Абай атындағы Қазақ ұлттық педагогикалық университеті
Казахский национальный педагогический университет имени Абая
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ВЕСТНИК

«Филология ғылымдары» сериясы
Серия «Филологические науки»
Series «Philological sciences»
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Алматы

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МАЗМҰНЫ
СОДЕРЖАНИЕ
CONTENT

ТІЛ БІЛІМІ
ЛИНГВИСТИКА
LINGUISTICS

Scliar-Cabral L.[1]
[1]Federal University of Santa Catarina, Brazil, Honorary Professor,
Leonorsc20@gmail.com

HOW TO LEARN EARLY LITERACY FOR READING AND WRITING

Annotation

Author pays attention to the question of problem of learning early literacy for reading and writing among future readers. The main point is a development of critical thinking in the process of reading put by the author of the article. The author cosiders that best way is to concentrate efforts on the early literacy cycle, reformulating the methodology, investing in the educators' continuing education and creating pedagogical material, all three, based on the sciences advances that deal with verbal language: the neuroscience of reading, linguistics, psycholinguistics and neuropsychology, gives the examples of tasks for students due to author's system and their works.

Keywords: literacy, reading, writing, critical thinking, education.

Скляр-Кабрал Л.[1]
[1]Федеральный университет Санта-Катарины, Бразилия,
Почетный профессор,
Leonorsc20@gmail.com

КАК НАУЧИТЬСЯ РАННЕЙ ГРАМОТНОСТИ ЧТЕНИЯ И ПИСЬМА

Аннотация

Автор в статье обращает внимание на проблему раннего обучения чтению и письму у будущих читателей. Основной момент – это развитие критического мышления в процессе чтения, заложенное автором статьи. Автор считает, что лучший способ – сконцентрировать усилия на раннем цикле обучения грамоте, переформулировать методологию, инвестировать в непрерывное образование педагогов и создавать педагогические материалы, все три из которых основаны на достижениях наук, имеющих дело с вербальным языком: неврология чтения, лингвистика, психолингвистика и нейропсихология. Также в статье приводятся примеры заданий для студентов авторского подхода и результаты их выполнения.

Ключевые слова: грамотность, чтение, письмо, критическое мышление, образование.

Л.Скляр-Кабрал[1]
[1]Санта-Катарина Федералды университеті, Бразилия,
құрметті профессор, Leonorsc20@gmail.com

ОҚУ ЖӘНЕ ЖАЗУ САУАТТЫЛЫҒЫН ҚАЛАЙ ЕРТЕ ҮЙРЕНУГЕ БОЛАДЫ

Аңдатпа

Мақала авторы болашақ оқырмандар үшін оқу мен жазуды ерте үйрену мәселесіне назар аударады. Мақала авторы үшін белгілеген оқу процесінде сыни тұрғыдан ойлауды дамыту басты мәселе. Автор ең жақсы жол – күш-жігерді ерте сауаттылық топтамасына бағыттау, әдістемені қайта тұжырымдау, үздіксіз мұғалімдер білімін инвестициялау және педагогика-лық материалдарды жасау, олардың үшеуі де ауызша тілмен айналысатын ғылымдардағы жетістіктерге негізделген: неврология. оқу, лингвистика, психолингвистика және нейропсихология. Мақалада сонымен қатар авторлық тәсілді қолданатын студенттерге арналған тапсырмалардың мысалдары және оларды орындау нәтижелері берілген.

Түйінді сөздер: сауаттылық, оқу, жазу, сыни ойлау, білім.

Introduction. Reading and writing initial learning, more precisely of early literacy, in the cycle that comprises the 1st and 2nd years of Elementary School, is decisive to guarantee future critical readers, who will understand the texts circulating socially, as well as future writers, who will produce texts suited to their pragmatic intentions in the most diverse communicative situations.

For obtaining this goal, early literacy policies should be based not only on the sciences findings, that deal with verbal language and its processing, such as reading neuroscience, linguistics, psycholinguistics and neuropsychology, but also on those, that deal with other signs systems, in particular, on semiology and, thus, successfully guiding the continuing educators' education, also, with the pedagogical material elaboration, indispensable for the project success.

I will address the following topics: the main goal of an excellent early literacy for reading is ensuring future critical readers, who will understand the texts circulating socially; however, there are countless challenges to obtain such scope, among which the considerable words mass and new concepts with which the reader is faced at: the excessive lexical density exceeds the capacity of inferencing, an indispensable condition for constructing new senses.

Furthermore, the information bombardment is such that the reader suffers an intoxication, making it difficult to establish priorities and to select, among the rubbish, what is important. It is no less difficult recognizing what is false (fake news) from what is true, given the technological arsenal used by public opinion manipulators for deceiving the unwary, the whole process denoted by the neologism "infodemic".

Another barrier is identifying the different voices inside the text (polyphony), sometimes with contradictory opinions. It is necessary not only identifying them, but also revealing the interests they represent.

