37 - PROFILE OF SIX-YEAR-OLD MUNICIPAL SCHOOL'S STUDENTS OF IPATINGA MG, REGARDING THEIR "PROMPTITUDE" FOR LITERACY

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INTRODUCTION

The development of the human being refers to systematic continuity and changes in the individual that occur since his conception until his death. This is a continuous, cumulative, holistic, highly plastic process extremely influenced by historical and cultural context where it happens. The alterations occur in the body, brain and other motor ability during childhood. Children usually grow up very fast. This fast growing is followed by a great internal development of muscles, bones and central nervous system (SNC), which will determine in great quantity the physical prow ness that children will be able to do throughout the different ages (Drovet, 1990).

During this development process a good familiar interaction is necessary in order to create a link that connects the individual to his inter-human environment. In first childhood, the quality of relationship with other people has a determinant influence on the orientation of temper and personality. The latter is formed little by little. The relational and functional systems have a narrow relationship of interdependence that links in a dialectical and non-sociable way.

Educative help come from parents and school environments aims to allow children to exercise their function of adjustment as he plays the game. In the school training the first priority is the flurry motor activity, a source of leisure permitting the child to keep the organization of his "body image" following the level of what he experienced and the departing point in his consent organization related to the development of attitudes of perceptive analysis.

The child who is stimulated through his experiences and creativity, through his attitude of making new syntheses and exploring in the mental plan shows later what he has experienced using in his body.

"The body itself acts, the body itself also thinks. The physical and intellectual productions are, however, body production. This production happens between the individual and the world" (Freire, 1994, p. 134).

According to Drovet (1990) the child is ready to learn when he presents a set of conditions, capacities, skills and aptitudes which are considered prerequisites for the beginning of any learning. These prerequisites are acquired through the child's development according to the stimulation received. It is expected that the child has already acquired such skills when he reaches the age of six years old in order to enter the process of literacy. This process should start according to the development instead of the age. When literacy begins, the child must go through an evaluation so that his capacity can be checked. That will permit to find out his difficulties and stimulate him.

According to Valett, mentioned by Drovet (1990), the prerequisites for literacy are grouped in six big areas of development: general motor development, motor sensory interaction, motor perceptive skills, language development, conceptual and social skills.

According to Lemle (2002), the capacities which are necessary for literacy are: auditory perception; symbolic relation between two objects and acquisition of their meaning through exploration; stimulation (listen and demonstrate); caption of the word definition and difficulty overcome during the deduction of vocabulary units; sentence recognition. Besides these capacities that the child will acquire throughout the process of literacy, he needs to have basic motor maturity for understanding and conducting writing and reading (from left to right).

The authors above mentioned complete each other's ideas, i. e., the processes before and during literacy work together in order to keep a natural way of the child development. That's why he should be stimulated and the right skills should be practiced at the right time. It is fundamental that children have acquired the basic prerequisites for writing and reading, expressive motor control and good sensory integration as they start literacy, evidencing good competence of verbal and non-verbal communication.

Six-year-old children who begin their process of school literacy and, for any reason didn't have the opportunity of getting responses for their basic needs, usually present motor and language capacities which are restricted or inappropriate (or both of them) for their age, evidencing a development delay, leading them to a school failure (Coste, 1992).

Because of increasing failure throughout academic life, it's important to worry about determining precociously the reasons that lead to difficulties in learning. The precocious diagnosis of the learning disorder is a fundamental tool to overcome school difficulties (Morais, 1986).

Evaluation, diagnosis and intervention may support children the most readily possible, after their entrance to the cycle of literacy so that development and acquisition of motor and linguistic skills will be real, keeping their maturity process or minimizing harmful effects caused by the absence of stimulation in first childhood.

SAMPLE

One thousand and seventy three (1073) six-year-old male and female students took part in this study, all of them from 17 municipal schools of Ipatinga, MG, Brazil.

