Basic skills for the development of written language: contributions from Historical-Critical Pedagogy and Historical-Cultural Psychology[1]

Capacidades basilares para o desenvolvimento da linguagem escrita: contribuições da Pedagogia Histórico-Crítica e da Psicologia Histórico-Cultural

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ABSTRACT
This article aims to discuss basic skills for the development of written language that should be addressed in teacher training, to be incorporated into educational practices. We point out the contributions of historical-critical pedagogy and historical-cultural psychology. We conclude that the appropriation of written language will be fully accomplished in elementary school, but that early childhood education has important contributions in this path, such as those we have considered.

Keywords: Early Childhood Education; Written language; Historical-critical pedagogy; Historical-Cultural Psychology.

RESUMO
Este artigo tem como objetivo tecer considerações sobre capacidades basilares para o desenvolvimento da linguagem escrita que devem ser abordadas na formação de professores, de modo a serem incorporadas às práticas educativas. Apontamos as contribuições da pedagogia histórico-crítica e da psicologia histórico-cultural. Concluímos que a apropriação da linguagem escrita se realizará plenamente no ensino fundamental, mas que a educação infantil tem importantes contribuições nesse percurso, tais como as que consideramos.

Palavras-chave: Educação Infantil; Linguagem Escrita; Pedagogia Histórico-Crítica; Psicologia Histórico-Cultural.

Introduction

In this article, we aim to discuss basic skills for the development of written language that must be addressed in teacher education in order to be, in fact,

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incorporated into educational practices. Such discussions are part of our Master's research, in which we discuss concepts and practices for the teaching of written language in preschool. We examined the contributions of historical-critical pedagogy and historical-cultural psychology, both of which have in common the epistemological and ontological bases of the method that guided the research, Historical-Dialectical Materialism.

The alignment and complementarity of these contributions are demonstrated by Martins (2016a, p. 2), who denotes that school education aims to promote maximum development and that it must be guided by the triad of content, form, and recipient, as evidenced by the "unity between the content to be taught, the most efficient way of teaching and learning, and the recipient of the educational process." The contributions and conformities to dialectical historical materialism are also pointed out by Abrantes when he argues that historical-cultural psychology "guides and systematizes the decisions of the classroom process with regard to the development of the psyche and the shaping of consciousness" (ABRANTES, 2018, p. 112).

In line with the method adopted, we seek to grasp the essence of the object and, to do so, "go beyond the phenomenal, immediate, and empirical appearance," without, however, discarding it, as it is "a level of reality" (PAULO NETTO, 2011, p. 22). Scientific investigation cannot do without appearance, that is, phenomenon, and according to Kosik (1976, p. 16), "to capture the phenomenon of a particular thing means to investigate and describe how the thing itself manifests itself in that phenomenon, and how at the same time it hides in it."

That said, we highlight the fundamental importance of the appropriation of written language, which is an issue that we have been facing with considerable difficulty since there is still a long way to go to ensure that all children acquire compatible skills with the status of this cultural object necessary for full humanization and social inclusion. Written language is an important human objectification, and its appropriation is to be fully achieved in Elementary School, however, Early Childhood Education has a fundamental contribution to this path.

Written language integrates a broad process based on psychic development, since it depends dialectically on this development but also increases it (VIGOTSKI[4], 2000; LURIA, 2004). This is because writing, according to Vigotski (2021, p. 105), is "a product of the prolonged development of complex functions of the child's behavior." The unity indicated by the form, school content, and students (SAVIANI, 2013) refutes early childhood education as a space for anticipatory practices, supported by proposals normally carried out in elementary school and often justified by the false idea that "time" was gained in the literacy process. On the other hand, this approach also opposes practices based on spontaneity, characterized by the predominance of the daily routine, evidenced by the overvaluation of the child's interests and daily needs, and the denial of Early Childhood Education as an environment that promotes learning.

In this sense, Pasqualini and Lazaretti (2022, p. 19) point out that the "anti-school conception of early childhood education ended up becoming hegemonic in the political-pedagogical norms for the segment at the national level, expressing and reaffirming itself in the National Common Curricular Base" (BNCC, 2017). As a historical result, early childhood education in Brazil still lacks "the consolidation of early childhood education schools as educational spaces that mediate between the daily and non-daily spheres of children's lives" (PASQUALINI; MARTINS, 2022, p. 444).

