover the new, the world, the continuous coexistence with stories, books and readers, the desire to communicate and have access to information, to produce knowledge, that is, reading it needs to make sense to students, to pique their interest.

The practice of reading is present in our lives from the moment we understand the world around us. It is the most important means of acquiring knowledge in the formation of a citizen with deeper understanding and access to citizenship, capable of interpreting, arguing, positioning himself in the world. According to CARLETI:

During the process of storing the reading, an infinite number of brain cells are put into operation. The combination of unit thoughts in sentences and larger structures of language constitutes both a cognitive process and a

language process. (2007, p. 02):

This way, the act of reading is a form of learning, which contributes to the strengthening of ideas and actions, allowing the expansion and acquisition of new knowledge, enabling the rise of those who read to higher levels of cognitive performance. And this act of reading “supposes a certain textual experience, such as contact and familiarity with different genres and textual structures, so that the student realizes that reading an informative text is different from reading an instruction, reading news is different from reading a story, and so on. To make the student a reader, the school must provide him with conditions to experience, from literacy, the functionality of each genre and the written language itself”. (Pro-Literacy, 2007, p. 25)

For Bamberg (1987), the development of permanent reading interests and habits is a constant process, which begins at home, is systematically perfected at school and continues throughout life, through the influences of the general cultural atmosphere and the conscious efforts of society, education and schools. It is noticed that children learn by example, so parents and teachers who read transfer the taste for reading to their children and students.

The presence of the family in the process of training readers is very significant, since the existence of a reading environment at home will give meaning to the work carried out in the school context, strengthening the learning process and the development of new ways of thinking, acting and be in society, because it is through reading that we can enrich our vocabulary, gain knowledge, streamline reasoning and expand forms of understanding and interpretation.

With reading, the reader awakens to new aspects of life that he had not yet thought of, awakens to the real world and to the understanding of the other being. In this sense, it is up to the teacher to enrich

the reading activities, mediating their construction, offering information that situates the reading, creating and allowing the raising of hypotheses, leading the students to unravel clues, share the reading produced, the opinions and, with that, overcome the difficulties of those involved in formal and informal moments of reading.

THE PRACTICE OF READING

The purpose of working with reading is to train competent readers and, consequently, to train writers – people capable of writing efficiently, since the possibility of producing effective texts has its origin in the practice of reading, a space for building intertextuality and source of modalizer references. “Reading, on the one hand, provides us with the raw material for writing: what to write. On the other hand, it contributes to the constitution of models: how to write” (PCN, 2001, p. 53). Thus, it is up to the school to assume this important role in the development of this reading culture, which must be exercised in everyday life and not in isolated actions, avoiding the construction of reading in a mechanical way and the growth in the rates of students who have difficulties in reading. The act of reading, built on the traditional teaching model, is mainly characterized by its reproductive character.

Considering a good reader to that student who manages to return to the teacher the word of the textbook. The assessment of reading comprehension in the traditional model has been limited to the ability to capture explicit information on the surface of the text. This is certainly due to the conceptions of language as a transparent code that is external to the individual, the text as a mere sum of words and phrases, and reading as the search/confirmation of a pre-established meaning. But, for Antunes (2007, p. 08):

Promoting a consistent work of reading, useful for the formation of each child, includes leisure, aesthetic pleasure, access to information. With these perspectives, and aware of the breadth of reading work to be carried out at school, the teacher, every day, throughout the pedagogical process, will be attentive to develop and strengthen to the maximum the potential reader that is in each child. His performance, confidence and skill will form competent and passionate readers.

According to (PCN – BRAZIL, 2001, p. 05): A competent reader can only be constituted through a constant practice of reading texts in fact, from a work that must be organized around the diversity of texts that circulate socially. This work can involve all students, or even those who still don't know how to read conventionally.

Even before learning to read and write, literate people, according to the Psychogenesis of Written Language, will need to be interacting with different texts and expressing their ideas in writing, believing that the literacy process does not happen in a mechanical way with an emphasis on language. phonetic repetition. Even without knowing the letters and not knowing how to put them together, the attempts at records will allow the student to begin to understand the different structures and styles of texts and be able to create hypotheses about the correct writing.