In order to reach such proficiency, it is necessary knowing what enables the learner the fast and automated identification of which, how many and how the invariant features of the Latin alphabet uppercase and lowercase letters are combined in each word; of what enables the learner mastering the written BP decoding rules, the fast and automated identification of the graphemes and their respective values (the phonemes in each word), synthesized into phonetic syllables: the phonetic mediation performs the phonemes into sound representations, so that the gestures of the articulatory task can be specified into phonetic syllables, activated in the mental syllabary. Then, the motor program activates the appropriate phonatory gestures muscles, including those necessary for the suprasegment attribution and the reader can "hear" his own voice in his inner "speech" (Vygotsky, 2003 [1934]). Baddeley and Hitch (1974) agree with such proposal, in their working memory model, where the phonological cycle, also known as articulatory one, is responsible for acoustic verbal representations, that is, internal speech (Baddeley, 1992). However, an excellent early literacy for reading will also give rise for building the propositional sense of sentences, paragraphs up to reaching the whole text macrostructure, or essence, for looking at it critically.

An excellent early literacy for writing should enable the writer's mastering of pragmatic knowledge, defining what he wants with the text, allowing him to choose the appropriate genre,

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Leonor Scliar-Cabral was born in Porto Alegre, Brazil, on May 20, 1929, holding a PhD in Linguistics from the University of São Paulo, Professor Emeritus and a retired post holder from the Federal University of Santa Catarina. Post-doctorate from the University of Montréal, she is one of the founders of the International Society of Applied Psycholinguistics, ISAPL (1982), elected in July, 1991 at a Congress held at Toronto Univ., re-elected for another term at the University of Bologna / Cessena and is currently an Honorary Member. She is also an Honorary Member of ALFAL and she was president of the Brazilian Union of Writers in Santa Catarina (1995-1997) and the Brazilian Association of Linguistics (ABRALIN), in the biennium ag. 1997-Jul. 1999. She was the 1st Coordinator of the WG of Psycholinguistics at ANPOLL, re-elected for another term. Ex-Member of the IALP's Committee on Children Language, she belongs to the Editorial Board of the International Journal of Psycholinguistics, of Cadernos de Estudos Lingüísticos and Letras de Hoje (founder), of Revista da ABRALIN and of Revista Alfa, among others. She was a researcher at CNPq (1A) since the 1970s; currently she is coordinator of the Emerging Linguistic Productivity Research Group, feeding the world database CHILDES with Brazilian Portuguese data with the child's utterances in IPA phonetic transcription. With dozens of papers published in Brazil and abroad, and almost thirty books, she is the author of Scliar Early Literacy System (SSA).

reaching the presupposed effects on its future reader and continually adapting the text register according to the future reader's sociocultural level to the communicative situation support.

The writer should know how to define the message essence (macrostructure) he wants to transmit; how to write the plan guiding the ideas progression and paragraphing; which are the rules for converting phonemes into graphemes; how to use the syntax as well as punctuation for expressing his/her inner speech; finally, how to use metalanguage for self-monitoring (revision), correcting the flaws that occurred in the first version.

Methodology

1. Challenges to getting critical readers

There are many barriers that readers face at for understanding what they read and, therefore, being able to assume a critical position. I will examine the main ones in the contemporary world, firstly, excessive lexical density.

The pioneer in the lexical density discussion was M. Halliday (1989). But what is lexical density? It is a calculation that reveals a text informational load, obtained through the percentage of words whose stems are lexical over the total text words, that is, dividing the total number of words with lexical stems by the text total words and multiplying by 100.

In Portuguese, words with lexical roots are nouns, adjectives, verbs (except the auxiliaries and the verb '*ser*' (to be) also functioning as copula) and adverbs. Words with purely grammatical roots are prepositions, conjunctions, pronouns and numerals.

The articles are inflectional morphemes that cannot be considered roots and the interjections are units without a syntactic function, used for the expressive function, but such words are computed in the total, as well as the full confirmation pauses that occur in speech (right, OK?).

Why is it very high lexical density a barrier to text comprehension? The excess of nouns, verbs, adjectives and adverbs implies another aggravating factor, the use of new words that do not appear in the reader's mental dictionary, requiring an extra processing effort that consists of conferring their meaning, based on inferences intra and intertextual, but, being excessive, it becomes almost impossible to make intratextual inferences, which hinders textual comprehension.

Secondly, I will address the information bombardment through the media in the contemporary world. According to Saber (2006, p. 15), there are several phenomena resulting from the information bombardment today known as infodemic: overload, fatigue, and information intoxication, informational neurosis, cybernosis, informatosis and information addiction. Information overload means that the amount we are subjected to daily exceeds the capacity to absorb it and thus being processed by cognition, to transform it into knowledge, which leads to action. The expression was coined in 1970 by Alvin Toffler, later developed in a book, translated into Portuguese (Toffler, 1998).

We are disoriented, every time we carry out any search on the Internet, with the hundreds of thousands of information available, but worst of all are the fake news, manipulated by criminal groups, which convey untruths, destroy reputations and even cause genocide. I will deal, below, with one of the greatest difficulties with which the reader faces at, for a critical posture.

2. Polyphony: the implied voices

To understand a text, it is necessary identifying the various voices that compose it, with what they think and they say. However, such a purpose is very complex, since, in general, there are several explicit and implicit authors, which I will exemplify in the small text "Condemned by the Church" (Tendler, 1999) and which are: the vehicle, the main author, the authors (who may be institutions) that he cites explicitly or implicitly.

See the definition of polyphony:

Polyphony is the coexistence possibility of several voices in the same text, namely, the author's voice, the voice(s) of author(s) quoted directly or paraphrased, the character's voice with direct or implied quotes. It is important the reader's knowledge for identifying the authorship of the various voices and how to position himself critically in relation to each one of them. This ability is fundamental for preventing students to be manipulated and, so, exercising their freedom to choose the ideas that seem most true to them. (Scliar-Cabral, 2010, p. 46).

