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Literacy Development in Early Children

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Abstract---Literacy, which encompasses the process of reading and writing, is essential for children's cognitive, academic, and social development. Introducing these skills at an early age, generally between 0 and 6 years old, is decisive because it forms the basis for future learning. Through literacy, children develop their vocabulary, reading comprehension, and communication skills, which also reinforces their critical thinking and creativity. The objective of the research is to determine the importance of the early development of literacy in the first

years of life, the result was that literacy is part of the academic base for the following years of early childhood, when boys and girls learn to expand their imagination and also lose stage fright when performing a socio-cultural or artistic presentation, highlighting at the same time their interest in reading and writing, improving throughout life.

Keywords---Learning, literacy, ability, strategy, dyslexia.

Introduction

Literacy is a fundamental skill in the cognitive development of children; this is the process of learning to read and write. Parents are the first educators of their children, they have a fundamental role in this process, accompanied by educators, they together develop activities that encourage reading through collaboration in games and interactive exercises, all of which foster a rich environment for the child. language learning by providing personalized support to children, especially those who have difficulties. These activities guarantee the acquisition of skills effectively from a very early age (Papen, 2005; Pouliot et al., 2018).

The introduction of reading and writing in the early stage of life between 0-6 years is essential for their good development, here they create a solid foundation in reading and can make a significant difference in academic and personal development. In the case of subjects such as mathematics, some places apply programs that help the reading development of students (Ayala, 2023).

The adequate development of literacy in the early years is crucial for future academic success and social development. Educators and parents begin to instill reading through stories (Topa & Estupiñán, 2023). They propose that children acquire the ability to perform two tasks at the same time, due to external stimuli, which is reduced to the extent of the correct use of playful methods and narrative guidelines used by the teacher. In this context, the children's story is a didactic strategy that favors the development of attention and concentration, in addition to the significant contribution it makes to cognitive development in children (Chiesa et al., 2011; Kim et al., 2018).

The development of oral language from the first years of life is related to the games that parents and close family members usually play (Farfán & Meza, 2023); they have developed a methodological guide that helps teachers in the updating knowledge about the use of strategies and activities that improve language development in children in the initial 2 sublevel, accompanied by teachers.

One of the ways to achieve language development in the first years of life is through reading stories. In this context, children's stories contribute to the strengthening of

psychomotor skills in children aged 3 to 4 years, since it allows them to carry out activities. through representations of what was heard, controlling balance, and reinforcing its laterality (Samaniego, 2023).

Linguistic stimulation at home is important and in the educational environment, the family plays an essential role in this process, the game, school, peers, in general, who are those who in the future will be part of their learning and consolidation of the quality of their character and identity. Studies carried out by Ortiz Delgado et al. (2020), show that the development of language acquisition is a natural and normal process for every human being.

There are different stages for the development of language, this runs from the first words to the understanding of more complex sentences. In this process, the subject is prepared to face life such as walking, running, speaking, expressing himself, communicating, reading, and writing, among other knowledge that is part of the training of every human being for their development in interaction with the environment that surrounds them (González, 2007).

Oral language is the basis for the acquisition of literacy, and this contributes to the cognitive development of infants (Guaranda & Samada, 2023), they propose that with an organized and feasible system in each activity; It could be observed that children acquire information from the activities carried out mainly in recreational games; these activities allow them to improve their speaking skills from their initial stage at school.

Another aspect that is considered is the role of parents and educators in literacy, they must work together to achieve the desired result, the role of the family being a fundamental axis so that children can develop their skills, authors such as (Luna et al., 2019), they propose that responsibility should be shared between parents and teachers. In this sense, parents and teachers must develop strategies that allow them to promote reading and writing in children of early ages.

Materials and Methods

The research is qualitative, a bibliographic review with a descriptive scope was carried out to explain and understand the importance of reading and writing in the first years of life. It is exploratory, descriptive, and interpretive. This design seeks to obtain detailed and rich information on the acquisition of knowledge in reading and writing in early-stage children, allowing the researcher to access the experiences in this learning process.

Analysis and Discussion of the Results

The use of games, songs, and playful activities that promote literacy are effective methods to teach literacy. In many schools they use it so that children acquire these experiences, for example, musical intelligence is applied by teachers in preschool education, in many cases these musical techniques enhance talent in reading and writing at an early age. There are different recreational methods to promote reading and writing, Figure 1 shows these.

