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Teaching Writing: on the Move or Adrift in the Initial Training of Literacy Teachers

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ABSTRACT

Introduction: This paper presents partial results of a research that has been carried out within the research group that analyzes the historical process of Brazilian literacy. The analysis is based on the historical-cultural perspective and seeks to understand literacy as a process that should enable the autonomy, criticality and emancipation of the subject, without being restricted to the question of methods and time of literacy.

Objective: In order to understand how the teaching aimed at learning written language for the child is dialogued in the process of initial literacy education. **Methodology:** The work was organized from the reading of productions of authors from the historical-cultural perspective about literacy, analysis of the pedagogical project of the course with the objectivity of identifying the organization of mentation and the workload that contemplated the literacy components, and later, we organized a conversation wheel with the five graduates of the pedagogy course who work in literacy classes of children, 1st and 2nd year, of municipal schools in western Santa Catarina. **Results/Conclusion:** The results show that the organization of the contents of the curricular components are potentiating the learning to the literacy teachers who teach written language, however, the time allocated to the components that deal with literacy and literacy is considered fragile, which compromises a solid formation to those who will literacy, in this sense, teaching written language in the initial training of literacy literacies is adrift.

KEYWORDS

Teaching writing. Initial training of literacy teachers. Conversation wheel.

Ensino da Escrita: à Baila ou à Deriva na Formação Inicial de Alfabetizadores

RESUMO

Introdução: Este trabalho apresenta resultados parciais de uma pesquisa que vem sendo realizada no âmbito do grupo de pesquisa que analisa o processo histórico da alfabetização brasileira. A análise pauta-se pela perspectiva histórico-cultural e busca entender a alfabetização como um processo que deve possibilitar a autonomia, a criticidade e a emancipação do sujeito, sem se restringir à questão de métodos e tempo de alfabetização. **Objetivo:** Há o objetivo de compreender como o ensino objetivado à aprendizagem da linguagem escrita para a criança é dialogado no processo de formação inicial de alfabetizadores. **Metodologia:** O trabalho foi organizado a partir da leituras de produções de autores da perspectiva histórico-cultural acerca da alfabetização, análise do projeto pedagógico do curso com a objetividade de identificarmos a organização ementaria e a carga horária que contemplavam os componentes de alfabetização, e posterior, organizamos uma roda de conversa com as cinco diplomadas do curso de pedagogia que atuam em turmas de alfabetização de crianças, 1º e 2º ano, de escolas municipais do oeste da Santa Catarina. **Resultados/Conclusão:** Os resultados evidenciam que a organização dos conteúdos dos componentes curriculares são potencializadores da aprendizagem às alfabetizadoras que ensinam a linguagem escrita, contudo, o tempo destinado para os componentes que versam sobre alfabetização e letramento é considerado frágil o que compromete uma formação sólida a quem irá alfabetizar, neste sentido, ensinar a linguagem escrita na formação inicial de alfabetizadores fica à deriva.

PALAVRA-CHAVE

Ensino da escrita. Formação inicial de alfabetizadores. Roda de conversa.

Enseñar a Escribir: en Movimiento o a la Deriva en la Formación Inicial de Alfabetizadores

RESUMEN

Introducción: Este artículo presenta resultados parciales de una investigación realizada dentro del grupo de investigación que analiza el proceso histórico de la alfabetización brasileña. El análisis se basa en la perspectiva histórico-cultural y busca entender la alfabetización como un proceso que debe permitir la autonomía, criticidad y emancipación del sujeto, sin limitarse a la cuestión de los métodos y el tiempo de alfabetización. **Objetivo:** Con el fin de comprender cómo se dialoga la enseñanza dirigida al aprendizaje del lenguaje escrito para el niño en el proceso de alfabetización inicial. **Metodología:** El trabajo se organizó a partir de la lectura de producciones de autores desde la perspectiva histórico-cultural sobre la alfabetización, análisis del proyecto pedagógico del curso con la objetividad de identificar la organización de la mente y la carga de trabajo que contemplaban los componentes de alfabetización, y más tarde, organizamos una rueda de conversación con los cinco graduados del curso de pedagogía que actúan en clases de alfabetización de niños, 1º y 2º año, de escuelas municipales del oeste de Santa Catarina. **Resultados/Conclusión:** Los resultados muestran que la organización de los contenidos de los componentes curriculares están potenciando el aprendizaje a los alfabetizadores que enseñan lenguaje escrito, sin embargo, el tiempo asignado a los componentes que se ocupan de la alfabetización y la alfabetización se considera frágil, lo que compromete una formación sólida a quienes alfabetizarán, en este sentido, la enseñanza del lenguaje escrito en la formación inicial de alfabetizaciones está a la deriva.