Faced with this reality, it is clear that the practice of reading in the early grades needs to be very expressive and useful for students, aiming at their involvement and cognitive growth. The interaction of literate people with real and contextualized texts facilitates their understanding, as they contain expressions present in their daily lives, with significant content and, therefore, fulfill some social function.

The act of reading needs to be accompanied by the awareness that any text communicates something, realizing that the format of what

is written offers hypotheses of its content and that it is possible to establish relationships between what is written and the experiences of those who are reading. For Lajolo, quoted by Geraldi:

Reading is not deciphering, as in a guessing game, the meaning of a text. And, starting from the text, being able to assign meaning to it, manage to relate it to all other significant texts so that each one recognizes in it the type of reading that its author intended and, master of his own will, surrender to this reading, or rebel against it, proposing another unforeseen one. (GERALDI, 2005, p. 91)

With all this, it is clear that reading is a process of interaction between the reader and the author mediated by the text. The reader is not a passive being, as he is always looking for information. Hence the importance of working with textual diversity. Thus, each student, when having contact with the texts, reconstructs the text in his reading, attributing its meaning to it.

It is understood, then, that the work with reading must not be arbitrary, imposed, or full of pedagogical bureaucracies. It is up to the teacher to find ways to teach reading in a way that involves all students in a favorable learning climate. Plan and provide didactic situations in which students learn to read and write in different situations; to have the mastery of properly articulating their ideas and opinions. And students need to have willpower, willingness to learn and be motivated to do so. "In short, what is sought is interaction between students and teachers; this interaction to take place – respecting the attributions of each part – on an equal level". (PRESTES, 2001, p. 10)

READING STRATEGIES

Making reading something constant in the school environment, leading the student to have contact with various works, helps their

performance in relation to various future activities. For some authors, language and reality need to be dynamically related and the students' life experience needs to be valued; the words not only need to be identified, but they must make sense to the children.

A good strategy for teaching reading is to bring different types of texts to the classroom, seeking to make each modality a work unit, in which reading and writing activities are articulated, as well as oral language. For example, if the unit is the tale, the teacher can ask the students to recite tales from the oral tradition. Then you can bring short story books to class. You can read the stories aloud so that students can listen and become familiar with your language. You can invite students to read, offering tales suited to their skills in terms of length and complexity.

In order to learn to read and write, it is necessary to think about writing, think about what writing represents and how it graphically represents language (...) basically, the student needs to: read, although he still does not know how to read; and write, even though I still don't know how to write. (BRAZIL, 2001, p. 82-83)

When proposing reading activities, we must make the objectives very clear. Still taking the unit on short stories, one can, for example, propose that students, after having read and studied these texts, write their own short stories. Of course, "write in your own way", because when the student does not read, he cannot "write efficiently", or rather, he does not write conventionally, but he can represent his tale through drawings and even letters, symbols. The teacher must help them understand that the production of a text requires some prior planning.

The educator must also help the student to understand that writing a text is a process; it can be corrected, improved and rewritten as many times as necessary for the author to feel satisfied with the production, or for it to be

considered adequate by the teacher and the group. The teacher must encourage student contact with various textual supports, and the book is one of the most used.

The teacher must provide several innovative activities, seeking to know the tastes of his students and from there choose a book or a story that meets the needs of the child, adapting his vocabulary, awakening this student to taste, letting him express. (SOUSA, 2004, p. 223)

It is up to the teacher to encourage the reading habit in his students and for that he needs to use various types of reading and strategies at all times. The strategies used throughout the readings must involve the students. For this, the teacher must make inferences focusing on the theme or title. Make predictions, raise hypotheses during reading, which may be confirmed or rejected; lead the student to interact with the text and with the author, because this way the student becomes involved in the class, makes comparisons with other texts already read, having, this way, a construction of thoughts based on other knowledge that the student has, the knowledge of the world that was activated during the reading process.

The difficulty with reading in the early grades of elementary school is a concern of many teachers and this causes serious problems in the development of these students throughout their schooling. Schools need to find teaching strategies that enrich and diversify students' interests, making them aware of their knowledge process, encouraging them to read.

