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# STRATEGIES IN LITERACY: A PROPOSAL DURING THE COVID-19 PANDEMIC, AT THE PROFESSORA JOANA VIEIRA MUNICIPAL SCHOOL, LOCATED IN THE RURAL AREA OF THE MUNICIPALITY OF MANAUS-AM/BRAZIL, IN THE PERIOD 2020-2021[1]

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## ABSTRACT

Literacy strategies during the pandemic was the theme chosen for this investigation, which had as a research problem to identify articles that deal with the theme. The objective of this research was: To analyze the pedagogical interventions to teach literacy to students at the Professora Joana Vieira Municipal School, located in the rural area of the municipality of Manaus-AM/Brazil, in the period 2020-2021, during the Covid-19 pandemic. This is a quantitative and qualitative research, with documentary analysis. The procedure was designed as a literature review study, with surveys of scientific articles, based on research by authors such as: (SCHWENDLER, 2005), (MUNARIM, 2011), (MOSTEFAL and FAGUNDES, 2013), (BRASIL, 2010) and (NASCIMENTO, 2009). A tracking methodology was used in the literature that supports this theme, followed by tabulations, considering the objectives, procedures and analyses indicate that, in the focus period of this research, more field and documentary research were carried out, in order to present the singularities of the different ways of managing plausible teaching in pandemic times in schools, The experiences and discourse analyses point to the hybrid system, which was most emphasized. In general, research shows that the school still has a long way to go because remote classes have not shown satisfactory results in teaching and learning.

**Keywords:** Literacy. Literacy Strategies. New Methodologies. Education in The Pandemic.

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## INTRODUCTION

On December 31, 2019, the World Health Organization (WHO) was alerted to several cases of pneumonia in the city of Wuhan, Hubei province, in the People's Republic of China. It was a new strain (type) of coronavirus that had not been identified before in humans. Since then, cases have begun to spread rapidly around the world: The first confirmed case was on February 26, 2020. Which spread very intensely, leaving many fatal victims. Brazilian schools were paralyzed, immeasurably harming teaching.

In Brazil, the disease created a major crisis in the public sector, especially in what offers services such as health and education, and made the country need emergency measures to contain the problems. Due to the high potential for transmission, social distancing measures were implemented in which schools and other establishments were forced to reinvent themselves. Problem Situation: In the face of all the catastrophes generated by the New Coronavirus pandemic, the educational area has suffered major consequences: paralysis of face-to-face teaching in all schools, public and private. On March 18, 2020, the United Nations Educational, Scientific and Cultural Organization (UNESCO) confirmed that 85 countries have completely closed face-to-face activities in order to reduce contact with the new coronavirus, reaching about 776.7 million young people and child students. Therefore, emergency remote teaching was chosen (MOREIRA and SCHLEMMER, 2020).

The present study arose from the researcher's professional experience at the aforementioned school, in which it was verified the need for actions that would enable teachers to reflect on the practice of teaching reading and writing, in the pandemic scenario, in a way that favored students, and allowed them to progress in their studies in a proficient way, since it was found that it was very difficult for students to continue studying, given the stoppage of face-to-face teaching in all schools.

One of the options for a more active and productive teaching is the inclusion of active methodologies in remote teaching, especially to incite the motivation and autonomy of students, who may feel discouraged and unsupported by the distance, at this time, between students and their educators. In this way, this research demonstrates its relevance not only by collaborating with the theoretical knowledge related to the theme of adopting new pedagogical strategies for remote teaching, but also by grouping reports of the perception of the students' guardians, in the transition from face-to-face to remote teaching, presenting their points of view and opinions.

Teaching literacy through remote learning was a solution found so that children would not miss the pleasant face-to-face classes in schools so much. The teachers have

tried to assist the children as they can, however, they need the essential help of the family or those responsible for these students to carry out this work. It is with the help of families that teachers have been able to teach children to read and write in a partially satisfactory way.

With this new way of teaching, the student and the teacher have to adjust so that remote teaching is as profitable as possible, so that there are no educational losses since teaching is generally more complex because it deals with the issue of literacy and requires proper management so that it is efficient and long-lasting. Therefore, it was chosen as: The main objective was to analyze the pedagogical interventions to teach students to read and write at the Professor Joana Vieira Municipal School, located in the rural area of the municipality of Manaus-AM/Brazil, in the period 2020-2021, during the Covid-19 pandemic. And as the specific objective was focused on describing how the literacy of education students occurred in the countryside of the Municipal School Professor Joana Vieira.

Its social relevance lies in showing the need to think of new teaching strategies to develop the functions of education and reduce greater losses in children's learning in the face of the new imposed reality. The school is in the Bandeirante Community, Ramal Água Branca I, whose main economic activity is the cultivation of fruits and vegetables. The main access road of the Branch and the side roads are not paved, making the traffic of cars and other means of transport complicated, thus making the development of education more challenging. The methodological path to reach the results was based on the studies of Marcone and Lakatos 2010.