PALABRAS CLAVE

Enseñanza de la escritura. Formación inicial de alfabetizadores. Rueda de conversación.

CRedit

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Introduction

This paper presents partial results of a research that has been carried out within the research group that analyzes the historical process of Brazilian literacy. The analysis is based on the historical-cultural perspective and seeks to understand literacy as a process that can enable autonomy, criticality and emancipation of the subject, without being restricted to the question of methods and time of literacy.

We organized this research from the readings of authors' productions from the historical-cultural perspective about literacy, analysis of the pedagogical project of the course with the objectivity of identifying the organization and the workload that include the literacy and subsequent components, a conversation wheel with the five graduates of the pedagogy course who work in children's literacy classes, 1st and 2nd year, of municipal schools in a municipality in the west of Santa Catarina.

From this methodological movement, we organize the text into three parts. The first movement made it possible to enter the epistemological field of literacy and conceptualize learning, development and literacy from the historical-cultural perspective. In view of this conceptualization, the second led us to the analysis of the document entitled Pedagogical Project of the Course (PPC) of degree in Pedagogy, in which we identified the workload and the organization of the contents intended for the formation of those who will literacy the children. Finally, the last movement made it possible to establish dialogue in the empirical field of this investigation.

In the end, we evidenced that the organization of the contents of the curricular components are potentiating the learning to the literacy students who teach written language, however, the time allocated for literacy students to learn to teach written language and understand the stages of development of learning by the child was fragile considered. In addition, the contents are not deepened, which limits the training for those who will literacy.

Contextualization of Learning in Literacy from the Historical-Cultural Perspective

With epistemological support from the historical-cultural perspective, we seek to understand how the teaching aimed at learning written language to the child is dialogued in the process of initial literacy education. Initially we understand that learning refers to the formation of the human psyche in its different aspects of human development, but interconnected.

Vigotski (1993) defines culture as "a product, at the same time, of the social life and social activity of man." (VIGOTSKI, 1993, p. 106), culture is therefore the product of social life, it is the totality of human productions, it is what makes us human. Leontiev (1978, p. 301), complements by stating that;

Man is not born endowed with the historical acquisitions of humanity. Resulting from the development of human generations, not incorporated neither in it nor in its natural dispositions, but in the world around it, in the great works of human culture. Only by appropriating them in the course of his life does he acquire truly human properties and faculties.

It is through interactions/relationships with the great works of human culture that human beings learn and develop. This relationship is mediated by auxiliary tools of human activity. The ability to develop auxiliary tools is typically human. According to Vigotski (1993), the development of these capacities, unique to the human species, occurs from the combination between the use of the instrument (work) and the sign (psychological activity), which will allow the subject to go beyond the immediate, through an internal reconstruction of an external operation, which the author called the internalization process.

The internalization process presupposes mediations by sign capable of potentiating the development of higher psychological functions. According to Oliveira (1998, p. 27), "between man and the real world there are mediators, auxiliary tools of human activity" and these mediating elements constitute a way for the development of superior psychological functions. Higher Psychological Functions (SPF) "consist of typically human psychological functioning mode, such as planning capacity, voluntary memory, imagination, etc." (REGO, 1996, p. 39).

Functions, such as planning, voluntary memory, imagination, consciousness, perception, attention, speech, thought, will, formation of concepts, emotion, and other typically human, are considered superior because they transpose the elementary functions that are involuntary inferior processes of biological order, while the superiors are intentional mechanisms, conscious actions established by and in the social relations of the subjects.

These functions begin their course in the child's literacy phase, however, for this, they require a teaching process that objectifies the learning of the language written by the child. Therefore, the learning of writing is not innate, but social and cultural that is apprehended through objective teaching, which demands that the literacy master the concepts of language necessary for literacy (VIGOTSKI, 1993).

