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LITERACY AND NUMERACY PRACTICES IN EDUCATION: PERSPECTIVES AND PROSPECTS

Abstract: The article highlights the importance of literacy and numeracy along the other basic skills of language learning in education. Hence, Literacy and Numeracy skills should also be taught/ included yet having proper assessments in all subjects.

Keywords: literacy, numeracy, skills, language learning, education.

1. Introduction

Literacy and numeracy are considered the most important skills amongst the former important skills of life which we often acquire to live a moderate life. In past decades, good reading and writing electively could be considered the basic elements of literacy, yet, today the practical definition of literacy has been totally changed [1, P. 32]. Therefore, the contemporary skills of **Literacy** has been emerged with **Numeracy**, for instance, reading and writing are being combined speaking and listening having a sound knowledge of numbers and problem-solving utilizing technological gadgets (such as mobile, laptops and notebooks). Hence, the modern definition of Literacy and numeracy defines it as the critically understanding of the modern communications i.e. spoken language, digital media, broadcast media or printed text [1, P. 8].

2. Importance of Literacy and Numeracy Skills

Literacy (reading and writing) and numeracy (mathematics and statistics) are very important skills

which should be taught in a combined way at early stages of education i.e. through the rhymes (for example 'one, two, buckle my shoe...') [1] along with reading and writings of alphabets and mathematics numbers. Moreover, the critical experiences would also be included in this process i.e. "fitting 'smaller' boxes inside 'bigger' boxes, learning that some things are the 'same', whilst others are 'different', experiencing going 'faster' or 'slower'" [2; 3]. Contemporary concepts of Literacy and Numeracy could also be taught to the children teaching the practical experiences of life such as the usage of recycle bin or the connections between the things inducing through the ideas [1, P. 33]. Hence, it is very important to teach the concepts of contemporary Numeracy utilizing the problem-solving skills [4]. Modern world has got success focusing on modern literacy emerging the new concepts on the level of primary education and early childhood [3]. Lack of Literacy i.e. communication, reading or writing could lead children towards school-leaving at early ages which could result into unemployment or lower-skilled

job and ultimately resulted into poorer living of life or unhealthy life style [5]. Moreover, low literacy could also lead children towards drug or other social crimes which could result into less chances to live having increased health risk [6]. Social and educational would improve having an acceptable and necessary quantity of literacy and numeracy skills along with a better level knowledge which would improve the career prospects as well. Due to higher and better level of literacy and numeracy skills and knowledge, the employability rate could also be increased.

3. Stages of Literacy and Numeracy Developments

Hence Literacy and Numeracy help individuals in various ways at every stages of life; for instance; the process of literacy begins at the time ‘babbling stage’ and numeracy at early stages of ‘crawling’ through active processes of learning fundamental ideas through various ideas in informally throughout. When children start their formal student life their minds become stronger gradually developing the abilities to solve complex problems having more confidence and habits and they contextually develop the ideas of creations, connections and communications beyond the basic learning skills i.e. writing, reading along with arithmetic problems which were very simple at informal learning stage [7; 8]. Henceforth, Literacy and numeracy are not the duties of the specific teachers or trainers, yet, it is a responsibility of all teachers or trainers of all disciplines/subjects at all levels, for instance, RV Schools [9] explains it as follows;

- Literacy and numeracy should be increased through a joint effort at every stage of education (i.e. provincial, divisional)
- Literacy and numeracy should be instructed through a high-quality system-wide commitment
- Induction of literacy and numeracy are the responsibilities of all educators; for instance, all formal teachers are teachers, yet, also the teachers of literacy and numeracy as well.

- Hence, “Working collaboratively to identify explicit and implicit literacy and numeracy expectations that build and scaffold learning as students move through the subjects and grades” [9, P. 6].

Therefore, Literacy and Numeracy are “Collaborative actions and shared responsibilities among educators, school authorities, parents, community members, business leaders and students...” [10; 11].

Henceforth, the practice begins at birth, the family environment advances them at the early stages of leaning environs and gradually the society increases it in school years in every important consequences. Hereafter, Literacy and numeracy are foundational, shared responsibility (ies), system-wide commitments, Leadership learnings, and partnerships amongst school, home and community, a sound research, engages and supports, a balanced and responsive approach having digital technology and an ongoing professional learning [9].

4. Literacy and Numeracy in Subject and Assessments

Literacy and numeracy should be included in all types of assessments in all subjects, for instance, teachers should be trained and taught to induce literacy and numeracy practices together through an affirmed link along with acquisition of other the rich skills throughout the long journey of learning and thinking “to enter adulthood with the skills they will need to participate fully in a democratic society” [12]. The viewpoints of learners should be expository and narrative while learning every subject and their complex materials, and resultantly, they should be able to synthesis the material/text into multiple perspectives. They would need to enhance their concepts and knowledge accessing and reading them critically. This would help to develop a more sophisticated literacy and numeracy perspective beyond the general learning and thinking while learning the subjects. So as to, in each and every area of expertise or subject, a refined literacy and numeracy practice should be seen, even, in post-school context [13].

5. Conclusion

Hence, all basic skills i.e. reading, writing, listening or speaking should be educated and erudite integrating with literacy and numeracy skills to enhance sophisticated and contemporary knowledge

strategically. This would happen through better monitoring of learning, assessments, progresses and improvements applying effective literacy and numeracy learning at all levels of informal and formal education.

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