## THE PROCESS OF LITERACY OF STUDENTS

In Brazil, since the end of the nineteenth century, especially with the implementation of the Republic, education has drawn attention as one of the modern utopias. In turn, the school was consolidated as an institutionalized place necessary for the cultivation of a new generation, with a view to the realization of the ideals of the Republic under the guidance of the need to establish a new political and social order; the popularization of schools is a tool for the modernization and progress of the nation-state. The main driver of "illiteracy clarification" played an important role.

Under these republican ideals, literacy became a privileged instrument of learning/enlightenment and an imperative for modernization and social development. Reading and writing, which until now were cultural practices, where learning was limited to a few, took place through the unsystematic teaching of the basics in the private sphere of the home or in a less informal way, but still precarious in some "schools." Empires ("royal

classes") became the basis of compulsory, secular, and free schools and a subject for school teaching and learning. Thus, the practice of reading and writing, defined as technically possible to learn, began to have a structured, systematic and targeted teaching, requiring the preparation of specialized professionals.

From this point of view, the processes of teaching and learning of reading and writing in the early stages of early childhood education are presented as a moment of transition to a new world - for the State and for the citizen -: the public world gives the written culture, which establishes new forms of relations between the subjects, nature, history and the State itself; a new world that finally presents new forms and content for thinking, feeling, desiring and acting. However, especially in the last two decades, the evidence that originally supported this link between school and literacy has been questioned due to the difficulty of delivering on promises and the intended impact of school on citizens. Explained as a problem sometimes arising from the teaching method, sometimes from the student, sometimes from the teacher, sometimes from the school network, sometimes from the social condition, sometimes from public policies, from the repetition of these difficulties for the school, its fundamental historical task, however, is not exclusive to our time.

More than a hundred years after the implementation of the republican school model in our country, we can observe that, since that time, what we now call "school failure in literacy" has been imposing itself as a strategic problem demanding urgent solutions and has been mobilizing public administrators, education legislators, intellectuals from different areas of knowledge, educators and teachers. From that time on, repeated efforts at change were observed, in view of the need to overcome what, at each historical moment, was considered traditional in this teaching and the factor responsible for its failure.

For nearly a century, these efforts have systematically and officially focused on the question of the methods of teaching reading and writing, and many were the disputes between those who considered themselves to be the bearers of a revolutionary new method of literacy and those who continued to defend the methods considered old and traditional. From the last two decades, the issue of methods has come to be considered traditional, and the old and persistent problems of literacy have been thought of and practiced predominantly, in the scope of public policies, from other points of view, especially the understanding of the learning process of the literate child, according to the psychogenesis of the written language.

## LITERACY IN LITERACY

As can be seen, basic schooling was directed for a long time only to the literacy of students, that is, its purpose was to make the student appropriate writing in his alphabetic and orthographic system. However, this training did not allow the guarantee of the competent use of writing in the various social practices, which we understand can only constitute a teaching that is from the perspective of literacy. It was also found that the precariousness in the domain is difficult in learning the linguistic "code", that is, the students are literate, but not literate. (SOARES, 2004; ROJO, 2010)

It is also seen that the lack of understanding of the concepts of literacy and literacy caused the loss of the specificity of the concept of literacy. This is what Soares (2004, p. 8) calls a "de-inventing" of literacy. This situation is caused by several factors, including the implementation of the cycle regime, the continued progression in the literacy cycle and the change in the paradigm of writing acquisition due to the emergence of the constructivist perspective. (SOARES, 2004)

It is also possible to perceive some mistakes in the teaching of writing from the point of view of literacy. Some think that only through contact with various current texts of social uses will the student develop knowledge of the writing system, by himself. However, it is understood that there is an absence, in this thought, of systematization of a teaching in a direct way of the alphabetic and orthographic system, a fundamental stage that cannot be left aside in the access to the written language, because it is this stage that allows the development of the student's grapho-phonemic awareness. (SOARES, 2004)

The elevation of one concept to the detriment of the other strikes an action against the dissociability and interdependence of the two processes. Hence it is understood that it is necessary to consider the simultaneity of the literacy and literacy processes when teaching writing to the student. One only develops in the context of the other, that is, one provides the basis for the other. (SOARES, Idem, p. 14)

It is interesting to visualize in a situation reported by Albuquerque (2007, p. 19), when analyzing the testimony of literacy teachers who participated in a continuing education course. The author focuses on a report of a teacher who demonstrated that she worked with the teaching of reading and writing from the perspective of literacy in classes at the literacy level: writing in the various situations of social and literate use, notable in national and international evaluation systems, is due to a different factor. And it was through the understanding of the specificity of the literacy process that she was able to realize that it was necessary to work on "teaching at the level of the word, which leads the student to realize that what writing represents (note on paper) is its sound pattern, and not its

meaning, and that it does so through the phoneme/grapheme relationship" (ALBUQUERQUE, 2007, p. 20)

Therefore, it is emphasized that dissociability does not exclude the specificity of each process, which presents different forms of teaching and learning. It is necessary to distinguish them, but not to take them as independent. The teacher carried out literacy actions, which are important, but did not focus on the literacy process, which cannot be left aside. From this perspective, it is assumed that the teaching of writing in the initial grades takes place through the simultaneous processes of literacy and literacy, that is, literacy and literacy concomitantly (SANTOS; ALBUQUERQUE, 2007, p. 98), in order to overcome school failure, based on teaching that develops learning for the consequent effective mastery of the social uses of writing.

