



## The impacts of the Digital Era on the formation of readers in the early years of elementary school

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The digital impacts imposed by media culture and its technological complexes affect the reader's identity formation process. The debate about the formation of readers in the Digital Era involves the discussion of the formation of reading behaviors associated with the various writing supports available to the reader. Currently, we have two basic types of writing: fixed writing - of printed support and mobile writing - which appears on screens. The cultural context changes, times change and, consequently, the forms and motive for reading also change. Therefore, the formative reading processes demand, on the part of the teacher, adherence to new strategies to encourage reading, which, possibly, were hardly part of his formative path, when he was in basic education. However, regardless of the reading format adhered to by the reader, it is important to understand reading as a social requirement, a necessity inherent to the human. To this end, the present research project entitled "The impacts of the Digital Era on the training of readers in the early years of elementary school" proposes to (re) know, investigate and analyze the process of training readers in school. The study seeks to reflect on reading in the face of media culture, in order to outline the profile of readers, aged 6/10, from private and public networks, in the city of Campos dos Goytacazes / RJ. With a qualitative and quantitative methodological basis, the research seeks to anchor in bibliographic references on the subject in question and in the application of Google Forms questionnaires, containing six objective questions for teachers, of early years of elementary school. We hope to outline the profile of the reader of this track and, thus, contribute to the construction of pedagogical projects to encourage reading in schools.

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