Based on the mediation between every day and non-daily life, the Early Childhood Education school needs to establish itself as an institution responsible for "providing the acquisition of instruments that enable access to elaborate knowledge (science), as well as access to the rudiments of this knowledge" (SAVIANI, 2013, p. 14), and thus overcome, both in terms of public policies and pedagogical work, compensatory ideas of a preparatory or spontaneous nature that still persist in this stage of Basic Education.

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[4] We find the name of the Soviet psychologist spelled in different ways, such as Vigotski, Vygotsky, Vygotski ou Vigotskii. In this article we refer to the spelling found in the edition we used.

1 Oral and written language

Language, in the history of humanity, arose from the need for communication imposed by collective work. Work and communication originally formed a single process, consisting of an action that was both productive and communicative. These functions are later separated as the work movements lose their practical contact with the object, and thus, "like the vocal sounds that accompany them, they separate from the work action and only retain the function that consists of acting on other men, the function of verbal communication" (LEONTIEV, 2004, p. 93). Communication[5] is converted into language, i.e., the ability to express thought, and according to Martins (2015, p. 167), "[...] thanks to it, the subjective image of objective reality can be converted into signs." Language made it possible for the mental image of something to be named, becoming a sign or representation.

The mastery of linguistic activity is not limited to the mastery of the linguistic code itself, given the complex connections between language and other functional processes constituting an inter-functional system. Thus, the mastery of linguistic activity is not restricted to the ability to speak (MARTINS, 2021). In Luria's view, speech is a particular means of communication that, through language, transmits information; it is a "complex and specifically organized form of conscious activity that involves the participation of the individual who formulates the spoken expression and that of the individual who receives it" (LURIA, 1981, p. 269). Thus, language is a human production, "consisting of vocabulary, grammar, and specific phonological systems, establishing itself as a particular system of communication through speech" (MARTINS, CARVALHO, DANGIÓ, 2018, p. 339).

Luria (1987, p. 25) defines human language as "a complex system of codes that designate objects, characteristics, actions, or relationships." It is, therefore, a system of signs capable of "transmitting any information, even outside the context of a practical action" (LURIA, 1987, p. 25). Language is a very complex functional process, and its development depends on social relations and, therefore, on the quality of mediation.

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[5] Vigotski (2009) states that communication that is not done through language or by another sign system or means of communication, happens only in a primitive and limited way, as in animals.

Language, being a higher psychic function and thus a social function, follows the general law of development, according to Vigotskii. During development, all the higher psycho-intellectual functions first appear in collective, social activities as interpsychic functions and later appear as intrapsychic functions, that is, as "internal properties of the child's thinking" (VIGOTSKII, 2014, p. 114).

Both oral language and written language are abstractions; however, writing is a second-degree abstraction because, according to Vigotski (2001, p. 312):

> Writing is a specific function of language, which differs from speech no less than inner language differs from outer language by structure and mode of functioning. As our research shows, written language requires at least a minimal development of a high degree of abstraction to take place. It is a language without its musical, intonational, expressive, in short, sound aspect. It is a language of thought, of representation, a language that lacks the most substantial feature of speech - the material sound.

Writing does not repeat the history of speech because "it is a specific function of language" that "requires at least a minimum development of a high degree of abstraction to take place" (VIGOTSKI, 2000, p. 312). The signs of written language and their use are consciously and arbitrarily assimilated by the child, unlike the unconscious use and assimilation of the entire sound aspect of speech (VIGOTSKI, 2000, p. 318). In this sense, we emphasize the importance of Early Childhood Education schools for the development of the abstract capacity of babies and children and, thus, their contributions to the appropriation of the foundations of written language.

2 Basic skills for writing development

Luria investigated the prehistory of writing to understand its origins in the primitive writing techniques used by children. In his experiment, he placed children who could not yet write "in a situation that required them to use certain external manual operations, similar to the operation of writing to portray or recall an object" (LURIA, 2014, p. 147). The task given to the children was to

recall sentences that were dictated to them, and pencils and paper were made available after the children realized that it would not be possible to use only their memory. Through such experiments, Luria indicated the following stages, representative of the prehistory of writing and antecedents of symbolic writing: pre-instrumental, undifferentiated graphic writing, differentiated graphic writing, and pictographic writing.

In the pre-instrumental stage, the child has no understanding of the function of writing, which is only an imitative act and, therefore, without any functionality; that is, the scribbles made by the child do not serve as tools to aid memory, and the act of writing is independent of what has been dictated. "Writing is dissociated from its immediate purpose, and lines are used purely externally [...]" (LURIA, 2014, p. 150). Martins and Marsiglia (2015, p. 47) state that to act in the area of imminent development of the child, "the teacher must provoke him to overcome mere imitation, making him use graphic records as a means, that is, that writing helps him to remember something and thus assume a function of psychological operation."