But for this, it is necessary to understand that the literacy practices commonly taught in school are not the same as those required in the extracurricular context.

> The practices of reading and text production developed in school, related to a "school literacy", would not be adequate, according to certain expectations, to the socio-economic-cultural development of our society, in which individuals live in contexts in which writing is present in a more complex way (ALBUQUERQUE, 2007, p. 18).

This often happens due to the fact that reading and writing are taken from textual genres that circulate only in the school sphere. Another factor that can hinder the work of literacy from the perspective of literacy, and this is understood as a social practice, that is, literacy by literate, is the use of extracurricular texts in the school environment.

According to Santos and Albuquerque (2007), some teachers, in an attempt to teach literacy by literate, make the mistake of placing different textual genres that circulate in society in the school environment, with the thought that these texts maintain the same functionalities that they present in an extracurricular environment. The mistake is to forget that the school "didacticizes" the contents so that they fit its systematized model. Another mistake is to use texts to work with syllabic patterns, emptying an approach from the perspective of literacy. There is also the fact of overestimating literacy activities, thinking that they can help the student to appropriate the alphabetic system by themselves.

The school in its traditional teaching, by taking the contents as structuring axes for the planning of educational actions, transforms the teaching of topics such as, for example, those of textual genres, into learning situations that are emptied into the constituent parts of the genre (structure, language, theme), and not into the domain for the social situations that demand its use. (KLEIMAN, 2007).

Also according to Kleiman (idem), the teaching of traditional writing in school focuses on individual and gradual linguistic competence, from coding to fluency in reading and written production. On the other hand, the teaching of writing from the perspective of literacy (understood as social/ideological literacy) conceives the use of reading and writing as a social, discursive practice, presented in various functionalities and without detaching itself from the context in which they are produced and gives them due significance.

Rojo (2006) presents in an article the analysis of the classroom practice of a teacher of the 1st year of elementary school. The teacher sought to work on literacy from the perspective of literacy, using genres such as recipes and packaging labels. But from the analysis made, the teacher reduced the work with genres to serve as a pretext to work on some approaches to the writing system (letters, phonemes, syllables), that is, with aspects of the literacy process.

For Rojo (2006), the teacher maintained the current concern of trying to combine her literacy practice with the perspective of literacy, but showed how the strength of the syllabus and the school tradition itself led her to a new practice with "sediments", that is, remnants of old and traditional practices in an approach considered new. We understand that these approaches make learning the alphabetic system even more difficult, because the regularities taught show a lack of specification of a method of literacy, in addition to which, the social use of writing is relegated, used only to study the linguistic aspects, distancing itself from the true meaning that underlies the notion of literacy.

Kleiman (2007) by presenting the suggestion that textual genres that are part of everyday life can be used, which are easy to grasp because they present more accessible language and have a practical functionality in the daily context, directs to a paradigm shift and in the teacher's own planning, since his focus will no longer be content, but the social practice of the use of writing.

For teacher training, Kleiman states that this perspective of the social uses of writing allows the teacher to have autonomy in his planning and in the selection of his materials. The teacher starts to have a more decisive role in how the teaching-learning process will progress, observing, analyzing and diagnosing educational situations. This occurs in the autonomy to choose textual genres that will really make a difference in the student's education, which will provide him with a real use. Thus, there is a challenge presented to basic education: to read and write at the same time, that is, as Costa Val (2006, p.19) directs us, "it is not a matter of choosing between literacy or literacy, it is a matter of literacy by literacy".

Thus, it is understood that the texts should be used in the classes intermediated by the teacher in the reading and writing process, paying attention to the purposes of the text, as well as to the graphic notation and phonemic intonation of the words. Students should be shown that texts circulate in society with a purpose, with a communicative-interactional objective and that the basis for understanding the texts is the apprehension of the orthographic system, in its spelling and pronunciation.

For this, we understand that it is important to have the perspective of the literacy process as a literacy event, which presents specific teaching methods, which can be visualized when children learn to read and write the written code, that is, to master the spelling rules and the alphabetic system, being considered literate. On the other hand, it is also understood that when these same children are able to understand that writing is fundamental for social relations and begin to master the production of the most different texts and to read more and more proficiently, in the different spheres of discursive domains, they start to be considered literate.

It is believed that only a practice of literacy through literacy makes it possible to have the recognition of a social literacy, which uses textual genres that really circulate in society, and not only in school, and that the learning of alphabetic and orthographic notation is understood as essential for literacy levels to be deepened. (BRASIL, 2001, p. 35). Literacy is essential, however, families are not prepared to have support for students. Many students do not have the accompaniment of education professionals and their study takes place in inappropriate places, being improvised.

