



# Chapter 1

## Textual production in the early years of elementary education

  10.56238/tfisdwv1-001

### **Samara Araújo Alves**

University of Uberaba (Uniuibe)

Email: samarajoalves@gmail.com

### **Suely Silva Nogueira**

University North of Paraná - UNOPAR

suely.snogueira@hotmail.com

### **ABSTRACT**

The practice of producing texts among children in Elementary School I (EFI) can help to achieve literacy, as well as stimulate the development of students in various aspects of their school process. This work is

the result of research carried out with a qualitative nature based on critical readings. We seek to analyze and identify the tools that contribute to stimulating the desire for writing, among them, playfulness, games, and storytelling are important alternatives to stimulate creativity and the desire to write. Children's reasoning is permeated with make-believe ideas, countless games, and stories. Therefore, for there to be created at the time of writing, it must be an invitation to the world of children, with the proper pedagogical intention, textual production can naturally open space for creative and playful stimulation.

**Keywords:** Textual Production, Playfulness, Storytelling, Writing.

## **1 INTRODUCTION**

Textual production can be a challenge for students of different ages, especially Elementary School I (EFI) students, who often lack the motivation to write and thus compromise textual production. But when we refer to newly literate children, since they are in an age group of full cognitive development, or even when the ability to write has not yet been finalized, they need specific stimuli for the production of texts. Thus, playfulness, games, and storytelling are important resources to awaken the student's creativity and lead him to spontaneous and creative writing.

Oral language can precede textual language, that is, through the reorganization of ideas and speech, a repertoire for writing is found. In the children's universe, this action calls for playfulness, lightness, and enchantment.

In this way, we find some authors who reinforce the idea of a contextualized, rich, and even fun textual production, to make an interesting, pleasant, and even surprising class.

## **2 METHOD**

The methodology used was the bibliographic review, we used several authors to discuss the phenomenon of writing in students of Elementary School I (EFI) as well as their abilities and difficulties regarding textual production.

## **3 DISCUSSION**

Many teachers report difficulties when practicing writing, some students do not like writing classes, and others feel ashamed when their texts are corrected indiscriminately. Thus, the teacher must always

innovate and provoke dynamic and attractive situations in these classes. The author Lilian points out possible problems: “It is known that teachers, faced with the demands of a school system that usually plunders them and, feeling victimized by it, not infrequently accommodate, reflects freire(1994a:10) “ The same add us with an important contribution: “It is necessary to dare, learn to dare, to say no to the bureaucratization of the mind to which we are exposed daily. You have to dare to continue when sometimes you can stop doing it, with material advantages.”

The production of texts in Elementary School I goes through various stimuli so that the child registers his ideas and weaves a unit of meaning, he prepares his information mentally and exposes his ideas through speech. In this way, the author INGEDORE adds: “In the initial phase of writing acquisition, the child transfers to the written text the procedures that he is used to using in his speech. That is, he continues to use the resources of the spoken language in his productions.” That is why we perceive the need to use other creative stimuli to diversify our writing possibilities, playfulness contributes significantly to the elaboration of different textual genres

Author Ingedore adds that: “Speech and writing are two modalities of language. Thus, although they use the same linguistic system, each one of them has its characteristics. That is, writing is not a mere transcription of speech, as is often thought. In this way, we perceive the need to increase the students' cultural repertoire so that they can elaborate new perceptions, and come to write in an even more dynamic and diversified way.

It is also important to highlight that the diversity of the textual genres to be worked on sharpens the students' interest at the moment of textual production, given that language practices consider the artistic-literary field as a space for reading and enjoying the production of literary texts and artistic. Some genres relevant to textual pedagogical action: are legends, myths, fables, and poems, among others (BNCC).

Storytelling in front of text production classes awakens the children's enchantment, and in their imagination begins the construction of a story that can be reorganized and written in a beautiful narrative. As the author Bia Bedran (BEDRAN) points out to us “The child who listens to stories daily awakens curiosity and creative imagination in himself and at the same time has the chance to dialogue with the culture that surrounds him [...] the art of stories as a fundamental resource in fostering creativity, especially in this age group.

Playfulness is a preponderant element in the children's universe, Elementary School I students need this resource to develop their abilities. Lilian Giurgino Passarelli points out its importance: “Harmonizing constructive interaction with a playful dimension – the pleasure of gratuity – is the possibility of providing a pleasant, truly interactive space for socializing, in which classroom agents show themselves in their personalities, as who feels, plays, cries, laughs, imagines, invents[...] In this way, the importance of a diversified, attractive, and engaging pedagogical practice, without excessive limitations, is perceived. The possibility of interacting with knowledge naturalizes teaching, releases emotions, and welcomes and

accepts oneself and others. With the freedom to be, the student dreams, creates, imagines, and enhances the courage to write his ideas on paper, producing his texts and dreams of realizing them.

#### **4 CONCLUDING REMARKS**

Furthermore, it is worth mentioning the importance of freedom to be, think, act, play, create and dream. Creativity blossoms from a fertile ground of ideas, which were watered with lots of fun, stories, possibilities, and dreams. For a child to be able to write, he must first have the freedom to be a child.

## REFERENCES

PASSARELLI, Lilian . Processual e Lúdico . Edição.4 Local: Ed. São Paulo : Cortez, 2004

Koch, Ingedore Vilaça. Ler e escrever: estratégias para a produção textual. Ed. 7ª Reimpressão. São Paulo, Contexto, 2022.

BEDRAN, Bia, A arte de Cantar e Contar histórias. Ed