When the citation is direct (between quotation marks) and, in the scientific text, obligatorily with the explicit source, with the author's name, year of publication and page number, detailed in the References, it is easy not only to recover the authorship, but also to verify if the citation has not been misrepresented or unduly emphasized, but this does not occur in most cases: the authorship is often difficult to identify, as I will exemplify in the following excerpt, "Condemned by the Church":

The Church used all its power and forced the US government to ban the use of embryonic stem cells at the 140-cell stage. *Halacha* (Jewish Law) does not object using such an embryo early stage. But as this stage it has the potential to become an embryo, the Church has forced the government to issue an injunction prohibiting the government funds use for this purpose. In the journal *Science* (December 10, 1999), the US government's final decision, based on guidance from the National Health Service, was published: "Deriving new cells from embryos will be prohibited." [On August 9, 2001, US President George W. Bush finally authorized federal funding for embryonic stem cell research, but restricted it to 60 existing strains (Tendler, 1999)].

For working with polyphony, the first step is identifying the voices and what they said in the section "Condemned by the Church", including the implicit ones:

Voice 1, Rabbi Moshe D. Tendler: The Church used all its power and forced the US government to ban the use of embryonic stem cells at the 140-cell stage.

Voice 2, the Church: forced the US government to ban the use of embryonic stem cells at the 140-cell stage.

Voice 3, the US government: banned the use of embryonic stem cells at the 140-cell stage.

Voice 4, the *Halacha* (Jewish Law): does not object using such an embryo early stage.

Voice 2, the Church: forced the US government to issue an injunction prohibiting the government funds use for this purpose.

Voice 3, the US government: banned the use of government funds for the use of embryonic stem cells at the 140-cell stage.

Voice 4, *Science Magazine*, December 10, 1999: The US government's final decision, based on National Health Service guidance, has been published: "Deriving new cells from embryos will be prohibited."

Voice 3, US Government: Based on National Health Service guidance: "Deriving new cells from embryos will be prohibited."

Voice 5, National Health Service: "Deriving new cells from embryos should be banned."

Voice 3, US government: prohibits deriving new cells from embryos.

Voice 6, George W. Bush: Authorized federal funding for embryonic stem cell research, but restricted it to 60 existing strains.

Check it out: in a small passage, there are six voices, arguing about the same topic, some surreptitiously. Most quotations are indirect, that is, they are not as the alleged author pronounced or wrote them and, in most cases, without being introduced by a saying verb or clearly mentioning who said it. Being indirect, they are biased (not always intentionally) by the person's quoting, as it was the case with the rabbi, when he used the verb "forced".

The successive insertion of citations makes the network more and more complex, preventing the authorship's voice recovery. Parodying, it is as if the author wrote: Bush was forced to approve the injunction (which was issued by the judge who was convinced by the senators) that were (convinced) by the Church.

The example, if, on the one hand, shows how difficult it is working with the polyphony strategy, it shows, on the other hand, its usefulness, for better understanding the text texture, each one of the voices positions, allowing a critical reading.

After having examined some of the challenges that teachers and students face at for achieving an excellent early literacy learning, I will discuss how to be a critical reader of texts that circulate in Brazil.

3 How to become a proficient critical reader

Since 2007, alarmed by the terrifying data on functional illiteracy, I have been researching how to eradicate it and I came to the conclusion that the best way is to concentrate efforts on the early

literacy cycle, reformulating the methodology, investing in the educators' continuing education and creating pedagogical material, all three, based on the sciences advances that deal with verbal language: the neuroscience of reading, linguistics, psycholinguistics and neuropsychology. I, then, created the Scliar Early Literacy System (SSA), from which I will extract some topics for subsequent arguments.

With regard to early literacy for reading, the great revolution in my ideas occurred when I translated into Portuguese the neuroscientist Stanislas Dehaene's work (2012), the main ones, summarized below:

– From reading neuroscience evidences, regarding its processing, the lowest level is the recognition of the invariant features forming the letters (in our case, belonging to the Latin script).

– Letter is not synonymous with grapheme: the letter recognition, of how many and how its invariant features are combined, does not depend on the language that adopts a given system; therefore, the processes for recognizing them and the methods for the early literacy student to automate such recognition are the same for any learner whose languages adopt the same script, be they English, French, Portuguese, or Italian, for example.

– The greatest difficulty in learning to recognize which, how many and how the invariant features that form the letters combine lies in that the vision neurons have not been biologically programmed to recognize the differences in the features direction, a recognition that is essential for distinguishing several letters to each other. This happens with letters like b, d, p, q.

In early literacy for reading, therefore, an epigenetic change is imposed, which only occurs with the systematic neurons teaching-learning, called by Dehaene (2012), neuronal recycling.

– The grapheme is a construct of a more abstract nature than the letter one, indissolubly associated with the phoneme, to which it is converted in reading, both with the function of distinguishing meanings, in the written and oral word, respectively.

As written Brazilian Portuguese (BP) is quite transparent for reading, many graphemes will always be converted (Scliar-Cabral, 2003) to a single respective phoneme, as is the case of <p>, whose value is always /p/, or of <ss>, whose value is always /s/.

Other conversions will be dependent on the graphemic context, such as <c> before a posterior or anterior vowel, as in <cacei> ((I) hunted), converted into /ka´sej/ (observe that the letter is "c" is the same in both syllables, but the grapheme value is different, since the first one /k/ is before a posterior vowel /a/, while the second /s/ is before an anterior one /e/.