The storytelling and the representation of the characters with materials that help to remember are examples of activities, as well as the use of cotton to make the sheep of the story "The Three Sheep" or even blue cellophane to draw the frog's pond in the public domain song "The Frog Does Not Wash His Feet." We also mention the making of webs for the song "Itsy Bitsy Spider" with wool threads, hot glue, etc. The important thing is to challenge students to use these records as a way of remembering so that they begin to understand that there are forms of graphic representation that have this function.

In the stage of undifferentiated graphic writing, the child produces undifferentiated writing, but that has the role of an auxiliary memory sign. Upon hearing the sentence, the child makes an undifferentiated scribble, which serves as an auxiliary function of a sign. "In itself, no scribble meant anything, but his position, situation, and relationship with other scribbles conferred on him the function of assistant-technical memory" (LURIA, 2014, p. 157, our translation).

At the stage of differentiated graphic writing, according to Luria (2014, p. 165), "each child's scribble already reflects particular content." By using a graphic activity, albeit primitive but differentiated, the child's entire behavior changed. When using this type of record, the child starts to read their writing. Quantity factors are very important for this advance, as in the case of the dictated phrase "There are two trees in the courtyard", as well as color, shape, or size. The child begins to make distinctions and, with this, creates a functional instrument.

In "pictographic writing", drawing is used as a means for recording and as an expedient that helps writing. Children write through pictograms or drawings. "Drawing transforms itself, passing from simple representation to a medium, and the intellect acquires a new and powerful instrument in the form of the first differentiated writing" (LURIA, 2014, p. 166, our translation). In the pictographic writing stage, as in the previous two, the teacher must work on the social function of writing and numbers, introducing the technique itself. The activities of modeling, drawing, collage, painting, cutting, and folding are fundamental. Martins and Marsiglia (2015) point out that investments should be both on the phonetic and semantic side of the language, that is, in its meaning and also in its sound sequence.

"Symbolic writing", according to Martins and Marsiglia (2015, p. 68), is configured by the "use of writing within the socially established system without resorting to marks or drawings". These experiments developed by Luria (2014) confirm what Vigotski (2021, p. 105) defended by stating that "the mastery of written speech means for the child the mastery of a peculiar and extremely complex symbolic system of signs." Martins, Carvalho, and Dangió (2018, p. 343), when analyzing the performance of children in the transition from early childhood education to elementary school, found that "the pictographic stage moves towards the stage of symbolic writing through the mediation of two sub-steps, which we call the pre-graphic and graphic symbolism sub-steps."

In the pre-graphic sub-stage, although the child understands that each word has a graphic representation, which represents an advance in abstractive ability, there are still no stable relationships between sounds and symbols

(MARTINS; CARVALHO; DANGIÓ, 2018). In the sub-stage of graphic symbolism, according to the authors (idem, p. 344), "the mastery of the acoustic mechanism allows the child to identify the correspondence between phonemes and graphemes, as well as the correspondence between the grapheme and the lexical code."

The gesture is the child's first visual sign, constituting the basis for symbolic representation. According to Vigotski (2021), "the gesture is the writing in the air and the written sign, very often the simple fixed gesture". Saccomani (2018, p. 201) states that "gestures are the basis for symbolic representation as they function as visual signs from which oral language, symbolic play, drawing, and written language develop." For Vigotski (2021), the first moment that connects the gesture to the written sign is the squiggle. It is in these first drawings that the child complements what was initiated by the gestures. Vigotski (2021, p. 110) cites as an example that "the child wanted to demonstrate with the drawing how it is dark to close the curtains and made a strong line from top to bottom on the blackboard, as if he were lowering the curtain."

The second moment that, according to Vigotski (2021, p. 111), "genetically links gesture to written speech leads us to the child's play." Objects, which in play mean others, become their signs as they replace them. What matters to the child is its "functional use, the possibility of performing the represented gesture with it" (VIGOTSKI, 2021, p. 111). In this regard, Bortolanza and Costa (2017, p. 945) clarify that

> In the early stages, the gesture constitutes the first writing of the children, which is accompanied by doodles or scribbles, representing an imitation of the act of writing; in a later stage, children use drawing as a way of representing an idea, raising this peculiar form of representation, in other words, converting drawing into a sign, because the history of the prehistory of writing is the history of the production of the sign.