## EMERGENCY REMOTE TEACHING AND TEACHERS

Due to the threat of COVID-19, Educational Institutions are faced with the need to continue with teaching activities, keeping teachers and students safe in the face of a public health emergency. Moving to an online instructional model facilitates the flexibility to teach and learn anywhere, anytime, but the astonishing speed with which this shift to online instruction is occurring is unprecedented. While there are usually support teams to help teachers learn and implement online teaching, they typically only support a group of teachers who have previously taught online, especially in distance learning courses. In the current situation, with so little preparation time, these teams will not be able to offer the usual level of support to all teachers.

Unlike educational experiences that are fully designed and planned to be online, Emergency Remote Learning responds to a sudden shift from instructional models to alternatives in a crisis situation. In these circumstances, fully remote teaching solutions are

made that would otherwise be delivered face-to-face or as hybrid courses and that will return to this format once the crisis or emergency has subsided. Emergency Remote Teaching requires teachers to take more control over course planning, its development process, and implementation. The need to develop online learning courses in a very short period of time forces teachers to find new ways to continue teaching and develop skills and competencies to create digital learning environments.

In Brazil, the solutions adopted varied according to the conditions of each state or municipality. We cannot ignore that, in some cases, what has been done cannot be called teaching. An example was the delivery of printed material to students' homes, as happened in some municipalities. Although commendable, this could not be called teaching, as there was no type of interaction between students and teachers and no evaluation processes. If the responsibility of working on the content with their children is transferred to the family and, also, if those responsible for these students accept this challenge, what we actually have is homeschooling or home chooling, and not distance education or ERE. Although many departments of education, with greater or lesser agility, have provided material on the internet, recorded classes and TV broadcast, countless students have been totally isolated and disconnected from schools across the country.

During the Covid-19 pandemic, there were many obstacles faced, but the predictable was that the system would self-organize in the face of the necessary social distancing and school closures. In this process, some teachers are behaving in online teaching in a very similar way to what they did in the classroom: teaching lectures, relying on slides, proposing discussions and requesting written texts and applying tests. Others are learning to make videos, taking advantage of the large number of digital tools and losing the fear of using technology. There are also those who create groups on WhatsApp and rooms on Facebook. Crises are times of intense change, and it would be impossible to describe the educational practices that have emerged. But it is possible to predict that our educational practices will never be the same again. It is possible to say that the internet has become a public need and that access needs to be given to everyone.

## THE USE OF TECHNOLOGIES IN THE LITERACY PROCESS

In the digital environment, there are several types of revolutions and mutations that occur at the same time in the technical and cultural order, in the modes of production and in the ways of reading and writing; And this can have repercussions on the use of digital technologies in literacy, today, is fundamental. This use is defended both by those who take digital technology in their own way.

The practices of reading and writing on digital screens have been the subject of several studies in the contemporary world. Roger Chartier (2002), for example, a historian of books and reading, warns that what we are experiencing with new technologies.3 is at the same time a revolution in the technical modality of written production, a revolution in the perception of textual entities and a revolution in the most fundamental structures and forms of the supports of written culture. (CHARTIER, 2002, p. 24).

In the context of this revolution that we can call digital culture, some concepts and expressions that are already part of any type of interaction with and through language have become more prominent, such as multimodality, interactivity, writing supports and there are some that are more specific to digital language, such as usability and digital literacy, among others. These concepts and expressions highlight the need to give visibility to the types of knowledge and skills demanded today by the use of digital technologies. For a beginner in technologies, it is necessary to internalize operations and incorporate new gestures typical of digital technologies, which we can call digital literacy.

The massive introduction of information technology at all levels of society has undoubtedly opened space for a new way of living and thinking about education. Students relate to and enjoy technologies more than generations before theirs. They constitute a generation that was born and is growing up surrounded by technology, seeing it as inherent in their world, with the same simplicity that adults watch TV. Thus, Teberoski tells us that: "With the diffusion of the use of information technology, we have entered a new cultural stage: the digital age. This reality does not go unnoticed by children." (TEBEROSKY, 2003, p. 31).

The new generation that has learned to deal with new technologies, according to Veen and Vrakking (2009), grew up using multiple technological resources since childhood: the television remote control, the computer mouse, the minidiscs, more recently the cell phone, the iPod and the mp3 player. These resources provide today's children with control over the flow of information, deal with discontinued information and information overload, merge virtual and real communities, communicate and collaborate in a network, according to their needs. (VEEN; VRAKKING, 2009, p. 28).

Currently, if we think about the current school practice, we will see a generalized lack in relation to the use of new technologies in didactic activities aimed at education. Once the students are immersed in these resources, their instant intimacy with all the novelties: their different way of speaking, their language slang and their fast pace of life are heading towards a great distance between generations. According to Veen and Vrakking (2009).

> We sought to observe the world of children who are growing up digitally and make it clear what this fact means for learning, for schools and for teachers. To understand children's behavior, to relate this behavior to learning and to show the opportunity that teachers and schools have to evolve according to children's abilities, attitudes and convictions, in an effort to give them the necessary support to prepare for life, citizenship and the work of the future. (VEEN AND VRAKKING 2009, p. 15).