The school needs, more than ever, to provide the student with the necessary instruments so that he can search, analyze, select, relate and organize the complex information of the contemporary world. It is also her responsibility to promote strategies and conditions for the reader's individual growth to occur, awakening their aptitude and

skills, favoring the practice of reading, aiming to obtain satisfactory results regarding the objectives outlined.

CHALLENGES AND PROSPECTS OF READING

We understood that both reading and writing are extremely important social practices for the intellectual and social development of students. Both provide the development of communication and imagination, in addition to promoting the acquisition of knowledge. This way, when we read, several connections occur in the brain that allow us to develop reasoning. With this activity we sharpen our critical sense through the ability to interpret. Based on the Curricular Parameters of the Portuguese Language (1997), students must be able to:

Understand the oral and written texts with which they are faced in different situations of social participation, interpreting them correctly and inferring the intentions of those who produce them; valuing reading as a source of information, a way of accessing the worlds created by literature and the possibility of aesthetic fruition, being able to resort to written materials for different purposes. (BRAZIL, 1997, p. 33).

In this sense, it is worth remembering that the “interpretation” of texts is one of the essential keys to reading. After all, it is not enough to read or decode linguistic codes, it is necessary to understand and interpret this reading. And it is up to the school and the teachers to demystify this “reductionist” conception of reading practices. However, according to Antunes (2003), the teaching of reading still faces challenges and approaches which do not directly support the rise of students with regard to language as an object of interaction. Focus on:

A reading activity centered on the mechanical skills of writing decoding, without directing, however, the acquisition of such skills to the

dimension of verbal interaction. A purely academic reading activity, without taste, without pleasure, converted into moments of training, evaluation or an opportunity for future “demands”. A reading activity whose interpretation is limited to recovering the literal and explicit elements present on the surface of the text. (ANTUNES, 2003, p. 28-29).

These approaches, in general, do not encourage students to understand the multiple social functions of the act of reading, it is as if the school thought of reading as an isolated achievement, far from its different contexts. The consequence of this is that students are unmotivated and have difficulty reading and interpreting beyond specific aspects of the text (title, author of the work, main characters, etc.).

In this regard, Ângela Kleiman (2008) states that “[...] the teacher uses the text to develop a series of grammatical activities, analyzing, for this, the language as a set of grammatical classes and functions, phrases and clauses.” Within this context, we see teachers using texts from textbooks solely to explain grammatical content, so that students know how to identify all grammatical classes, phrases and sentences in the text. It is the use of reading as a pretext. Despite this, the school must provide spaces that culminate in the students’ motivation and interest in reading, this way the teacher has the role of mediating this process, acting in a cohesive way and not only “showing” the way, but create conditions for the student to build a path to reading.

It is convenient to understand that reading is not something segmented, it is an essential competence for the personal, cultural and social development of the subjects. For Demo (2006), reading in our society has a primary function of awakening and providing basic knowledge which will contribute to the integral construction of life. Given this perspective, Demo (2006) points out the main

challenges of reading. The first considers that “reading and understanding”, that is, attributing meaning to what is read through, interpreting and reconstructing the different texts in progress.

The second challenge is related to “to read is to diverge”, here, specifically, it defends the need for the reader to problematize information, confront/deconstruct pre-established concepts and form their own opinions. The third challenge involves: “reading is questioning, interpreting”, according to this prism, reading must be worked on, always mentioning the students’ critical and argumentative capacity.

The last challenge discusses “reading is learning, knowing”, in other words, “The deepest call of reading [...] is against reading, because it unfolds the disruptive potentiality of knowledge and the reconstructive turbulence of learning.” (DEMO, 2006, p. 81) Therefore, it is recommended that the teacher choose material that is meaningful to the student, thus developing the student’s interest in reading texts that are different from their daily lives. It is important to have a pleasant class for reading practice, in an environment where there is a diversity of texts, so that the student, sometimes chooses, sometimes is guided towards the act of reading. In addition to the selection of materials and choices of works, PICOLLI and CAMINI (2012) expose other guidelines for working with reading in the initial grades, among these:

Develop strategies for locating information: when bringing a text for collective reading, challenge the student to locate information. Inferences from children’s book covers: encourage students to look for information on children’s book covers. Inferences from the development and end of stories: the choice of books for reading must include, in addition to the aspects already addressed, the exploration of the text’s linguistic and expressive resources. Explore the structure of the narrative texts read, indicating

the elements that usually appear in each part. Reading song lyrics: songs, such as nursery rhymes, tend to be very meaningful for children and a precious resource to help them relate oral and written words. (PICOLLI AND CAMINI, p. 67-68).