Conversions may also be dependent on the metalanguage and/or on the morphosyntactic and semantic context, such as the conversion of the first grapheme <o> into /ɔ/, in the word <gosto> (verb), taken from the sentence "Eu gosto de música" (I like music), or into /o/, in the word <gosto> (noun), taken from the sentence "O gosto por música" (music taste).

While in the SSA, neuronal recycling is worked at the moment when, under the educator's commands, the child follows the letter's lines with his/her index finger, the recognition of the grapheme occurs simultaneously when the child emits the sound that performs the phoneme represented by the grapheme (phonemic awareness). We give an example of how neuronal recycling, phonemic and phonologic awareness work:

Results.

Table 1. UNIT 3: VIVI, VOVÓ EVA E FAFÁ (Vivi, Grand-mother Eve and Fafá)

F f FAVA fava
Ô ô VOVÔ vovô
Ó ó VOVÓ vovó

Á á   FAFÁ   Fafá

3

Source: Scliar-Cabral, 2020b, p. 13.

The child looks at page 13 of Scliar-Cabral (2020b) and the teacher gives the following instruction, pointing to F, on the blackboard, without saying the letter name, in the word FAVA (bean pod):

"Start from top to bottom, following the line of the letter with the index finger and then lift the finger twice, following the two lines from left to right" (neuronal recycling), "always saying the sound [fff], lower lip against upper teeth, blowing." The last teacher's command is working on the relationship between the grapheme and the phoneme, that it represents, because the child emits the sound and listens to it, thus performing the phoneme, to which he/she does not have direct access and, consequently, developing phonemic awareness. The teacher continues:

"So, let's remember" (pointing to A, on the blackboard, at the word FAVA), "continue to follow the line of the letter with the index finger, on page 13. The finger, instead of starting from the top, starts from the bottom: we go up the road and, at the top, we go down, always saying [aaa], but there's a little bridge in the middle, isn't there?"

From that moment on, the teacher will also develop phonological awareness, as he will work with syllable recognition: "Let's trace the two letters" (pointing to FA, on the blackboard) "and read the entire first little piece FA. Then, with the index finger, scroll" (pointing to the letter V, without saying the letter name), "from top to bottom and from bottom to top, while saying the sound [vvv]" (lip bottom against top teeth, blowing). "Tracing the last two letters, we form another little piece, saying the whole syllable [va]".

The following teacher's command is: "Read aloud the whole word, on page 13, as fast as possible" (pointing to FAVA). Reading the words very quickly, without hesitating, is a condition to understand what the person reads, since the processing result remains for a very short time in the working memory:

The teacher starts, from the beginning of early literacy for reading, attributing the word stress. The command is: "Now, read FAVA, clapping your hands harder on the penultimate syllable and weaker on the last bit."

I choose the keywords in which the stress pattern of the written word occurs in written Portuguese, that is, words ending with the graphemes <a>, <o> or <e>, without any graphic suprasegment, which must be read as paroxytones (with the strongest stress on the penultimate syllable). For example, "fava" (bean pod), "ovo" (egg), "vive" ((he) lives).

Note that the most frequent nouns, adjectives and verb forms in written Portuguese fall within this rule, which also includes those ending with the graphemes <a>, <o> or <e>, followed by the grapheme <s> and those ending with the graphemes <a>+<m>, <e>+<m> or by <e>+<n>+<s>. For example, "favas" (beans pod), "ovos" (eggs), "vives" ((you) live), "lavam" ((they) wash), "vivem" ((they) live), "homens" (men).

So, finishing the written word recognition teaching, the teacher works with the word stress attribution, saying: "Now, read FAVA, clapping your hands harder on the penultimate syllable and weaker on the last bit."

I don't have space to expose all the activities developed by the SSA to reach a critical reader's proficiency, in the 1st year of Elementary School. Therefore, I will just name them: plays to develop the ability to discriminate and produce the sounds that perform the phonemes, whose graphemes are being studied; Arabic numerals recognition; pre-reading, for previously developing new concepts that will appear in the narrative; interactive reading by students and teacher of the chapter that integrates the narrative *Aventuras de Vivi* (*Vivi's Adventures*), Livro 1 (Scliar-Cabral, 2020a), when the students, in chorus, read what is bolded and the teacher, the remaining words; teacher's chapter

expressive reading aloud; textual comprehension and inferences; assembling and reading sentences with mobile cards; identification of unstressed monosyllables and disyllables (clitics).

4. How to become a proficient text producer, included in the information society

The challenge ahead is enormous: making your students text producers, included in the information society, so that they can express themselves, writing adequately, reaching the pragmatic ends they themselves propose, when using the written modality.

It starts with the fact that, in reading early literacy (1st year), your student already had the letters, words and text in front of him/her and it is a matter of learning to recognize them, for understanding the text. For writing, he/she is in front of a blank sheet!

Why do we start early literacy with reading? Because there is no output (in this case, written production) without input (in this case, reading). This input involves perceptive processes, necessary for one of the most important phases of writing, monitoring or revision: when writing, the individual needs to know how to read what he is writing.