In the historical-cultural context, language represents a historical landmark in human development. It is through language that the child plans and anticipates their actions and transforms itself by transforming, so the literacy phase is determinant for the child's learning and development.

Language is considered, from a historical-cultural perspective, as an essentially human instrumental activity. The subjects organize their individual and collective actions by instituting work and language as determining and essential elements for the constitution of their consciousness. For Leontiev (1978, p. 92), the work performs "an immediately productive function and a function of action on other men, a function of communication."

This communication function is practical, mediated by instruments elaborated by social subjects throughout their history. These instruments have social meaning, which is transmitted to descendants through signs. In other words, the instrument is responsible for regulating actions on the environment, while the sign is responsible for regulating actions on the subjects' psyche.

Vigotski (1993) defined that signs are symbolic representations of cognoscible objects, which carry socially shared and appropriate meanings with them. The signs are mediators of psychic phenomena and processes, initially external to the subject who develop socially shared meanings. When internalized, the signs allow a gradual overcoming of immediate and involuntary psychophysical capacities towards conscious self-control of the conduct. The process of internalization of the object/sign allows the subject the condition of symbolic representation of the object. After a complex walk of learning and human development, we come to the words,

At any age, a concept expressed by a word represents a generalization. But the meanings of words evolve. When a new word, linked to a certain meaning, is seized by the child, its development is just beginning; at first it is a generalization of the most elementary type that, as the child develops, is replaced by generalizations of an increasingly higher type, culminating in the formation of true concepts. (VIGOTSKI, 1998, p. 246).

Vigotski (1998) defined two classifications of concepts: spontaneous/everyday concepts and scientific concepts. The main distinction of these concepts is the link with awareness. While the apprehension of spontaneous concepts occurs in situations in which consciousness is focused on the phenomenon/object, the apprehension of scientific concepts, carrying a high degree of abstraction, demands that the consciousness of the subject be intentionally directed to them.

In this sense, both concepts have different characteristics and, therefore, the internalization process occurs differently. Leontiev (1978) points out that to become aware of a scientific concept it is necessary that it occupies within the activity of the subject a structural place of direct objective of action, and in this movement scientific concepts become symbolic knowledge.

Thus, we understand that by learning the child develops and in the field of literacy, learning and human development are enhanced through the teaching aimed at this learning process. In this sense, it is important to understand how the process of initial training of literacy students, responsible for children's literacy, dialogues about the teaching of writing to the child, that is, how literacy literacies are formed that will teach written language.

Methodological Paths

Based on the historical-cultural theoretical framework we organized our methodological path, that is, our epistemological walk, for this we organized a Conversation Wheel (RC) with five members of the Pedagogy course offered in the face-to-face modality of a higher education institution in western Santa Catarina, who work with the 1st and 2nd year of elementary school, years destined to the literacy process. In the wheel, we defined the concepts of learning and development in literacy as the central theme of the wheel for the promotion of reflections about the initial training process of literacy students, from this theme and before the utterances that intersected in the field of dialogue questions were being elaborated.

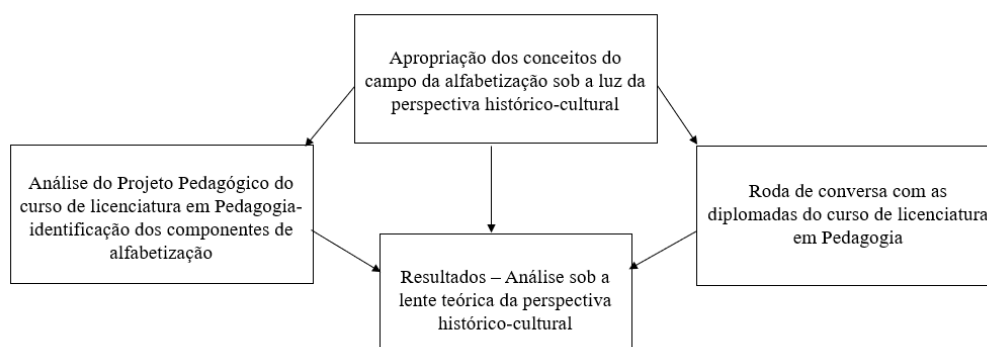
For the intervention, we define dialogism as the theoretical guiding axis of the process, that is, the relationship that is established between the statements of the literacy students in the plane of meaning. We consider, for this, the Bakhtinian principle, that every utterance comes from one subject and addresses another, in a movement of expression of meanings, by the comprehensive answers it always produces (BAKHTIN, 2002).