Students come with a very large baggage in relation to knowledge about the use of the computer, knowledge that is much superior, in many cases, to that of the teacher himself. Knowledge is no longer static, it is volatile, it is in several places and it is easy to access, unlike the green board and chalk, which are often still the only ones to be used. Today, with the computer event, the school needs to make a lot of effort to compete with the colorful, sound, fun and varied world that it offers to children and young people. At the same time, the invasion of education by technology forces us to rethink many of the beliefs about the interest of students.

Technologies are incorporated into people's lives and the school cannot be left out, it is necessary to review the curriculum and change the attitude of teachers to become a school with attractions where, also through the use of information technology, quality education can be achieved. The school is facing a new challenge: it needs to provide means to insert students in this technological evolution and prepare them to follow this technological evolution and its impact on the learning of reading and writing. This will be possible if the teacher masters the technique so that he is able to encourage and diversify the educational dimension of the machines.

The use of the computer starts to configure new ways for the student to use and expand his possibilities of expression, constituting new interfaces to capture and interact with the world. The pedagogical use of the computer is not an easy task. Knowing how to use a text editor, prepare a presentation, access the internet, or send e-mails are skills quickly acquired. But using this resource pedagogically resizes the teaching methodology, which makes the task much more complex, as it enables the formation of an emerging curriculum, which is not only synonymous with improvisation and lack of planning, but the line of a curriculum that progressively adapts to the interests and needs of students, constituting an open and positive environment for collective learning.

It is necessary, therefore, to humanize technologies, as they are valuable means, ways to facilitate the learning process. It is also relevant to understand that the use of technologies reveals conceptions, values and enables affective communication, in the flexibility of space and time for teaching and learning. In this sense, technologies are not characterized only as a resource or support, this means that technology is part of the curriculum, even if the object of study is not the technology itself.

## METHODOLOGICAL PATH

The investigation took place in 2020-2021, at the Professora Joana Vieira Municipal School, founded on June 27, 1997, located in the Bandeirante Community, Ramal Água Branca 1, on AM 010, Km 32, rural area of Manaus, whose main economic activity is the cultivation of fruits and vegetables. This educational establishment works only with Early Childhood Education and Elementary Education. It can serve approximately 31 students in preschool and 81 students in the initial grades, from the 1st to the 5th year of elementary school. The school has six classrooms, a boardroom, a secretariat, a computer lab, a kitchen, a storage room and a cafeteria.

The investigation took place in 2020-2021, at the Professora Joana Vieira Municipal School, founded on June 27, 1997, located in the Bandeirante Community, Ramal Água Branca 1, on AM 010, Km 32, rural area of Manaus, whose main economic activity is the cultivation of fruits and vegetables. In this investigation, we opted for a descriptive bibliographic research where we sought to understand the survey of all the bibliography already published in the form of books, periodicals (magazines), theses, conference proceedings, indexed in databases in online format.

The focus is a qualitative and quantitative approach, adopting as a technical procedure documentary research and operationalized survey through analysis. Thus, through the classification of sources, it is possible to carry out a qualitative judgment complemented by a "comparative statistical study" (FONSECA, 1986).

Lakatos and Marconi (2010) state that the population is the group of people who have at least one characteristic in common. In this way, it was determined that the aforementioned research will have as a population 02 educators from the aforementioned school and 15 parents, who are parents and guardians of students enrolled in the year 2021, corresponding to the classes of the 1st, 2nd and 3rd year, of elementary school I of the Municipal School Professor Joana Vieira.

At first, the collection of qualitative data was through a bibliographic survey, which according to Lakatos and Marconi (2010) serves to bring the researcher closer to the problem-situation, covering a search carried out from material already prepared, especially books and scientific articles.

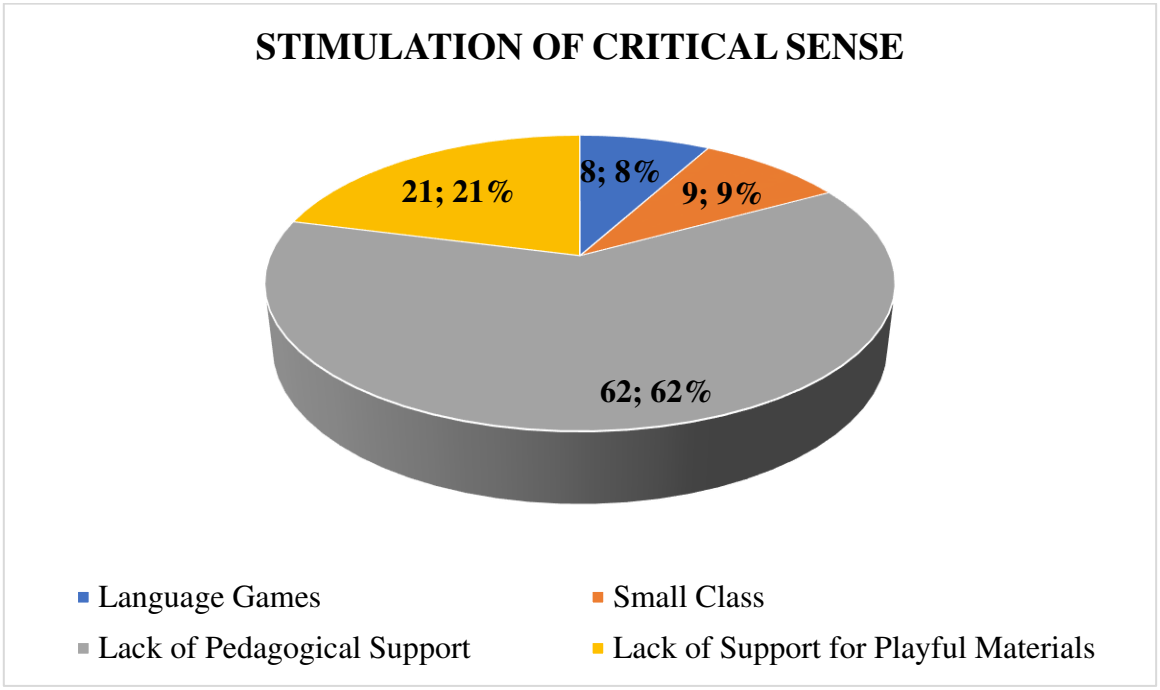
The instrument for collecting quantitative data was the questionnaire, elaborated with questions related to the theme. These data from the mixed investigation will help to understand the pedagogical interventions developed to teach students at that school to read and write, during the Covid-19 pandemic, and their main challenges.