STUDY TOOLS AND PROCEDURES

"Promptitude Metropolitan R-Type Test" (TMP) by HILDRET & GRIFFITHS was used to evaluate the students' promptitude for literacy, adapted and standardized by Poppovic (1966). This test is subdivided in six other ones: word, sentence, information, similarity, numbers and copy and a supplementary test "draw a man". The TMP aims to analyze the vocabulary, the capacity of concentrated attention, listening and visual perception, the visual-motor correction, movement coordination, tendency to inversion and the elements which are necessary to arithmetic learning. The evaluation was done in teams, in the students own classrooms during their regular school schedule, by following all the application instructions, according to the TMP application manual.

The obtained results were used in combination with the TMP table of classification.

ETHICAL CAUTIONS

For data use it was requested the institution's authorization (Municipal Education Secretary of Ipatinga, MG). Proper cautions were taken in order to preserve the participants' identity and their physical and moral integrity as well.

RESULTS AND DISCUSSION

This study aimed to analyze the promptitude for literacy of six-year-old students from municipal schools of Ipatinga.

The table below shows a general classification of six-years-old students according to the TMP.

CLASSIFICATION	STUDENTS' QUANTITY	%
Inferior	148	13,8
Medium Inferior	281	26,2
Medium	403	37,7
Medium Superior	171	16
Superior	70	6,5

As shown above, it can be observed that 40% of the students are classified as "inferior" and "medium inferior" regarding their promptitude for literacy. These results show that such students need to have better support with language activities, games, body experiences through flurry activities, to improve their non-verbal skills through psychomotor stimulation in order to reach properly "promptitude" for literacy. According to Daólio (1995), the individual adds some new behavior to his set of acts, a word to his vocabulary and new knowledge to his cognitive repertory.

Poppovic mentions in the TMP that "very premature or extensive instruction of immature children results in a simply mechanical learning. The learning which is done this way provokes posterior problems in the pedagogical field and, as a consequence, in the social and emotional adjustment. Children who present immaturity in learning should not begin the process of literacy under these conditions, since he takes the risk of having loss, which can only be recuperated through re-education" .Once the child reaches the properly level of maturity, teaching and learning profits become real.

37,2% of the students are classified as "medium", that means their development won't probably face losses or restrictions in the process of literacy since they're duly stimulated under a properly planning. 22,5% of the students were classified as "medium-superior" and " superior" . They will probably have great chances in the process of literacy since counter-indications such as health, emotional factors etc, do not exist.

According to Freire (1994), one of the main goals of the education system is to promote the cognitive development of the child, which doesn't happen spontaneously but through hard processes and always dependant on the interactions that indicate the development and not the process of development.

FINAL CONSIDERATIONS

The analysis of the six-year-old students' profile of municipal schools of Ipatinga showed a big discrepancy related to their "promptitude" for literacy. One of the hypotheses is that many students may not have gone through the infantile education, what resulted in discrepancy regarding the basic psychomotor skills for literacy, since there are a few municipal Infantile Schools in Ipatinga for the existing demand. This way, it's recommended some specific work to help those children (classified as "inferior" and "medium inferior" levels) with their development and acquisition of psychomotor and linguistic skills, therefore the process of literacy may occur under a satisfactory way with no damage for these children's school development.

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PROFILE OF SIX-YEAR-OLD MUNICIPAL SCHOOL'S STUDENTS OF IPATINGA MG, REGARDING THEIR "PROMPTITUDE" FOR LITERACY

ABSTRACT

This study aimed to identify the profile of six-year-old Municipal school's students of Ipatinga, MG, regarding their promptitude level for literacy. 1.073 six- year-old female and male students of Municipal school took part in this study. "Promptitude Metropolitan R-Type Test" (TMP) by HILDRET & GRIFFITHS was used to evaluate the students' promptitude for literacy, adapted and standardized by Poppovic (1966). This test is subdivided in six other ones: word, sentence, information, similarity, numbers and copy and a supplementary test "draw a man". The TMP aims to analyze the vocabulary, the capacity of concentrated attention, listening and

visual perception, the visual-motor correction, movement coordination, tendency to inversion and the elements which are necessary to arithmetic learning. The evaluation was done in teams, in the students own classrooms during their regular school schedule, by following all the application instructions, according to the TMP application manual.