Furthermore, the processes involved in verbal production are of a much more complex nature than those linked to the recognition of verbal information. In written verbal reception (reading), the text is already in place. Producing a written text, however simple it may be, is up to the writer. This implies planning for what we are producing, the message (pragmatic intentions and/or rhetorical situation), what we are going to write (the essential concepts) and how we are going to write it, since there are several choices, that is, selections to be made, in which many determining factors interfere, such as: who we write for (public or private, status, cultural level, etc.), support used (cell phone, computer, paper, etc.).

Our ability to understand written texts is far superior to the one needed for producing them. From your own experience, you know that you are able for understanding and reading, with pleasure, a book written by Hemingway, or a poem by Emily Dickinson. This does not mean that you are able for writing like these two authors, nor is such ability necessary to understand them.

The pedagogical implication is that the level of complexity of the texts and even of certain types and genres that will be worked on in the classroom, not only because they are necessary, but because they are also within the students' cognitive reach should be appropriate to the range of their cognitive development.

Therefore, the SSA chose the simplest genre to teach writing, the invitation card, starting with a joke. The teacher should print the following sentence, placing it inside a blank envelope and hand it to each student: "**Can you meet me here today to play ball?**"

Then, the teacher addresses the students: "Imagine that you found this envelope under the door of your house. Now, open the envelope and read what's inside: it's an invitation, isn't it? We are going to divide the students into two groups, because we are going to play a game: 'How many errors did we find, from the envelope to what is written on the invitation?' The group that found the greatest number of errors wins."

Instructions for the game: Place the title at the top of the blackboard: **Failures in an invitation** (immediately below, in the first line, "Group A" and in the second line, "Group B"; call two students, one to go by putting the dashes on the board and the other to go controlling the students who speak, who must raise their hand to speak, one at a time, start the vote, with the following command: "Who found an error?" The student who puts the dashes, as a colleague raises the arm and finds an error, puts a straight line of squares, with the diagonal that marks 5, to the right side of the name of the respective group (A or B), on the blackboard.

After no student wants to contribute, the result of the squares for each group follows: take the opportunity to exercise the multiplication table of five by the number of squares given to each group, placing the result after the equal sign, in each line.

The errors found, from the envelope to what is written on the invitation, are: starting with the envelope, the receiver's name is missing and, on the back, the sender's one (because, otherwise, anyone opening the envelope might think that the invitation was for him). The invitation is missing

the place and date when the little friend wrote; the name of the invited person; the place where they will meet to play ball and the time of the meeting; the legible signature of the inviter and the confirmation request with the telephone number.

When you get to the word "today", explain to the children that words like "today", "tomorrow", "yesterday", when you write to someone who is not with you and you don't put the date, mean "never"! The same goes for the word "here", because if you are not with the person, how will you know what he is pointing to?"

Finally, complete: "When we write to someone who will read what we have written, in a different place and time, we will have to answer the questions":

- What am I going to write about and what do I want from the person I'm writing to?
- What's the best way? Is it an invitation? Is it a warning? Is it to tell a story?

So, before I write, I better make a list of everything I have to follow to get what I want, that is, a PLAN.

I give an example of how to obtain the proficiency of a writer included in the information society, with Unit 3. Vivi, Juju and Fafá in Uruque.

The teacher addresses the students: "Let's learn to write messages, letters, stories in a very beautiful handwriting. All ready? First let's remember what we learned in the last class".

L l, A a, O o;, lavava; Ava -Olá! Ivo

(L l, A a, O o; (I) used to wash; Ava, Hi!, Ivo)

The child is in front of the lined sheet where it is written "Unit 3. Vivi, Juju and Fafá in Uruque: Calligraphy", equipped with a pen or pencil. Then the teacher says:

"How about starting by saying the sound: say [l]" (pronounce it by placing the tip of the tongue against the gum protrusion and the air vibrating on the sides of the tongue, inside the mouth); "then, in the dotted lines, draw a curve almost at the top, from left to right and, at the top, make a loop from right to left, drawing a curve to the bottom and make another loop. We end with a really big tilde from left to right. Next, let's remember the same letter in lowercase." And so, children will remember all the conversions of phonemes into graphemes and the respective performing in cursive, including the keywords that were worked on in Unit 2.

The new conversions of phonemes into graphemes and the respective performing in cursive, including the keywords are:

M m, E é, N n, U u; Mané, Eva, Nina, Uma, uva

(M m, É é. N n, U u; Mané, Eve, Nina, a, grape)

The teacher then says: "We can now start with the capital letter, pressing the two lips and the air vibrating in the nose, saying [m]" (point to **M**). "In the dotted lines, draw a capital letter, starting at the top, from left to right, a little cane, which then descends in an inclined straight line. We go up the same slanted straight line to the top, sticking one more cane and then another, which ends with a small turn to be able to connect to the letter that comes after. Repeat the stroke of the capital letter throughout the line, saying [m]".

After working on all the new conversions, the activities involve playing to develop the ability to discriminate and produce the sounds that perform the phonemes converted into graphemes, performed by cursive letters, which are being studied; pre-reading, to previously work on the new concepts that will appear in the narrative "Vivi, Juju e Fafá em Uruque" ("Vivi, Juju and Fafá in

Uruque") that integrates the book *Aventuras de Vivi no Mundo da Escrita* (*Vivi's Adventures in the World of Writing,* SCLIAR-CABRAL, 2019); the teacher's expressive reading; textual comprehension and inferences (these last activities, to consolidate and expand more and more, the reading competence).