Otherwise, reading advocates a unique experience for human learning, through which we can enrich our vocabulary, gain knowledge, streamline reasoning and interpretation. Thus, the school must make reading a constant practice, leading the student to have contact with various works, which helps their performance in relation to various future activities.

The act of reading needs to lead the child to understand the subject read and not simply repeat information, so that, critically, the construction of knowledge and the production of any other text can take place.

In this perspective, Solé (1998) presents fundamental strategies for teaching reading, according to the author, the act of reading must aim, without a hierarchical order and depending on the teaching situations evidenced, the following directions: “reading to obtain information” (consulting an agenda, dictionary, etc.); “read to follow instructions” (one way rules, recipe for a pie, etc.); “to read to obtain general information” (“to know what it is about”, “to know what happens”); “read to learn” (expand knowledge); “read to revise one’s own writing” (critical reading by the author of the text); “reading for pleasure” (emotional experience); “reading to communicate a text to an audience” (a speech, a sermon, etc.); “read to practice reading aloud” (individual, silent reading required first); “read to check what has been understood” (build a meaning of the text). For Solé (1998, p. 116):

The reading process must ensure that the reader understands the various texts they intend to read. It is an internal process, but it must be taught. A first condition for

learning is for students to be able to see and understand how the teacher works to interpret a text: what are his expectations, what questions does he ask, what doubts arise, how does he arrive at the conclusion of what is fundamental for the objectives that guide him, what elements you take or not from the text, what you learned and what you still have to learn[...]

This way, we can highlight reading as a meta-cognitive activity, an activity that is carried out in the evaluation of one's own understanding and is effectively productive. In other words, a process that considers the interactional dimension of language, as Antunes (2003) rightly postulates, when he declares that the work with reading must occur through a reading of authentic, motivated, critical and diversified texts.

THE ROLE OF THE FAMILY IN THE TEACHING-LEARNING PROCESS

The family is of paramount importance for the educational development that the child needs to have, as it aims to adapt them to the innumerable knowledge that reading has to provide to young readers, the family is the key to success to guarantee a greater commitment from the students, the encouragement that family members provide on a daily basis will generate strength so that the child can build his reading world.

The family can cooperate by adding values to the act of reading, encouraging the child to get to know the world of reading where what is written can attract an extensive range of information that the recipient will collect and will probably be recorded in the child's memory for his entire existence., even though the child is growing and in constant contact with new discoveries, in certain situations the individual is able to compare what he is learning with what has already been seen previously, this process configures an information storage relationship that

triggers learning, this way way you can see the evolution of the subject.

According to Correa's view (2012, p.159) "Reading is a social practice arising from attitudes, habits, which must be initiated in the family environment or in other environments in which writing surrounds".

Emphasizing what the author exposes, reading must start from encouraging the family, so before the child starts attending school, he will soon have prior knowledge about reading, which will remain throughout the school journey, he adds knowledge to the intellectual and social development of the child in the face of society and its cultures. The combination of the family and the school improves the behavior of the children in these aspects, reports POLONIA E DESSEN (2005, p.305), "The benefits of a good integration between the family and the school are related to possible evolutionary transformations in cognitive, affective, social and personality levels of students".

This way, the school working in alliance with the collaboration of the parents promotes learning according to the reality of the students, so both the family helps the school and the school collaborates by interacting with the families. Currently, the institutions work with the association of parents and teachers, which gives parents the opportunity to follow everything their children practice while they are in the school environment, this interaction, parents verses school manage from the base to the child's growth in a way that he understands the importance that school has in your life.