With the obtained results it was concluded that, 40% of six-year-old students of municipal schools in Ipatinga are classified as “inferior” and medium inferior regarding their promptitude for literacy. These results show that, such students need to have better support with language activities, games, body experiences through flurry activities, to improve their non-verbal skills through psychomotor stimulation in order to reach properly promptitude for literacy. 37, 2% of the students are classified as “medium”, that means their development won't probably face losses or restrictions in the process of literacy since they're duly stimulated under a properly planning. 22,5% of the students were classified as “medium-superior” and “superior”. They will probably have great chances in the process of literacy since counter-indications such as health, emotional factors etc, do not exist.

KEY WORDS: promptitude, stimulation and literacy.

PROFIL DES ÉLÈVES À L'AGE DE SIX ANS DE LA RÉSEAU D'IPATINGA QUANT À “PROMPTITUDE” POUR LA ALPHABÉTIZATION

RÉSUMÉ

Le but de cet étudie a été identifier Le profil dês eleves á l'age de six ans de La réseau d'Ipatinga quant à promptitude pour La alphafétization. On a participé de cet étudie 1.073 élèves à l'age de six ans Du sexe feminin et masculin de 17 écoles de La resseau municipal d'Ipatinga. Pour évaluer La promptitude à l'alphabetization dês eleves, Il a été utilize Le “Teste Métropolitain de Promptitude Forme R” (TMP) de HILDRET & GRIFFITHS, avec l'adaptation et Normalisation de Poppovic (1966). Ce Teste Il y a six subtestes: Le Teste de Paroles; Le teste de Sentence; Le teste de Renseignement ; Le test de Ressemblance; Le test de nombres et de copie, avec un teste suplementaire “Dessinez un homme”. O TMP a le but d'analiser le vocabulaire, la capacite d'attention concentrée, la perception visuel et auditif, la correlaction viso motrice, la coordenation de mouvements, la Tendence à la invertion et les elements nécessaires à l'apprentissage arithmétique. L'évaluation a été realizée en groupe, dans la classe des eleves à l'horaire régulier, selon les instructions d'aplication du TMP.

Avec les résultats obtenus ont verifié que, 40% des eleves sont dans la classification “inferieur” et “moyen inferieur” dans la promptitude pour l'ahphabétization. Ces résultats montrent que ces eleves ont besoin d”être plus accompagnés avec des activités de langage, jeus, présences corporels en utilizant une stimulation physicomotrice pour obtenir une promptitude convenable à alphabétization. Dans la classification “moyen” sont 37,2% des eleves, c'est-à-dire, ces eleves sont dans un devellopement sans restriction dans le procès d'alphabétization en suivant une programmation convenable.

Dans la classification “moyen superieur” et “superieur” Il a eu 22,5%, ces eleves probablement auront des très bonnes probabilités dans les procès d'alphabetization pourvu que n'existais pas contre-indication comme problèmes de santé et émotionnel.

MOTS-CLES: Promptitude, estimulation et alphabetization.

PERFIL DE LOS ALUMNOS DE SEIS AÑOS DE LA RED MUNICIPAL DE IPATINGA MG CUANTO A LA “PREPARACIÓN” PARA LA ALFABETIZACIÓN.

RESUMEN

El objetivo del estudio fue identificar el perfil de los alumnos de seis años de la red municipal de Ipatinga MG, cuanto al nivel de preparación para la alfabetización. Participaron del estudio 1073 alumnos con edad de 6 años del sexo femenino y masculino de 17 escuelas de la red municipal de Ipatinga MG. Para evaluar la preparación para la alfabetización de los alumnos, fue utilizado “Tes Metropolitano de Preparación Forma R” (TMP) de HILDRET & GRIFFITHS, adaptación y sentencias; información y estandarización de Poppovic (1966). El mismo posee seis sub. testes: el de palabras; sentencias; información; semejanzas; numero de copias, con un tes suplementar “dibuje un hombre”. El TMP tiene por objetivo analizar el vocablo, la capacidad de atención concentrada, a la percepción visual y auditiva, la correlación viso motora, la coordinación de los movimientos a la tendencia a la inversión y elementos necesarios al aprendizaje aritmético.