Next, how the competence to produce a text is developed. The teacher instructs: "You will take a blank sheet and leave a margin of 1/3, to the left of the sheet (it means that you will divide the sheet into three equal columns, leaving the 1st blank and only writing in the other two columns). Now, you can write the invitation, following the Plan. The margin on the left is reserved for corrections that you will learn to make in the next class".

Discussion. As can be seen, in early literacy for writing, the last stage consists of developing monitoring, so that the child learns to correct what he has written.

The SSA, however, in addition to teaching early literacy for reading and writing, promotes Integral and Integrated Education. The child's development as a whole is not neglected: body and mind, affectivity, aesthetic expression, sociability are improved through physical education, fictional and factual narratives, drawing, music, dance, theater and a lot of poetry. Integrated education provides for the incorporation of content from other disciplines, such as mathematics, natural and social sciences, and special care is given to learning other signs systems within society, such as reading maps, graphs, traffic signs and even Braille (multiliteracy). A central role is played by environmental education and school-family-community integration.

See below the invitation that Davi, a seven-year-old child, in the 2nd year of Elementary School, in São José da Laje, AL, wrote, following the Plan.
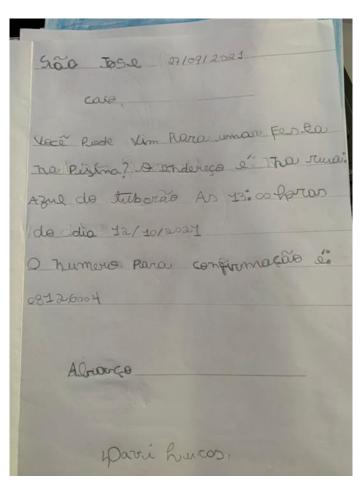

Table 2. Invitation prepared by Davi (7 years old, 2nd year,Elementary School).
Translating it into English:

São Jose 27/09/2021

Caio,

Can you come to a pool party? The address is street: Azul do Tubarão On 13:00 o´clock on 12/10/2021

The number for confirmation is: 0812/0004

Hug

Davi Lucas.

Conclusion. I set out to demonstrate that an excellent reading early literacy aims at building critical readers, able for understanding texts that circulate socially and at training proficient writers, included in the information society.

However, there are countless challenges to obtain such a scope, among which, the considerable mass of new words and concepts that the reader is faced at: the excessive lexical density exceeds the inference ability, an indispensable condition for constructing new senses.

Information overload exceeds the ability to absorb it, preventing processing by cognition, for transforming it into knowledge, which leads to action: infodemic leads to fatigue and information intoxication, informational neurosis, cybernosis, informatosis and information addiction.

I examined, in depth, one of the greatest difficulties faced at by the reader, for a critical stance, polyphony, as it requires identifying the various voices that compose the text and what they think; such voices can be explicit or implicit, in addition to the successive insertion of quotations making the network increasingly complex and preventing the authorship's voice recovery.

To face at such problems, the best way is concentrating efforts on the early literacy cycle, reformulating the methodology, investing in the continuing educators' education and creating pedagogical material, based on advances in the sciences of verbal language: neuroscience of reading, linguistics, psycholinguistics and neuropsychology. So, I created the Scliar Early Literacy System (SSA) and exemplified how it is applied to form a proficient critical reader and how to form a proficient writer, included in the information society.

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Суюнова Г.С.[1]
[1]Павлодарский педагогический университет имени Әлкей Марғұлан,
г. Павлодар, Республика Казахстан
д.филол.н., профессор, suynova_gulya@mail.ru

ПРАКТИКООРИЕНТИРОВАННОСТЬ КАК ОСНОВНОЙ ПРИНЦИП ПЕДАГОГИЧЕСКОГО ИНЖИНИРИНГА (НА ПРИМЕРЕ РАЗРАБОТКИ РАБОЧИХ ТЕТРАДЕЙ ДЛЯ УРОКОВ РУССКОГО ЯЗЫКА)

Аннотация

Педагогический инжиниринг в современном педагогическом вузе выступает как важный процесс его жизнедеятельности, предназначение которого – разработка, модернизация и рационализация процессов и технологий обучения. Автор статьи обосновывает положение о важности подобной работы, так как именно от используемых технологий обучения зависят эффективность, качество учебного процесса и успешность процесса подготовки обучаю-щихся к профессиональной деятельности. Также автор раскрывает мысль о том, что преподавание теоретических дисциплин специальности должно сопрягаться с показом их места в том или ином школьном предмете, с показом методических аспектов их изучения. Подобная установка на практикоориентированность обучения характеризует современный педагогический инжиниринг и соотносится с направлениями и целями Стратегии развития ППУ. Автор ставит цель показать возможность соединять учебные занятия с поиском современных форм обучения.

Для этого на примере разработанных студентами-филологами рабочих тетрадей по русскому языку он демонстрирует взаимодействие исследовательской работы студентов с изучаемым теоретическим материалом, пути его соединени с конкретными методическими вопросами. Таким образом, данная статья вносит определенный вклад в развитие идей педагогического инжиниринга. Описание путей работы по подготовке рабочих тетрадей по русскому языку с показом конечного результата определяет практическую значимость данной статьи.

