



## **Abilities and competences needed by the teacher in training: his pedagogical making with children with reading and writing difficulties in the Tamarindo Community**

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The literacy process has been widely discussed over the years, not only in Brazil, but also in other countries. The processes of reading and writing are considered complex by several authors and much has been researched in the area aiming at methodologies which meet this demand. Each subject presents his own subjectivity developed in contact with his socio-cultural reality, whether it is of a family or school nature. Within this context, the main objective of the research is to identify the reading and writing difficulties of children living in the Tamarindo Community, specifically the ones enrolled in the literacy cycle (1<sup>st</sup> to 3<sup>rd</sup> year). As for the approach to the problem, there is a qualitative approach. From the point of view of its objectives, it is exploratory, narrative and descriptive. For that, standardized data collection techniques have been used, such as: survey, systematic observation, participation of the research subjects, analysis / diagnostic hypothesis from tests and applied activities. The research population has involved 08 (eight) children participating in the “Universidade Bairro” Project, developed by ISECENSA. Therefore it is a case study. The research has used 03 (three) assessment instruments to characterize the reading and writing difficulties presented by the children: Basic repertoire Assessment instrument for Literacy (IAR); understanding the reading of words and phrases; and the application “Meu Livro de Historinhas” for the diagnostic survey of writing. The investigative process allowed the construction and application of strategies to assess the difficulties in understanding reading and writing, which consequently enabled the understanding of the process of acquiring lecto-writing; the identification of factors that cause reading and writing difficulties; as well as the characterization of the difficulties presented by the children. It is noticed that there is a demand for the execution of an intervention project which develops teaching strategies and practices that promote abilities and competences to work with children with learning difficulties.

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