The association of parents and teachers inserted in the school context is of fundamental importance to strengthen the relationship between parents, guardians and teachers and can also collaborate in the programming of cultural, leisure and health activities involving the entire community. With the help of this

association, education gains strength to expand the concept of school, transforming it into a center of community activities.

This association moves parents to place more value on their children's learning, demonstrating that it is not just the institution that needs to maintain the order of information that students need to obtain. The parents' association defines the family's need to support the school, with the scope of indoctrinating the students, even if they are absent from the school environment, they can maintain continuous learning for the formation of their character.

In this representation, within the tools that the association of parents and teachers cultivates, reading can have a specific place, to assess that this exercise will be perpetrated with the help of the family at a time opposite to the class period, the tools to give continuity to the act of reading evidences the commitment that the student, together with the help of those responsible and mediated through the teacher, will build a scale of activity to develop reading in their daily lives.

With the guarantee of parents to participate in the school council, the educational class guarantees the student's learning progress, it is important to maintain the link between the family and the school, so parents can follow the trajectory of their children and, if necessary, interfere for a better positioning of their children, the institution will welcome and discuss whether it is possible to change the standard that the school operates.

In the conception of Bandeira (2015, p.13) Family and school are points of support for human beings, both need to fine-tune their speeches and bring goals closer together. The better the partnership between the two institutions, the more positive the results in the education of the student. Family life, school life and society are inseparable.

Therefore, these institutions are responsible for keeping active in students the value that

education means for the future growth of the child. The school follows the schedule of activities that the family does not teach, but the family has to educate and insert the child in the social environment. In this same point of reasoning, the author FOUCAMBERT of his version of how to carry out reading together with society, shows a way out to give continuity to this process outside the school.

It was a statement of FOUCAMBERT (1994-1997) apud Ferreira and Dias (2002, p.42):

[...] a reading project for which not only the school and/or teachers are responsible, but also other segments of society, such as the family, the library, businesses and neighborhood associations. He states that transformations within the scope of relations between the individual and writing can only occur satisfactorily, within the school, if this is a question of the community and not just the school. (Author's emphasis).

Based on this vision, it is emphasized that reading needs to be in every environment that the child surrounds to be better accepted as an activity that follows writing, reading being an individual and collective need for the intellectual expansion of a society, in its means. educational and economic, the dissemination and value that the community places on reading is a worrying attitude, as not everyone aims at its value. The creation of projects to emphasize the need to create readers will ensure the participation of several members of different communities, this distinct approach allows the discussion of building a diversified connection of projects to disseminate the importance and development of the practice of reading in the child's life.

THE EDUCATOR AS A READING ENCOURAGER

Finding illiterate children at the end of the initial grades is today a sad reality in public schools in our region and in our country. This

reality is unknown to many educators.

According to Pro-literacy (2007, p. 26), “learning to read is not a natural activity, for which children train themselves. Between books and readers there are important mediators”.

It is noticed that the most important mediator is the teacher, it is up to him to encourage the student to get closer to books and, consequently, to reading.

The formation of readers depends a lot on the relationship that the teacher establishes with the books. It is necessary to carry out the practice of reading in the classroom, making it stimulating, reflective and diversified, with clear and well-planned objectives. It is in this space that there is a good place to build awareness about the importance of reading. With this, the teacher must provide moments of pleasure with creative activities that arouse the interest and involvement of students in reading.

Through reading, teachers can develop many attitudes with their students, but there must be conditions for these attitudes and skills to develop. Thus, the teacher can act as a mediator of the entire cognitive process of his students. It is up to him to overcome the condition of passing on ready and finished knowledge and allow the student to elaborate his hypotheses and reading and writing strategies:

The literacy process has, in the literate student, its subject. The fact that he needs the help of the educator, as occurs in any pedagogical relationship, does not mean that he owes the help of the educator, nullifying his creativity and his responsibility in the construction of his written language and in the reading of this language. (FREIRE, 1989, p. 28, 29).

This way, the child, as a subject who learns, must think about making mistakes, reflect on reading and writing, when performing such activity. And the teacher, while encouraging

reading and mediating the learning process, must propose situations that lead his students to overcome each stage of their process and thus evolve, achieving their goal, which is meaningful and real learning.