Ключевые слова: практикоориентированный, педагогический инжиниринг, методика, форма работы, рабочая тетрадь, взаимодействие

БІЗДІҢ АВТОРЛАР

Егизбаева Назыкен Жаненовна – Әл-Фараби атындағы Қазақ ұлттық университеті, филология ғылымдарының кандидаты, аға оқытушы, nazyken@mail.ru

Тәубеева Әлия Тәубекызы – Әл-Фараби атындағы Қазақ ұлттық университеті, PhD докторант, nur-muba19@mail.ru

Елмуратова Саёра Абыллаевна – Ажинияз атындағы Нүкіс мемлекеттік педагогикалық институты, Нүкіс, Өзбекстан, филология ғылымдарының кандидаты, sayora_1981@mail.ru

Алламуратова Гулсанем Жалгасбаевна – Ажинияз атындағы Нүкіс мемлекеттік педаго-гикалық институты, Нүкіс, Өзбекстан, филология ғылымдарының кандидаты, доцент, gulsanem69@mail.ru

Есенова Қалбике Өмірбайқызы – Абай атындағы Қазақ ұлттық педагогикалық универ-ситеті, филология ғылымдарының докторы, профессор, Kalbike_65@mail.ru

Мұратбаева Индира Сылкымбайқызы – Санкт-Петербург Гуманитарлық кәсіподақтар университеті Алматы филиалы, филология ғылымдарының кандидаты, доцент, Lashin 2030 @mail.ru

Белобровцева Ирина Захаровна – Таллин университеті, Таллин, Эстония, филология ғылымдарының кандидаты, профессор

Костюхина Марина Сергеевна – А.И. Герцен атындағы Ресей мемлекеттік педагогика-лық университеті, Санкт-Петербург, Ресей Федерациясы, ф.ғ.к., доцент, eakost@yandex.ru

Сатуова Жазира Талғатқызы – Абай атындағы Қазақ ұлттық педагогикалық универ-ситеті, zhazirasatuova@gmail.com

Ибраева Айзат Дүйсенқызы – Абай атындағы Қазақ ұлттық педагогикалық университеті, филология ғылымдарының кандидаты, аға оқытушы, ibraevaaizat@mail.ru

Табачникова, Ольга Марковна – Орталық Ланкашир университеті, Престон, Ұлы-британия, философия докторы (PhD), доцент, гуманитарлық ғылымдар, тілдер және жаһандық зерттеулер факультетінің орыстану кафедрасының меңгерушісі, otabachnikova@uclan.ac.uk

Жаңабекова Айман Әбділдақызы – А. Байтұрсынұлы атындағы тіл білімі институты, қолданбалы лингвистика бөлімінің меңгерушісі, филология ғылымдарының докторы, aiman_miras@mail.ru

Пірманова Күнсұлу Қамбарбекқызы – Әл-Фараби атындағы Қазақ ұлттық университеті, PhD студент, kunsulu.pirmanova@mail.ru

Жәнгірова Назерке Қосқыланқызы – Абай атындағы Қазақ ұлттық педагогикалық универ-ситеті, 2-курс магистранты

Қалыбаева Қаламқас Сейдуллаевна – Абай атындағы Қазақ ұлттық педагогикалық университеті, филология ғылымдарының докторы, профессор

Омарова Мөлдір Дауренбекқызы – Л.Н. Гумилев атындағы Еуразия ұлттық универ-ситеті, Астана, магистрант, moldir.majit@mail.ru

Нуржанова Жайнаш Джумахметовна – Л.Н. Гумилев атындағы Еуразия ұлттық универ-ситеті, Астана, педагогика ғылымдарының кандидаты, доцент м.а., znur73@mail.ru

Скляр-Кабрал Леонор – Санта-Катарина Федералды университеті, Бразилия, құрметті профессор, Leonorsc20@gmail.com

Сүйінова Гүлнәра Сейілбекқызы – Әлкей Марғұлан атындағы Павлодар педагоги-калық университеті Гуманитарлық ғылымдар жоғары мектебінің профессоры, Павлодар, suynovags@teachers.ppu.edu.kz

Тряпельников Анатолий Викторович – Ресей халықтар достығы университеті, Ресей, atmos@tryapelnikov.ru

Яхненко Владимир Васильевич – М.В. Ломоносов атындағы Мәскеу мемлекеттік университеті, Ресей, yakhnenko_1950@mail.ru

НАШИ АВТОРЫ

Егизбаева Назыкен Жаненовна – Казахский национальный университет имени аль-Фараби, кандидат филологических наук, старший преподаватель, nazyken@mail.ru

Тәубеева Әлия Тәубекызы – Казахский национальный университет имени аль-Фараби, докторант PhD, nur-muba19@mail.ru

Елмуратова Саёра Абыллаевна – Нукусский государственный педагогический инсти-тут имени Ажинияза, Нукус, Узбекистан, кандидат филологических наук, sayora_1981@mail.ru

Алламуратова Гулсанем Жалгасбаевна – Нукусский государственный педагогический институт имени Ажинияза, Нукус, Узбекистан, кандидат филологических наук, доцент, gulsanem69@mail.ru

Есенова Калбике Умирбаевна – Казахский национальный педагогический университет имени Абая, доктор филологических наук, профессор, Kalbike_65@mail.ru

Муратбаева Индира Сылкымбаевна – Алматинский филиал Санкт-Петербургского Гуманитарного университета профсоюзов, кандидат филологических наук, доцент, Lashin 2030@mail.ru

Белобровцева Ирина Захаровна – Таллинский университет, Таллин, Эстония, кандидат филологических наук, профессор

Костюхина Марина Сергеевна – Российский Государственный педагогический универ-ситет им. А.И. Герцена, Санкт-Петербург, Российская Федерация, к.ф.н., доцент, eakost @yandex.ru