La evaluación fue realizada en grupos, en la propia sala de clases de los alumnos en horarios regulares de clases de los mismos, siguiendo todas las instrucciones de aplicación, segundo el manual de aplicación de TMP.

Con los resultados obtenidos se constato que 40% de los alumnos de seis años de la red municipal de Ipatinga se encuentran en la clasificación “inferior” y “medio inferior” dentro de la preparación para la alfabetización. Esos resultados muestran que, esos alumnos necesitan ser más asesorados con actividades de lenguaje, juegos, vivencias corporales a través de lúdicos, aprimorar sus habilidades no verbales a través de estimulación sicomotora para alcanzar una “preparación” adecuada para la alfabetización. La clasificación “medio” se encuentra 37,2% de los alumnos, o sea, estos se encuentran en un desenvolvimiento que supuestamente no tendrán pérdidas o restricciones en el proceso de alfabetización desde que debidamente estimulados seguidos de un planeamiento adecuado. En la clasificación “medio superior” y “superior” tuvo 22,5% de los alumnos, los cuales tendran gran probalidades en el proceso de alfabetización, desde que estos no existían contra indicaciones como, salud, factores emocionales etc.

PALABRAS CLAVES: Preparación, estimulación y alfabetización

PERFIL DOS ALUNOS DE SEIS ANOS DA REDE MUNICIPAL DE IPATINGA MG QUANTO À “PRONTIDÃO” PARA A ALFABETIZAÇÃO.

RESUMO

O objetivo do estudo foi identificar o perfil dos alunos de seis anos da rede municipal de Ipatinga MG, quanto ao nível de prontidão para a alfabetização. Participaram do estudo 1073 alunos com idade de 6 anos do sexo feminino e masculino de 17 escolas da rede municipal de IpatingaMG. Para avaliar a prontidão para alfabetização dos alunos, foi utilizado “Teste Metropolitano de Prontidão Forma R” (TMP) de HILDRET & GRIFFITHS, adaptação e Padronização de Poppovic (1966). O mesmo possui seis subtestes: o de palavras; sentenças; informação; semelhança; números e cópia, com um teste suplementar “desenhe um homem”. O TMP tem por objetivo analisar o vocabulário, a capacidade de atenção concentrada, a percepção visual e auditiva, a correlação viso motora, a coordenação dos movimentos, a tendência à inversão e elementos necessários à aprendizagem aritmética.

A avaliação foi realizada em grupo, na própria sala dos alunos no horário regular de aula dos mesmos, seguindo todas as instruções de aplicação, segundo o manual de aplicação do TMP. Com os resultados obtidos constatou-se que, 40% dos alunos de seis anos da rede municipal de Ipatinga encontram-se na classificação “inferior” e “médio inferior” dentro da prontidão para a alfabetização. Esses resultados mostram que, esses alunos precisam ser mais assessorados com atividades de linguagem, jogos, vivências corporais através do lúdico, aprimorar suas habilidades não verbais através de estimulação psicomotora para alcançar uma “prontidão” adequada para a alfabetização. Na classificação “médio” encontra-se 37,2% dos alunos, ou seja, estes encontram-se em um desenvolvimento que supostamente não terão perdas ou restrições no processo de alfabetização desde que devidamente estimulados seguido de um planejamento adequado. Na classificação “médio superior” e “superior” teve 22,5% dos alunos, estes provavelmente terão ótimas probabilidades no processo de alfabetização, contando que não existam contra-indicações como, saúde, fatores emocionais etc. PALAVRAS CHAVES: Prontidão, estimulação e alfabetização.