METHODOLOGICAL PROCEDURES

This article presents within its methodology a bibliographical research, which seeks to inform about the Importance of reading in the formation of readers in the early years of Elementary School, as well as strategies used by teachers in the classroom to encourage this practice and the benefits of the act of reading in the students' lives, explaining the critical understanding of literacy, reinforcing that literacy requires efforts in the sense of understanding the written word, the language, the relations of the context of who speaks, reads and writes the relationship between reading the world and reading the word.

Bibliographic research, for Martins (2001, p.32), “seeks to explain and discuss a topic based on theoretical references published in magazines, books, periodicals and others.

It also seeks to know and analyze scientific content on a given topic”.

Thus, according to the aforementioned authors, bibliographical research provides an examination of a topic under a new approach, reaching new conclusions. Demo (2000, p.22), points out that “the idea of the research is to induce the student's personal contact with the theories, leading to their own interpretation”.

The segmentation and construction of the article contain studies and quotations based on renowned authors on the subject in question, such as Grazioli (2014), Coenga (2014), Martins (2006), Leffa (1996), as well as the PCNs of the Portuguese language that were one of the key points and a great object of study to be analyzed.

RESULTS AND DISCURSIONS

After reading several authors who address the theme of this study, we can emphasize the importance of reading in the formation of active readers, as well as critical, autonomous and socially competent citizens.

The scholars who provided the theoretical basis for this work show that the habit of reading must be started from an early age, either by the family, but mainly by the school, since reading promotes many benefits for meaningful learning.

The studies also led us to reflect on the strategies used by teachers to train readers, since it is of great importance to encourage students to read meaningfully correctly, so that they can really understand what they are reading, in addition to seeking bringing the chosen readings closer to the reality of each student, giving more meaning to what they are reading and also emphasizing the importance of the habit of reading in each one's life. With the right strategies, we believe it is possible to reduce some of the students' learning deficits and increase the number of active readers.

However, Grazioli and Coenga (2014) emphasize that it is up to the teacher, the mission to attract students to the skill of reading, differently, standing out through creativity and expressiveness. To cause, I yearn, for the wisdom of reading, in order to make it pleasant and, in effect, will demand from the preceptor, perspicacity and authenticity when doing it with enchantment and devotion, arming himself with persuasive artifices, which will involve the reader, leading him to relate sincerely with the narrative, initially proposed and later wanted.

However, it is concluded that the research reached the expected results, being identified that the factors that promote the formation of readers are directly related to the pedagogical work of teachers who include reading as a fundamental part of the student's teaching-

learning process. The family's participation in the student's school life, encouraging and collaborating with the teacher, encouraging the child's pleasure and the habit of reading, is also fundamental in this process.

FINAL CONSIDERATIONS

Reading is one of the fundamental tools in the teaching-learning process, as it makes the student find himself in the world in which he lives. The world today is surrounded by formations, and reading is the only way for citizens to position themselves in society.

After the study on the importance of Reading in the formation of Readers in the early years of Elementary School, it became clear how the act of reading facilitates their learning and for this reason it must gain a more prominent place in schools, stimulating from an early age in the lives of children the pleasure of reading, through books, texts and colorful images, thus awakening a world of fantasy and imagination. If the practice of reading is started when children are still small, they will probably develop better socially, cognitively and affectively.

At all times in the teaching-learning process, it is observed that the figure of the teacher is essential to reduce this deficiency in teaching reading, since it is up to the teacher, especially in the early years, to offer diversified and attractive work that involves students in a way that everyone feels like an integral part of their learning process. The teacher must teach the students that each reading has its purpose. One reads to obtain information, to know how to use a medication, to handle an object, in short, the student must understand that reading is a process that is part of his daily routine.

In the course of this study, we also observed that reading is a broad process, however, for success in training readers, we need to carry out a stimulating, reflective, diversified,

critical reading, teaching and encouraging students to use reading in their experiences in society, in addition to adapting to the reality of the classroom in favor of a good educational development, with emphasis on the student's reading process, and looking for resources, as well as strategies for carrying it out.

It is understood that reading is one of the axes that guide learning and knowledge, and that through it the student discovers himself as a thinking being, being able to master oral and written language effectively.

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