Gesture, paper play, and drawing are part of the beginnings of writing. Escudeiro, Barbosa, and Silva (2016, p. 2290) argue that the development of drawing allows children to use graphic records to express what they "know about

objects and phenomena, and also, with an indirect importance on the development of language in general and writing in particular."

Thus, pedagogical work from the beginning of early childhood education should intentionally focus on the prehistory of writing, which is corroborated by Dangió (2017, p. 332) when stating that

> [...] this moment includes elements that subsidize literacy from the first gestural meanings, moving through the abstract process — required for the substitutions of objects in the role play — to the graphic representation in the drawing, and its first demand is the conversion of the mark into symbolic content.

The pedagogical work with the gestures must be carried out with songs, sung games, games, literature, etc., such as exploring songs with gestures, animal imitation play, using puppets, and finger puppets, among others. Examples include the songs "Ciranda dos bichos"[6], by the group Palavra Cantada and "Vira, vira, vira" by the Triii Group[7].

Through drawing and role-playing, children gain a greater capacity for abstraction as they realize that reality can be represented. Drawing allows children to express themselves, in addition to being important for the development of the ability to symbolize. We point out that the drawing as well as the role-playing need to be planned by the teacher. Brigatto (2018) points out that the abstraction necessary for role-play is not spontaneous but must be promoted by the proposed actions; in his study, he elaborated a didactic sequence to explore the possibilities of pedagogical intervention in role-play activity. As a result, he observed that the actions proposed in the didactic sequence were directly related to the topic because one of the objectives was "to enrich the group's repertoire in terms of the content itself while at the same time intervening in the development of oral language, written language, and problem-solving" (BRIGATTO, 2018, p. 40).

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[6] [...] The rattlesnake dance, I want to see who can dance/the rattlesnake dance, I want to see who can dance/rolls there, rolls wavy/and stretches his neck like this/and climbs on the branch/shakes the rattle/then gives me his hand [...]. Available at: https://www.youtube.com/watch?v=H9fXoZmMHK8. Accessed on: May 2023.

[7] Available at: https://www.youtube.com/watch?v=ClAzpTnscKE.

Bortolanza and Costa (2017, p. 945) emphasize the importance of drawing and role-play activities working on written culture in its functionality, that is, in real situations of writing use, such as "writing to communicate, to guide oneself, to record an idea, as a means of identification, as an auxiliary memory resource, in short, as an instrument to signify and interact in the world in which children live." The authors add that, in social role-play, "the relationship of children with the written object changes, and they mean it in line with the role they assume, which allows them to separate the semantic aspect of the material" (BORTOLANZA; COSTA, 2017, p. 945).

In line with the dialectical movement of overcoming[8] by incorporation, we present the necessary skills for reading and writing or the problems that the child needs to solve to become literate, based on the studies of Lemle (2000). These capacities were pointed out in the studies of Dangió (2017); Marsiglia and Carvalho (2017); Dangió and Martins (2018); Saccomani (2018) and are related to the abstractive capacity and the development of phonological awareness in the process of reading and writing appropriation. Thus, through this movement and based on authors who are a reference in the historical-critical discussion, we point out studies from other areas of knowledge but that reveal important contributions to the teaching of written language.

That said, the first skill highlighted by Lemle (2000, p. 8) is understanding the idea of symbols, because "a child who still cannot understand what a symbolic relationship between two objects is will not be able to learn to read." Understanding the symbol is a very complicated task since there is often no similarity between what is symbolized and the symbol. The colors of the traffic lights, the "fine or all good" sign, the white flag on the beach to let bathers know that the sea is calm, etc. Exploring with children the meanings of road signs, emblems, plaques, and signposts in general are examples of how to work with the idea of symbols (LEMLE, 2000). Saccomani (2018) understands that, at preschool

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[8] To deepen this issue, we suggest reading SAVIANI (2015).

age, pedagogical work with gestures, drawing, and role play can play a pivotal role in the development of this ability.

The second skill emphasized by Lemle (2000, p. 8) is the discrimination of letter shapes because the student needs to understand that "each of those little scratches is a symbol of a speech sound." The author adds that "the child who does not consciously take into account these fine visual perceptions does not learn to read", since they are quite similar, as exemplified by the author, in the case of the letters p/b/d/q. The ability to discriminate forms, according to Lemle (2000), is essential for literacy, as the letters are very similar, and the child needs to perceive the subtle differences between the letter strokes.