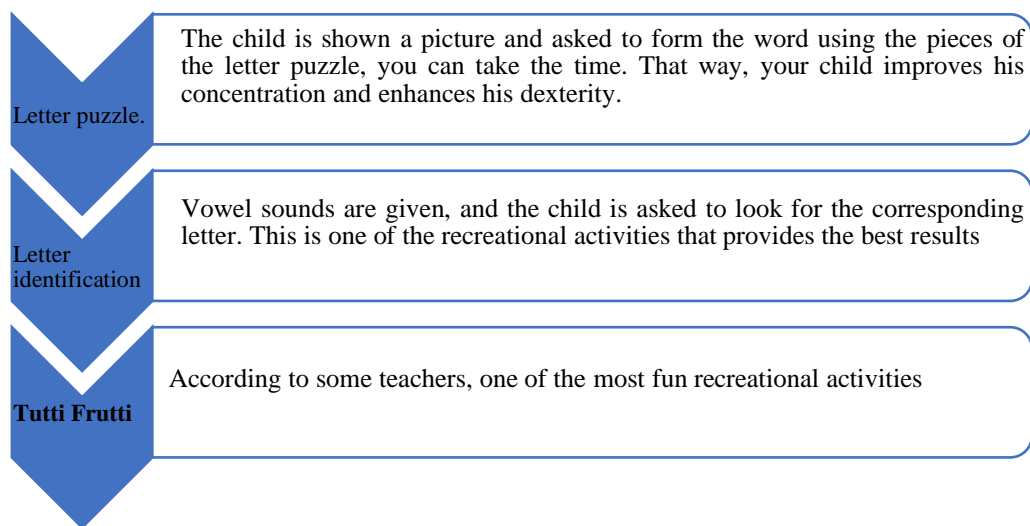


Figure 1. Some recreational activities to improve reading and writing

Source: (Nutesa - Blog, 2024)

Other recreational activities can be implemented such as: posters at home or at school where children can relate to them, there are also letter dice to form words, there are also phonetic methods and global methods, these have a phonological approach. and visual, other activities help this process, for example, illustrated books, all of which are educational techniques that help learn reading and writing at an early age. These activities also help to improve vocabulary and create cognitive skills such as memory, attention, and critical thinking (Oliveras & Sanmartí, 2009).

Recognition of the differences in the learning pace of each child

Within the classrooms of a preschool, learning differences must be respected for the progress or intellectual capacity that the boy or girl has developed. It is necessary and important to praise the child for the pace of learning that he or she is obtaining from his or her first years of life, it should be emphasized that each child is a different creation therefore knowledge will be given through education and attention they have had (Pedaste et al., 2015; Wu et al., 2012).

For, (Mella et al., 2016) “One of the tools used to obtain the information of interest was the Psychopedagogical Evaluation Instrument (IEP), which is an instrument that allows examining the abilities, interests and cognitive and affective abilities of boys and girls in interaction with the different contexts that make up the educational practice.

It is for this reason that training must be respected and given security to increase self-esteem by involving them in the good habit of reading, describing, and writing, as time passes a student can read texts with more complexity, and understand literary works and the flow of a critical reading.

Different factors intervene in the learning rate in children from 3 to 5 years old

The pace of learning in children aged 3 to 5 years varies considerably from one child to another due to a series of interrelated factors. These factors can influence the speed and way in which children acquire new skills and knowledge. Figure 1 shows some of the main factors that intervene in the pace of learning at this stage.

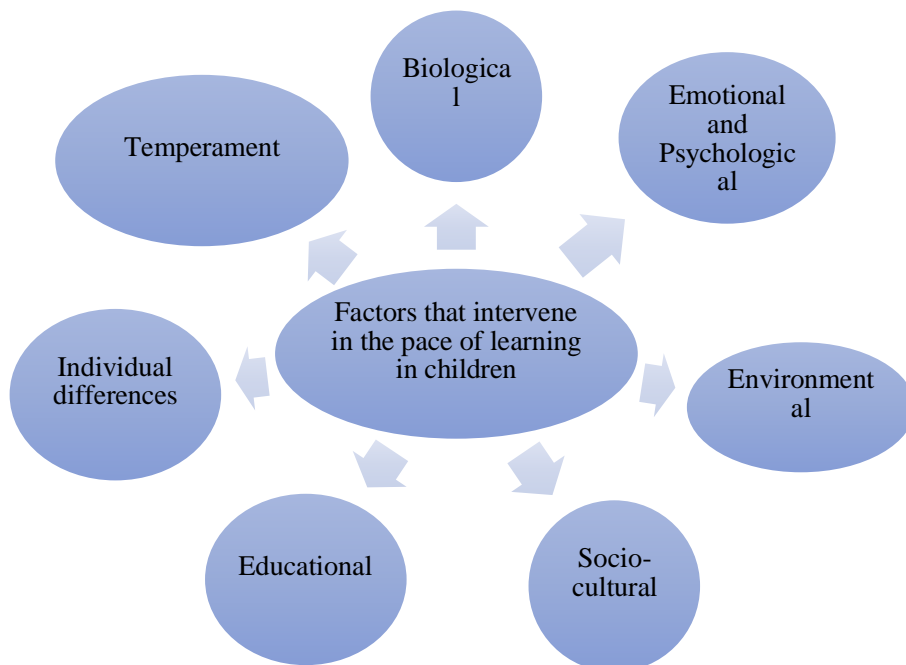


Figure 21. factors that intervene in the learning rate in children from 3 to 5 years old

Neurological development and brain maturation influence performance, attention, memory, and processing in the teaching process (Silbereisen & Lerner, 2020), they can experience cognitive improvement faster than others, physical health influences this (Black et al., 2021). Health conditions such as sleep disorders, malnutrition, or hearing and vision problems can affect the pace of learning (Shonkoff et al., 2021). Emotional and psychological changes affect self-esteem and confidence (Dweck, 2006), and they

can cause anxiety and stress, all of which due to different situations can reduce the ability to learn (Shonkoff et al., 2021).