Based on these understandings of dialogisms, we define the Conversation Wheel (CR) as a data collection instrument that enables work with verbal language and constitutes as practices that trigger reflections about literacy. Verbal language is configured as a constitutive condition of human formation, in this sense, THE enables dialogue horizontally, in the movement of turning the word among the subjects, while at the same time that it knows and respects its otherness, in short, a democratic space of dialogue (BERTONCELI, 2016).

Before the organization of CR, we performed readings of productions of authors from the historical-cultural perspective about literacy, and later we performed an analysis of the pedagogical project of the course with the objectivity of identifying the emantaria organization and the workload that contemplated the components about literacy. After these procedures, we then organized a conversation wheel with the five graduates of the pedagogy course who work in children's literacy classes, 1st and 2nd year of municipal schools in a municipality in western Santa Catarina, the literacies were identified by the initial letters of the names and the school year that operates, for example, we imagine that the literacy girl is called Elena and she will act in the 2nd year, she will be identified as literacy e2.

In summary, the methodological organization of this research can be visualized in image 1.

Figure. Design of epistemological walking of the research



Source: Research data organized by the author in June 2022.

The first movement for methodological organization allowed us to enter the epistemological field of literacy and conceptualize learning, development and literacy from the Historical-Cultural perspective. In view of this apprehension, the second led to the analysis of the document entitled Pedagogical Project of the Course (PPC) of the undergraduate course in Pedagogy, in which we note the workload and the organization of the contents intended for the formation of those who will in the future literacy. Finally, the last walk put us on the wheel, enabled us to establish dialogue, in the empirical field of investigation.

The Menus and the Workload That Forms Literacy

In literacy, when dealing with the learning of written language we understand that the processes that constitute the child at the moment of learning the written signs occur in the plane of the displacement of the activity of drawing things to draw speech, phase of symbolic writing, which functions as a system of auxiliary functional signs, resulting from social relations and, as such, it has socially established meanings throughout human development, therefore, historical-cultural (LURIA, 1988).

Learning the action of writing requires a conscious work from the child that contributes to the education of a higher level of linguistic development than is, when he uses only oral language (OLIVEIRA, 2016). Therefore, written language is a distinct linguistic function, different in structure and function of oral language and that requires knowledge of the literacy teacher to lead the process of objective teaching to the learning of writing and human development.

Initially, we analyzed the PPC of the course to identify the contents that support the training of literacy students. Table 1 shows the semester of supply, the workload and the menus of the components that deal with literacy and later establish dialogue on the concepts of learning and development in the field of literacy, categories of analysis of this research.

Table one. Organization of offer and content of literacy and literacy components

Components	Literacy and Literacy I	Literacy and Literacy II
Offer semester	Third	4th
Workload	80 hours 18 effective meetings	80 hours 18 effective meetings
Syllabus	Concept, nature and history of literacy. Linguistics as a language science. Language acquisition process. Literacy and literacy concepts. The development of writing in the child. Reading and writing processes. Theoretical and practical-methodological approaches in literacy. Critical study of the main literacy methods considering sociolinguistic factors.	Main methodological processes in the teaching of written language. Ways of organizing and intervening in literacy and literacy work. Didactics of reading and writing and elaboration of pedagogical material

Source: Political Pedagogical Project of the Pedagogy Course of the Higher Education Institution of western Santa Catarina. Data organized by the author in June 2022.

These two components are included in the offer matrix of the Pedagogy course, which lasts for 4 years organized in 8 semesters. We show that the main, but not exclusive, field of action of pedagogy professionals is literacy, however, we show that there are only two curricular components to train education professionals who will act in the teaching process of reading and writing. In total of the 3,200 hours planned in the course, only 160 hours are allocated to literacy training.