Сатуова Жазира Талгатовна – Казахский национальный педагогический университет имени Абая, zhazirasatuova@gmail.com

Ибраева Айзат Дуйсеновна – Казахский национальный педагогический университет имени Абая, кандидат филологических наук, старший преподаватель, ibraevaaizat@mail.ru

Табачникова, Ольга Марковна – Университет Центрального Ланкашира, Престон, Великобритания, Доктор философии (PhD), доцент, заведующая кафедрой русистики на факультете гуманитарных наук, языков и глобальных исследований, otabachnikova @uclan.ac.uk

Жанабекова Айман Абдильдаевна – Институт языкознания имени А.Байтурсынова, заведующий отделом прикладной лингвистики, доктор филологических наук, aiman_ miras @mail.ru

Пірманова Күнсұлу Қамбарбекқызы – Казахский национальный университет имени аль-Фараби, PhD студент, kunsulu.pirmanova@mail.ru

Жәңгірова Назерке Қосқыланқызы – Казахский национальный педагогический университет имени Абая, магистрант 2 курса

Қалыбаева Қаламқас Сейдуллаевна – Казахский национальный педагогический уни-верситет имени Абая, доктор филологических наук, профессор

Омарова Мөлдір Дауренбекқызы – Евразийский национальный университет им. Л.Н. Гумилева, Астана, магистрант, moldir.majit@mail.ru

Нуржанова Жайнаш Джумахметовна – Евразийский национальный университет им. Л.Н. Гумилева, Астана, кандидат педагогических наук, и.о. доцента, znur73@mail.ru

Скляр-Кабрал Леонор – Федеральный университет Санта-Катарины, Бразилия, Почетный профессор, Leonorsc20@gmail.com

Суюнова Гульнара Сейльбековна – доктор филологических наук, профессор Высшей школы гуманитарных наук Павлодарского педагогического университета им. Әлкей Марғұлан, Павлодар, suynovags@teachers.ppu.edu.kz

Тряпельников Анатолий Викторович – Российский университет дружбы народов, Россия, atmos@tryapelnikov.ru

Яхненко Владимир Васильевич – Московский государственный университет имени М.В. Ломоносова, Россия, yakhnenko_1950@mail.ru

OUR AUTHORS

Yegizbayeva Nazyken – Kazakh State University named after Al-Farabi, Senior Lecturer, nazyken@mail.ru

Taubeyeva Aliya – Kazakh State University named after Al-Farabi, PhD doctoral student, nur-muba19@mail.ru

Elmuratova Saera – Nukus State Pedagogical Institute named after Azhiniyaz, Nukus, Uzbekistan, Candidate of Philological Sciences, sayora_1981@mail.ru

Allamuratova Gulsanem – Nukus State Pedagogical Institute named after Azhiniyaz, Nukus, Uzbekistan, Candidate of Philological Sciences, Associate Professor, gulsanem69@mail.ru

Yessenova Kalbike – Abai Kazakh National Pedagogical University, Doctor of Pedagogical Sciences, Professor, Kalbike_65@mail.ru

Muratbayeva Indira – Almaty branch of the ST-Petersburg Humanitarian university of trade unions, Candidate of Philological Sciences, Associate Professor, Lashin2030@mail.ru

Belobrovtseva Irina – Tallinn University, Tallinn, Estonia, Candidate of Philological Sciences, Professor

Kostyukhina Marina – The Herzen State Pedagogical University of Russia, St. Petersburg, Russian Federation, Ph.D., Associate Professor, eakost@yandex.ru

Satuova Zhazira – Abai Kazakh National Pedagogical University, zhazirasatuova@gmail.com

Ibraeva Aizat – Abai Kazakh National Pedagogical University, Candidate of Philological Sciences, senior lecturer, ibraevaaizat@mail.ru

Tabachnikova Olga – University of Central Lancashire (UCLan), Preston, UK, PhD, Associate Professor, Head of Russian Studies at the School of Humanities, Language and Global Studies, otabachnikova@uclan.ac.uk

Zhanabekova Ayman – A. Baitursynov Institute of linguistics, Head of the Department of Applied Linguistics, Doctor of philology, aiman_miras@mail.ru

Pirmanova Kunsulu – Al-Farabi Kazakh National University, PhD student, kunsulu. Pirmanova @mail.ru

Zhangirova Nazerke – Abai Kazakh National Pedagogical University, 2nd year master student

Kalybayeva Kalamkas – Abai Kazakh National Pedagogical University, Doctor of Pedagogical Sciences, Professor

Omarova Moldir – The L.N. Gumilyov Eurasian National University, Astana, master's degree student, moldir.majit@mail.ru

Nurzhanova Zhainash – The L.N. Gumilyov Eurasian National University", Astana, candidate of pedagogical sciences, acting associate professor, znur73@mail.ru

Sklar-Cabral Leonor – Federal University of Santa Catarina, Brazil, Honorary Professor, Leonorsc20@gmail.com

Suyunova Gulnara – doctor of philological sciences, professor of the Higher School of Humanities of the Pavlodar Pedagogical University Әlkey Margulan, Pavlodar, suynovags @teachers. ppu.edu.kz

Tryapelnikov Anatoly – Peoples' Friendship University of Russia, Russia, atmos@tryapelnikov.ru

Yakhnenko Vladimir – Moscow State University named after M.V. Lomonosov, Russia, yakhnenko_1950@mail.ru