## ANALYSIS OF RESULTS AND DISCUSSIONS

The processes of literacy occur when one begins to understand the important elements that are directly reflected in children's learning. It is from pedagogical practice that they will support their learning and it is also through it that learners are inserted into the written culture that surrounds them. Teaching is sharing and (re)signifying knowledge, thus, the literacy teacher's performance is no longer merely methodological, assuming a critical and conscious political and pedagogical function.

Mastery teaches the child to make choices committed to ethical standards. For this, it is necessary to know social norms and evaluate the consequences of individual actions. It is through this knowledge that the student develops the critical sense to read the world around him. The formation of a critical sense in the child is essential for him to become, in the future, a person of firm and convinced thoughts and positions, established by what has been taught. As observed in the interviews regarding the literacy process of the school's focus, the results are exemplified in the graph below: the ways of working on the student's critical sense.

GRAPH 01: STIMULATION OF CRITICAL THINKING




Source: The researcher (2021)

Among some factors that can contribute to school failure, four stand out: Lack of pedagogical support, scarcity of playful games for teaching and learning, inefficiency of classes to be reduced, lack of language games. It was proven that students are unable to learn since the school does not carry out pedagogical practices that develop cognitive structures for reading and writing; The lack of understanding of reading and writing in an

interdisciplinary way in teacher training, and also the living conditions of these children's families, influence the learning of these students.

In other words, the school is responsible for the failure of its students, requiring that everyone, at the same time, learn the same content, without taking into account the rhythm and characteristics of each one. Literacy transforms the individual in several ways, as it will make him understand better about the social and cultural aspect. A literate person guarantees the best exercise of citizenship, since he will understand and know about his rights and duties. The contingency actions, adopted at different speeds – with federated entities still resuming classes at this time, after recess or vacation periods, try to ensure the minimum continuity of school activities, preserving what is possible in the teaching and learning process of students across the country.

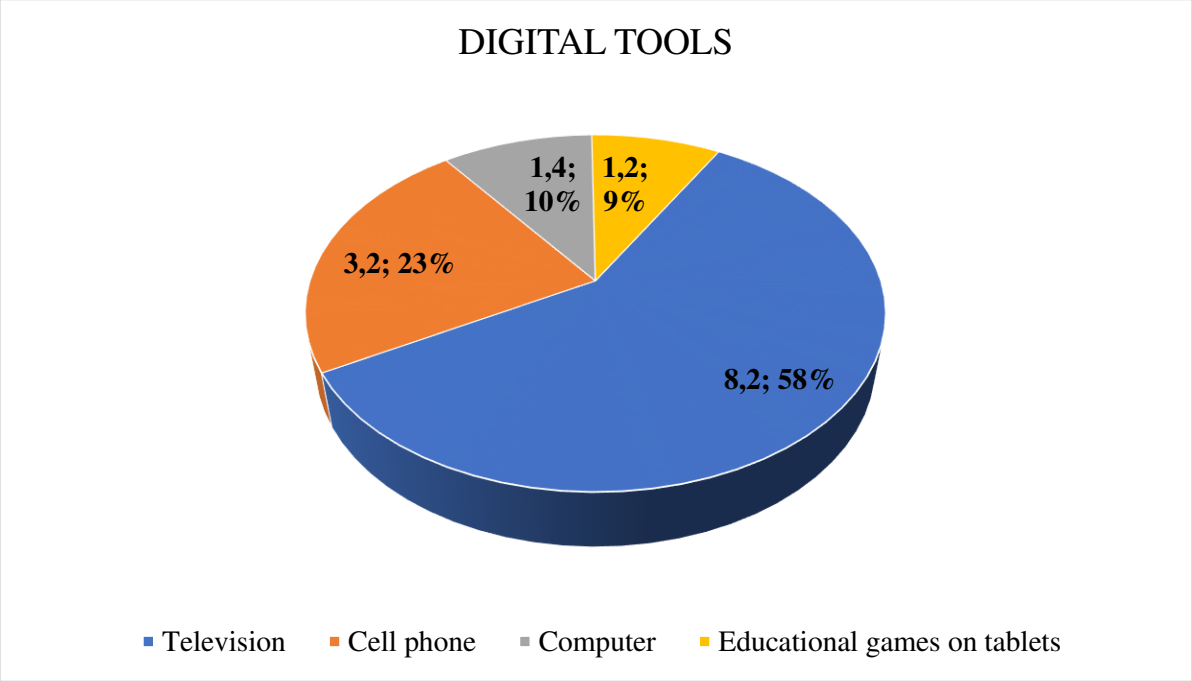
Adapting the content to meet the format of remote classes was not an easy task, as teachers did not have time to have training for such a new moment that was being experienced. Teachers started to organize and plan classes intuitively and proactively. In principle, all actions were improvised in order to meet a need for a short period.