Literacy Statements About Literacy Learning

In order to understand the concept of intentional teaching of written language, it is necessary to understand what literacy teachers know about the process of reading and writing of and in the child, because according to the historical-cultural perspective only after the mastery of this knowledge it is possible to establish a process of literacy teaching. For this, we launched in the wheel for the five literacy questions about the curricular components that addressed written language in the learning and development of the child and what they know about this theme.

The literacies in general highlight that only one class addressed the theme, in the curricular component of literacy and literacy I and highlight that the difference is in the final product, one is speech and the other is written and the child learning to write improves his speech. We present a fragment of the speech of the literacy a1 to evidence the reports,

Oral, is when the child speaks, it produces sounds, communicates, expresses itself, and writing is when it needs to graph speech, writing is more difficult for the child, but are two forms of language indispensable for learning and child development. We learned this in one class only, but 3-hour night, little workload, because we had a lot of content to learn.

By analyzing the fragment enunciated by the A1 literacy under the theory lens of the historical-cultural perspective, we identify a technical, reductionist concept of the difference between writing and speech since writing is a language made of thought and image, however, without the intonation of orality. When learning to write, the child has to free himself from the sensory aspect of language and replace words with images of words. Writing for children becomes a new instrument of thought and requires the mastery of a complex system of signs (VIGOTSKI, 1993).

This reduction in reading and writing comprehension can be justified by the workload being only 3 hours for the teaching of content. The mentor proposes that this differentiation be dialogued when it signals the teaching of the development of writing in children and of the processes of reading and writing (PPC, 2019), however the workload allocated has been reduced to a dense content that should approach writing as a category of language, as an instrument of transformation of the psyche, a complex mechanism of cultural expression of language that enables the human being to effectively social insertion.

Next, from the understanding that writing is a system of symbols and signs, initially of second order, because the symbolism of the first order would be the elements that contributed to the child reaching the writing, as an example, gestures, toy, drawing and speech, elements that precede writing and that demand that the professional who acts with literacy understands, in the wheel, we asked the literacy women about symbolism, toy, drawing and how these elements guide the appropriation of the language written by the child.

In PPC this content is addressed at the moment when it is proposed to teach the process of language acquisition and the concepts of literacy and literacy (PPC, 2019). In the literacy responses, we identified that these contents were apprehended by them in order to define that symbolism is the representation of the object in the drawing that enables communication, "it is drawing that the child expresses his feelings, we can see if he is happy or sad" (Literacy C2). "The drawing has nothing to do with writing, the child draws to express himself, it is symbolic because it allows it to be so, to symbolize the image" (Literacy F1).

The scribbles seem like drawings that the child wants to make to express feelings, I think it has nothing to do, I do not remember it in class, the teacher even said something of symbolism, but also, it was a class, one night, little time, now we feel the difficulty even to answer these questions (Literacy B1).

We realize that literacy students do not know the real relationship between drawing and writing, they understand that drawing is a sentimental expression and not an act of writing attempts, this for Luria (1988), in line with the writings of Vigotski (1993), needs to be overcome, because understanding the drawing of things in an attempt to represent writing is essential for those who teach, because it is important to know that every act of writing is a symbolism that can be first or second order, this will depend on the process of development of writing in the child.

In addition, it is important to highlight that the symbolism of the first order refers to the traces, scribbles and drawings, elements that directly represent the desired concept, without intervention of the child's thought. Over time, it becomes second-order symbolism, mediated by the word as a link between idea and writing. Knowledge essences for those who will literacy.

Next, we launch the theme to learn how to write for the child. We understand that it is not only when entering the school that the child begins the development of writing, because it does not start the moment when she holds a pencil and begins to trace the letters, "the history of writing on the child begins much earlier." (LURIA, 1988, p. 143). However, the learning of written language is conditioned to the symbolic universe in which the child is inserted. The literacies showed that about the content of learning to read and write for the child they studied in class about the need to teach the cultured language, demystifying the writing that children bring from home, "because it is very complicated, some children perform scribbles, and we need to get around this situation and teach the letters" (Literacy M2).

The teacher said that we needed to consider the scribbles, but we did not go deeper, because we had the work to present about the main methodological processes in the teaching of written language and the ways of organizing and intervening the work of literacy and literacy, which was the contents provided in the menu, remember? We studied about the didactics of teaching to read and write and elaborated some didactic sequences for the teaching of reading and writing, I understand that teaching to read and write is to teach the trace of letters and sounds (Literacy B1).