Discrimination of letter shapes is not a simple task either, because, as we pointed out, the letters are very similar to each other, and by simply turning them upside down or from one side to the other, we get a different letter. Recognizing these differences is critical to learning to read. This is also a skill that should be taught from the beginning of early childhood education when comparing objects, noting similarities and differences in their aspects. We mention modeling, painting, lining up, matching games, tearing paper, folding, etc. as activities that encourage the mechanics of writing or tracing letters.

The third capacity or problem pointed out by Lemle (2000, p. 9) is the awareness or discrimination of speech sounds, because "if the letters symbolize speech sounds, it is necessary to know how to hear linguistically relevant differences between these sounds, so that one can choose the right letter to symbolize each sound." The author continues that "these three analyzed capacities are the component parts of the ability to make a symbolic link between speech sounds and letters of the alphabet" (LEMLE, 2000, p. 9).

Saccomani (2018) pointed out relevant contributions to the development of this capacity based on auditory skills[9], including phonological awareness, supported by authors such as Stampa (2012); Elkonin (1974);

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[9] According to Stampa (2015), auditory skills are: auditory awareness, auditory localization, auditory identification, auditory memory, auditory sequential memory, auditory discrimination, and auditory synthesis/phonological awareness analysis.

Lamprecht *et al.* (2012); and Adams *et al.* (2006). Dangió (2017) corroborates the importance of phonological awareness being worked on from early childhood education, as he understands that such contents are essential for the development of written language.

The fourth ability indicated by Lemle (2000, p. 11) is to capture the concept of the word or develop awareness of the word unit, and "the important thing in the idea of the word unit is that it is the core of the essential symbolic relationship contained in a linguistic message: the relationship between concepts and sequences of speech sounds." Adams *et al.* (2006) focus on the concept of words, exemplifying with games that help the child understand their meaning and that they can be long or short[10].

The fifth capacity pointed out by Lemle (2000) is to recognize sentences, which, according to the author, is a dimension that should be developed mainly through reading. We point out, in line with Adams et al. (2006, p. 77), that when children understand that sentences are formed by words, it is time to introduce them to the fact that words are "formed by sequences of even smaller units of speech: syllables." Adams et al. (2006, p. 17) argue that "children who are aware of phonemes progress more easily and productively to creative writing and reading."

Thus, they state that phonological awareness encompasses the awareness of the sounds that constitute the system of a certain language. It is composed of three levels: phonemic awareness, syllabic awareness, and intrasyllabic awareness. Intrasyllabic awareness refers to the manipulation of sound units smaller than the syllable and larger than a phoneme. Syllabic awareness refers to the manipulation of syllables. According to the authors, "the small speech units that correspond to letters in an alphabetic writing system are called phonemes," and "the awareness that language is composed of these small sounds is called phonemic awareness" (ADAMS et al., 2006, p. 19).

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[10] Example: "To play, pronounce a pair of words (for example, lion and mosquito) and ask the children which one they think is bigger. When they have answered, show them the written word so they can see if their assessments are correct" (ADAMS *et al.*, 2006, p. 73).

In this way,

> Then, to learn to read, the child will need to perform the sound analysis of the sounds of the spoken word. But how to find "[...] the elementary form from which it is necessary to begin in order to guide the development of word sound analysis as a complete mental action"? (ELKONIN, 1963, p. 166). This process occurs, according to the reading learning program proposed by this author (1963; 1976), in three stages: the child's orientation to the sounds of the language; the determination of consecutive sounds that form a word; and the establishment of the differentiating function of phonemes (HURTADO; ANGELETTI, 1995) (DANGIÓ, 2017, p. 285).

According to Umbelino (2014), the orientation of the sounds of the language aims to highlight the sounds that are part of the language. She highlights that for this reason, the teacher should emphasize the pronunciation together with the children in different ways: high, low, slow, and fast. Later, the focus becomes on the size of the words,

> using reference expressions such as short, long, and medium. Thus, through auditory perception, children become aware of the sounds they emit when they pronounce a word and the difference in size between them during their pronunciation (UMBELINO, 2014, p. 241).

The stage of determining the consecutive sounds that form a word, still corroborating Umbelino (2014, p. 242), is carried out through "three sets of didactic procedures called 'schemes': emphasized pronunciation; use of word schemes; and materialization of sounds with cards." The emphasized pronunciation of the word consists of highlighting each sound of the word and identifying it. Let's look at the example given by Umbelino (2014) based on Hurtado and Angeletti (1995):

> The pronunciation emphasized seeks to identify in the word, in the form of a symbol, or in writing, the sounds that are pronounced. In the following example, the authors use the word "MAR": 1. The first sound is sought: – MMMAR – the first sound is pointed at, 2. The second sound is sought: – MAAAR – the second sound is pointed at, 3. The third sound is sought: – MARRR – the third sound is pointed at (UMBELINO, 2014, p. 242).