After all, teachers, as well as the world's population, had no idea how long the quarantine would be. Still struggling to conduct the education process in a format that was not known for how long it would be in force. The school that was the focus of this research tried to be guided by the handout, material digitized by the teachers themselves that they sent to the students via WhatsApp and those who did not have it scheduled to pick it up at school.

It is believed that social isolation and remote and some online teaching caused several impacts on the physical and emotional development of students, such as online literacy, which triggered the question exemplified below. Remote classes held in the context of the coronavirus are teaching activities mediated by technology, but guided by the principles of face-to-face education. Remote classes offer the continuity of schooling through technological resources, but at a distance.

If the students' parents were asked about the digital tools they had in their homes, in order to detect the true impacts on remote classes in the covid-19 pandemic period of teaching and learning on the literacy of students at the Professora Joana Vieira Municipal School, the parents' answers are explicit in the graph below:

GRAPH 02: DIGITAL TOOLS

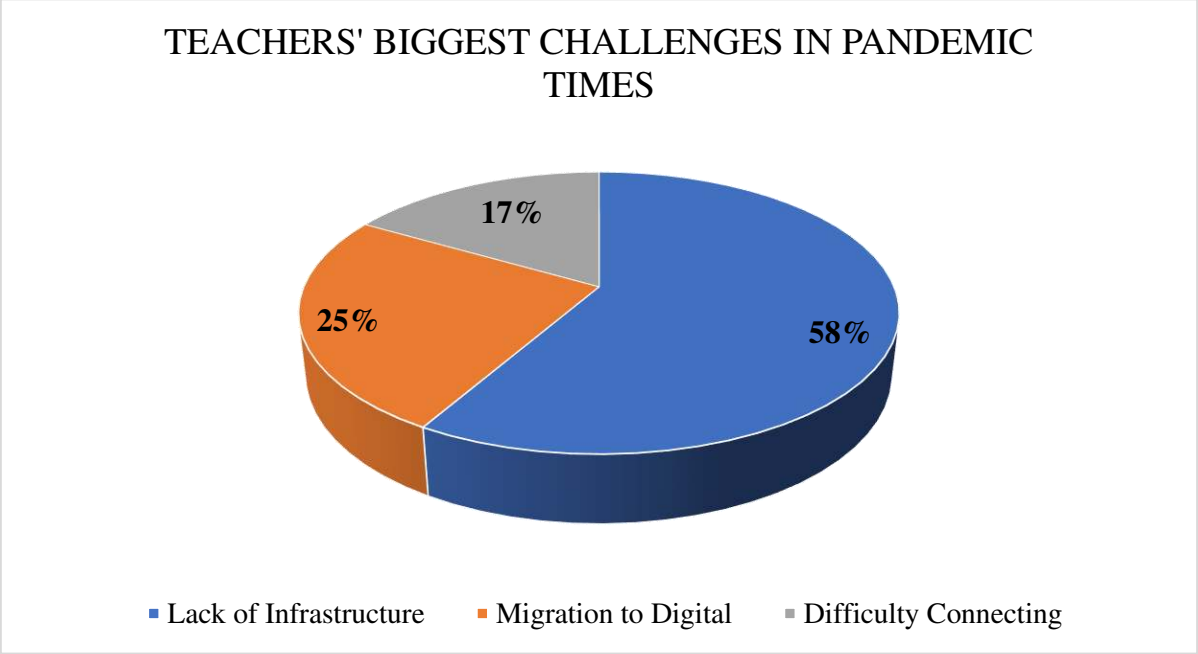



Source: The Researcher (2021)

It has been proven that the use of technological devices that enable the aggregation of values to students is still a bottleneck for many, because although most have a television set in their homes, it (the Television) does not bring as much profitability as the cell phone or a tablet. This immeasurably hindered learning, as families were not sensitive to the use of technology. Technology continues to be a great ally for both families and teachers in the classroom and also in the computer lab. Technological games have some common characteristics. They represent a playful activity; respect for the rules of the game, and are an object to be played. The same occurs in electronic/digital games (Mendes, 2006).