From these statements, we appropriated the research of Luria (1988, 2001) to highlight that the scribbles of children is the first phase of writing and the literacy b1 understands this stage as a determinant of the development of writing. In her research Luria highlighted that the child has contact with the universe of writing still in the prehistoric phase of his psychological development, phase of the acquisition of spontaneous concepts, contact with experiences of writings that are developed by the child, still in a primitive way and that are "[...] capable of even performing similar functions, but which are lost as soon as the school provides the child with a system of standardized and economic signs, culturally elaborate." (LURIA, 2001, p. 144).

These experiences lead to two functions essential for understanding writing, these are the record function and the memory function. The first uses writing as an instrument to represent the object without understanding the functional aspect of writing. Over time, the child establishes a functional relationship and meaning of writing with the object, developing the memory function. Both functions walk the path of stages of writing development.

About the internships, we asked the wheel the question about the knowledge about the stages of learning writing by the child. The literacies highlighted that they could not dialogue about the internships in class, but that the teacher made available subjects, because there was not enough time to debate about the content. "We had an event in a class, then two nights are tests, in the second component we also had events, one was about ENADE and then the tests, short time" (Literacy B1). Complements the literacy M2 "the teacher made available readings,

but today I miss having discussed the texts, because It may be that I misinterpret the subjects of learning internships".

The literacies again highlight the lack of time for the formative debate about literacy contents, especially the stages of writing in the child. It is worth mentioning that when dealing with the stages of writing development in children we understand the stages defined by Luria (2001), when the author conducted research with children who could not read or write, between three and seven years.

In their research, children received a large number of sentences, sufficiently impossible to remember using natural means. They then received papers to make graphic representations about the sentences. The children, at that time, informed that they could not write, so they were instructed to make marks that could recall the sentences, and later, when they were asked to read what was written, repeatedly read without error, relating the rudimentary scribbles to speech, however, the younger children only performed scribbles and did not remember what they had represented. (LURIA, 2001)

With this research, the author presented the stages of the development of writing for the child. The first stage is the intuitive phase of the child, it is the primitive stage, when it makes functional use of cultural means for communication, with individual meanings, created by itself. To clarify this statement, we present a fragment of the author's research that portrays the speech of one of the children who was in early stage, the child is asked about their scribbles and answered:

this is how you write [...] The act of writing is, in this case, only extremely associated with the task of annotating a specific word; is purely intuitive. The child is only interested in "writing like adults"; for her the act of writing is not a means to remember, to represent some meaning, but sufficient act in itself, a toy. (LURIA, 2001, p. 149).

The act of writing, for the child, at this moment, is purely external, without understanding of meaning and mechanism, so that it "[...] is not aware of its functional meaning as auxiliary signs." In this phase, the child does not yet relate "writing as an instrument at the service of memory", but as a purely imitative and intuitive act, it is a pre-instrumental phase of writing (LURIA, 2001, p. 150-154).

However, over time, the child feels the need to remember what he writes, so he uses the writing of garatuñas to represent the object, this is the stage of undifferentiated graphic activity, because it uses the same scribbles to represent different objects. This is the moment when writing exerts the mnemonic function, although primitive, "this is the first form of writing in the proper sense of the word. The actual inscriptions are not yet differentiated, but the functional relationship with writing is unequivocal." At this stage, the child creates signs to aid memory, and may not exercise any collective meaning, but for her, it is a support for remembrance and "its content was entirely determined by the emotional sets and interests of the child." (LURIA, 2001, p. 158-159).

In view of this finding, we launched the inquiry to the wheel; memory and writing, what is the relationship? The literacy literates indicated that writing represents the thought materialized on paper through a sign and that when the child learns to read is what he remembers. "The child writes to remember, but only remembers if he can read" (Literacy C2). We identified that literacy students understand that only when reading the child can remember, but we emphasize that it is not only when the child learns to read that he can remember his records, it depends a lot on the symbolic context and objectivity that the teaching of writing is brought up.