In many cases, positive or negative environmental contexts linked to the family can influence language development (Hoff, 2020). Playful activities, trips, or social exchanges enrich cognitive and emotional development (Gopnik, 2020). Another essential aspect is access to books, educational games, appropriate technology, and other teaching resources that help the child acquire new skills (Morrissey et al., 2020).

The socioeconomic conditions of the family are related to the quality of education since these resources help the child to have more time and dedication to teaching at home, enhancing their learning, all of this included with learning styles. Family culture and values: Cultural values and learning expectations in the family and community influence the type and pace of skills children are expected to develop (Rogoff, 2011).

The quality of teaching is closely linked to the pace of learning and the teacher's child-centered interactive methods, which encourages more effective learning (Tomasello, 2021). Trust in educators makes it easier for children to feel safe and willing to learn, improving academic performance (Pianta et al., 2023). All of this promotes familiarization with the school, and the ability to adapt to the rules also influences the pace of learning (Bronfenbrenner & Morris, 2021).

When the content is related to their interests, the learning levels are higher. In this sense, it can be argued that each child has a different style, whether visual, auditory, kinesthetic or a combination of these, they can improve the rhythm. of learning. (Gardner, 2020). Personality also influences the pace of learning depending on their shyness and if they can face different situations, all of the above supports the acquisition of knowledge in students (Rothbart, 2021).

Importance of early detection and intervention of reading-writing difficulties, such as dyslexia.⁴

Teachers who receive students from an early age through observation hypothetically identify when a student has dyslexia, which is first to prepare a report and inform the parent and then refer to a professional to perform the relevant tests, to improve academic performance since this can have a significant impact on the academic part. Dyslexia can affect self-esteem and self-confidence, which is why early arrest strategies are applied to overcome its difficulty. People who are not treated later experience frustration and emotional problems related to dyslexia, people with dyslexia should be treated equally (Lyytinen et al., 2005; Habib & Giraud, 2013).

To (Sanchez Cruz & Ordonez Urgiles, 2022), “Phonological processing refers to the set of abilities that allow operations with linguistic units and that are closely related to

learning to read and write. "It is what allows you to pronounce and write your first letters in the field of linguistics, therefore it is necessary to detect in time the deficiency that occurs in children.

Early intervention strategies for children with difficulties in acquiring these skills

It is necessary that the professionals in education, pediatrics, and neurology be the ones who can give the diagnosis to apply pedagogical strategies to students to contribute to the difficulty that does not allow them to develop new skills within the required learning such as reading and writing. For (Aruquipa, 2018), from direct experience of work in the intervention of learning difficulties, to address strategies that allow overcoming learning difficulties and promoting cognitive, affective, comprehensive development of the infant, for this, improving reading and writing, pictograms, cards must be applied with phonemes, labels, acetate sheets for writing, word games, finding words, among others.

It is also stated that currently, attention in language therapy has increased in public institutions (MSP), in this way it is constituted with early intervention, with professional neuropsychological help, qualifies or determines activities in sequence or patterns and in this way strengthens the deficiency presented to a student.

Characteristics of dyslexia in boys and girls in early childhood

There are different types of dyslexia, one of which stands out the most is developmental dyslexia, from which emerges phonological or indirect dyslexia, surface dyslexia, and mixed or deep dyslexia. Among the main characteristics are slow reading, difficulty pronouncing words, low self-esteem, and mistakes when identifying words in young people, characteristics are the pronunciation of words, writing words, and poverty in their vocabulary (Guimaraes, 2021). States that, difficulty in reading comprehension can be the consequence of a deficit in any of these skills. The objective of the study was to verify the underlying reading skills in two clinical groups, developmental dyslexia (DD) and developmental language disorder (DLD), looking for their similarities and differences), however, they can be exercised with the strategies.

Literacy can be presented with learning disabilities in dyscalculia, dyslexia, and dysgraphia, these present the evident characteristics within early childhood, the identification and diagnosis of dyslexia, and other learning disabilities in young children (Vázquez et al., 2017).

Conclusion

A comprehensive approach that involves parents, educators, and the community is necessary to incorporate activities that enhance the cognitive development of children at an early age, thereby achieving the development of literacy in the first years of life, and enhancing academic and children's staff. Literacy is the academic basis for the years of early childhood, boys and girls learn to develop their imagination and lose stage fright when performing a socio-cultural or artistic presentation, highlighting at the same time their interest in reading and writing, improving their learning process.

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