Literacy is very important, but it needs help to make this process more and more pleasurable and with better results. For Ferreira (2012, p. 27), "[...] one lives and works in a visually complex world, therefore, one must be complex when using all forms of communication, not just the written word". Technology is an aid tool that can be explored in a very positive way by the literacy teacher. It is through it that the child will be able to bring together image, imagination, pleasure, reasoning, writing and reading. If the teachers were asked what were the biggest challenges with remote classes, the answers are explicit in the graph.

GRAPH 03: TEACHER'S BIGGEST CHALLENGES IN PANDEMIC TIMES




Source: The Researcher (2021)

It was proven that the lack of infrastructure for teachers was an almost general milestone, as the school focus of this research was not prepared with technologies to meet such demand, as well as teachers did not find the capacity to use technology in an open way with digital use. Access to technology is among the main challenges for teachers in the pandemic. Another challenge that arose right at the beginning of the suspension of face-to-face classes was the lack of infrastructure necessary for distance learning, especially in public schools.

Educators, accustomed to the traditional teaching model, found it difficult to deal with new technologies, filming equipment and different formats. The difficulty of connecting to the internet and the different realities of each student need to be taken into account, but this distance also harms the work of educators and interferes with the quality of learning, with the suspension of face-to-face classes, technology has taken on an even more important role in the daily lives of teachers and, with the implementation of hybrid teaching and the safe return to the physical space of the school, New challenges are emerging.

CNE Opinion 05/2020 establishes that non-face-to-face pedagogical activities can take place by digital means (video classes, content organized on virtual teaching and learning platforms, social networks, email, blogs, etc.); via TV or radio programs; by the distribution of physical didactic material to students for the moment of isolation; and by guiding readings, projects, research, exercises and other activities. What was found partially, what is understood that everyone was really taken by surprise and that teaching was not prepared for such a modality, with this the eventual proposals were launched in an

alienating way, thus catching educators, students and parents without adequate preparation, which made literacy a great challenge in pandemic times.

The teacher can offer various activities with the use of the computer, being individual or group activities, stimulating learning. This learning happens from significant situations in the children's lives. For the computer to be in the school environment, it is necessary that the teacher is qualified and appropriates this technology to teach children to read and write, understanding that this resource is a great ally to conduct their classes. It is necessary for the teacher to make use of technology in his classes, knowing it to better explore it with his students and that it brings pedagogical benefits into the classroom.

In order for a class full of learning, interaction and achievements in children's writing, it is necessary that the teacher has knowledge of the resource that is the computer, plans his classes very well, does well-designed activities and helps his students to use them correctly. If the teacher is prepared to use digital technologies in his classes to teach children to read and write, he will have a variety of possibilities to make them more pleasurable, attractive, fun and interesting, producing more learning and with more effective results in the proposed activities.

Teachers were asked about the methodologies used for reading and writing practices with the use of digital technologies as pedagogical strategies in the school focus of this research, the answers were surprising, since although the teachers reported that they carry out several practices, they stated that none had an effect, as it was not possible to reach students due to the Pandemic and especially students from rural areas did not have access to the technological universe,  In this sense, it was proven that the activities developed in the classroom with an emphasis on digital literacy are not plausible, which enables the low performance of pedagogical strategies with emphasis on digital technologies.

Although digital literacy is inserted in the individual's life even before literacy, this is a process that does not occur quickly. It is a practice that takes time, relates to the student's reality and needs to be developed in a balanced way, and should be inserted in the school context and closely monitored by teachers

## FINAL CONSIDERATIONS

The present research had as general objective to analyze the pedagogical interventions to teach students to read and write at the Municipal School Professora Joana Vieira. Nowadays, teaching a student to read and write is a challenging task, where the teacher must reflect on the practices adopted to work in the world of writing, offering in the

best way the possibility for the child to read and register with alphabetic writing and understand, producing texts to live in this society of information and communication.

The final results were satisfactory, because through the proposals presented, the involvement and interest of the students became notorious. Advances were also noticed in the learning process of these students, as teachers began to develop new methodologies in teaching and learning in their classroom classes. Educators were enthusiastic about working with new technologies in the classroom, but it has been proven that wanting to work with technology does not guarantee student learning and teaching, it depends on several factors for this to happen. One of the factors is that the teacher is prepared to work and use technology as an aid for the child's learning in the literacy process.

Another relevant and indispensable point is the presence of the family in this process. The family that increasingly attributes only to the school the role of educating and that therefore is absent and loses the right to demand improvements and guide their children in this path, causing low school attendance, school dropout and consequently a portion of functionally illiterate people. It has been proven that teaching students to read and write in the midst of a pandemic is not an easy task, as families partially have technological devices, and educators need continuing education to qualify in the world that is growing frantically in the globalized information market.

Adapting the content to meet the format of remote classes was not an easy task. Teachers started to organize and plan classes intuitively and proactively, many other studies should be added to this one so that it is possible to build an even more in-depth panorama of education within the sphere of the pandemic. The situation of rural education in the State of Amazonas still needs to be better known to assist in the production of public policies for its development.

In this work, it was found that reading contributes to the emotional, social and cognitive development of children and is present in all areas of our society. It is known that the development of the child does not only take place at school, but it is also the responsibility of the families to encourage the children's reading.

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