About signs, Vigotski (1998) states that they are stimuli created by the subjects linked to their self-control. Bakhtin (1992) contributes, stating that they are external and ideological phenomena that cannot be dislinked from the historical-cultural plane, because they are constituted from the relationship with the other and not from the individual level of consciousness. "A sign is a phenomenon of the outside world. The sign itself and all its effects (all the actions, reactions and new signs it generates in the surrounding social environment) appear in the outside experience." (BAKHTIN, 1992, p. 33).

Thus, we found that the fragility of time for dialogue about the concepts of sign, writing and memory, in the initial formation of literacies, compromises their understanding of the stages of learning and development of writing in and by the child. This reduction of time to learn about literacy makes it impossible to debate about these stages and makes it impossible for literacy students to understand that the path of writing in children goes through transformations that have enabled them to add meanings in their writing attacks and transform "an undifferentiated scribble into a differentiated sign. Lines and scribbles are replaced by figures and images, and these give way to signs", each sign expressed certain content to be internalized by the later child by the stage of symbolic writing (LURIA, 2001, p. 161-164).

The internalization of symbolic writing leads the child to the learning of the conventional writing system, which is not linear, nor is it equivalent to the immediate understanding of the writing system, as well as in the first stage of primitive writing, in this the child is also in the primitive process of learning the letters. Therefore, as in the previous ones, at this stage mediations between the child and the writing system are also at stake. The internalization of writing occurs from the situations experienced about the functioning of written language that enable the child to operate significantly with the phonetic and semantic dimensions of words, this occurs through intentional teaching. And it is at school that the child is part of a new cycle of learning writing, "at school the child does not learn what he knows how to do alone, but what he does not yet know." (VIGOTSKI, 1998, p. 331).

The process of systematization of writing, in the school tradition of literacy, is organized from aspects, such as the use of letters and their articulations in the formation of sentences and paragraphs, punctuation, hyphen, different letters, which characterizes this organization as a pattern of writing, a complex process for those who have just discovered that writing can represent speech (OLIVEIRA, 1998).

Writing in school form should consider the fact that much "before the child has understood the meaning and mechanism of writing, he has already made numerous attempts to elaborate primitive methods, and these are, for her, the prehistory of his writing." (LURIA, 1988, p. 188). Furthermore, Luria (1988) signals that when accessing the school the child is compared with a graphical learning system due to the mechanical dimension that, later, provides elements for the elevation to the plane of psychic functions on the symbolic system. And this elevation occurs in different ways for each child, a determining element is the social and cultural environment that the child is inserted. Gontijo (2001, p. 45), based on Marx's studies, states that,

[...] the concrete conditions, in which individuals build their lives, have hindered full humanization, because this process develops under relations of domination, exclusion and alienation. At school, and when it comes to the appropriation of written language, this is no different.

It is no different because, inserted in an exclusionary and selective society based on the principles of capital, the school is and will be, among other determinations, capitalist, dualist and inclusive selectivist, one that includes one and teaches others. Thus, from the historical-cultural theory, we define that there is a need to expand the workload of the literacy component of the curriculum matrix of the pedagogy course analyzed, because the initial training of literacies must assume the locus of socialization of the most advanced symbolic universe, which through systematized teaching promotes the learning and cultural development of future literacies, so that they can establish themselves as subjects of the history of literacy and assume the political, social and cultural commitment that is to literacy children.

Inconclusive Considerations

We had the objective of understanding how the objective teaching of the learning of written language for the child is dialogued in the process of initial training of literacy students, and in view of the methodological walk expressed in this work, we evidencethat there is fragility in time for dialogue about the concepts of sign, writing and memory, in the initial formation of literacies, compromises their understanding of the stages of learning and development of writing in and by the child.

This reduction in time to learn about literacy makes it impossible to debate about these stages and makes it impossible for literacy students to understand that the path of writing in children goes through transformations that have enabled them to add meanings in their writing attacks and to transform scribbles into a differentiated sign.

Thus, from the historical-cultural theory, we signal that there is a need to expand the workload of the literacy component of the curriculum matrix of the pedagogy course analyzed, because the initial training of literacies must assume *the locus* of socialization of the most advanced symbolic universe, which through systematized teaching promotes the

learning and cultural development of future literacies, so that they can establish themselves as subjects of the history of literacy and assume the political, social and cultural commitment that is to literacy children.

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