While in emphasized pronunciation the focus is on highlighting each sound while maintaining the unity of the word, as we showed in the example of the word MAR, in the use of word schema the aim is for the child to know the number of sounds. These sounds are materialized in schemes.

> The materialization of sounds in the word scheme is nothing more than the graphic scheme cited by Elkonin and the use of tokens for each sound (ELKONIN, 1999a; 1974; 1963), composed of small horizontal squares corresponding to the numbers of constitutive sounds of the word, which we mentioned earlier. This resource became known as "Elkonin boxes" (SACCOMANI, 2018, p. 257).

Solovieva and Rojas (2008) point out that it is important to highlight that it is the number of sounds and not letters. He cites the example of the word "hombre" (man), which has five sounds and six letters. In this case, the schema contains five spaces. The idea is that children learn to listen to words. For each sound, a white card. In the materialized representation of vowel sounds, we suggest that they be represented by red cards. Before doing this work with the cards, children need to know the vowels through songs, games, etc.

According to Solovieva and Rojas (2008, p. 82), after working with the representations of the vowels, we then present the sounds of the consonants to the children, who, in the word scheme, will be represented by the color green. The authors propose, after this stage, that children start using the cards they call "phonetic analysis on the perceptual level."

In the stage of establishing the differentiating function of phonemes, Saccomani (2018, p. 263), based on Hurtado and Angeletti (1995), explains that "one starts from the transformation of one word into another, that is, to show that the change in sound form results in a change in meaning." The goal is for the child to notice the phoneme change. "For example, in the word "bola", change the last card (the sound /a/ for another that expresses the sound /o/; children must determine the change produced (bolo)" (SACCOMANI, 2018, p. 263).

The last ability indicated by Lemle (2000) is the understanding of the spatial organization of the page. Such ability does not exclude teaching; on the contrary, it is something to be taught, as it is a construction of each writing system. This ability is developed through reading and writing in the classroom; it may seem obvious, but it is a convention, and therefore not every writing system has this rule. In Lemle's (2000, p. 12) conception, it is crucial to teach "the idea that the significant order of the letters is from left to right on the line, and that the significant order of the lines is from top to bottom on the page." When reading along with the finger, ruler, etc., when writing on the blackboard, on cardboard, etc., the teacher makes this knowledge explicit to the student, which will later be improved with the use of the notebook.

Reflecting on these and other capacities is a primordial issue, as is organizing consistent and oriented pedagogical actions, because, in the sense of Vygotski (2000, p. 184), "the mastery of written language is the result of a long development of the higher functions of child behavior." Through these notes, we insist that this investment must happen from the beginning of early childhood education, opposing the idea of focusing teaching on the technique and motor skills of writing.

3. Final remarks

In this article, we seek to evidence the skills that are essential for the development of written language by children, highlighting the importance of school education and, above all, the role of early childhood education schools. The complexity of the topic guided our discussion towards a simple but fundamental point for the teaching of written language: to reflect on the skills that we need to develop in children without falling into the mistaken idea of the naturalization of human development.

We seek to highlight the development of the psychic base in early childhood education, understanding our object, written language, as a complex instrument and not a motor habit. Therefore, there is an urgent need to discuss, in academia and in the school context, content and practices that are in line with the specificities of babies and children, in addition to content and forms that, in fact, promote learning and development at this stage of teaching.

Competencias básicas para el desarrollo del lenguaje escrito: aportes de la Pedagogía Histórico-Crítica y la Psicología Histórico-Cultural

RESUMEN

Este artículo tiene como objetivo hacer consideraciones sobre habilidades que son básicas para el desarrollo de la lengua escrita y que deben ser abordadas en la formación docente, para que sean, de hecho, incorporadas a las prácticas educativas. Señalamos aportes fundamentales de la pedagogía histórico-crítica y de la psicología histórico-cultural. Concluimos que la apropiación del lenguaje escrito se realiza plenamente en la escuela primaria, sin embargo, la educación de la primera infancia tiene importantes aportes en este camino, entre ellos, los que consideramos en este trabajo.

Palabras clave: Educación Infantil; Lengua Escrita; Pedagogía-Histórico-Crítica; Psicología Histórico-Cultural.

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