


LITERACY AND LITERACY: AN OBSERVATION DURING THE SUPERVISED INTERNSHIP IN THE EARLY YEARS OF ELEMENTARY SCHOOL

 <https://doi.org/10.56238/arev7n4-003>

Submitted on: 02/03/2025

Publication date: 02/04/2025

Ebenezer Santos da Silva¹, Antônio Soares de Oliveira², Carolinna Martins Ferreira³, Golda Myer Sousa Reis Aguiar⁴, João Batista Marter Pinheiro Carvalho⁵, Maria do Livramento da Silva Santos⁶, Maria da Piedade Urbano Amorim Alves⁷, Raimunda Sousa dos Santos⁸, Suenir Araujo Aguiar⁹ and Wylma Conceição de Jesus¹⁰

ABSTRACT

Literacy and literacy are fundamental processes for the formation of the individual in society. With technological advances and the need to adapt to different contexts, the asynchronous modality emerges as a viable alternative for promoting the teaching of reading and writing. This study aims to discuss literacy and literacy asynchronously, analyzing the challenges, strategies and possibilities of this approach. The research is based on Brazilian authors who discuss these topics, such as Magda Soares and Emília Ferreiro, emphasizing the importance of innovative pedagogical practices that ensure meaningful learning. It is concluded that, despite the challenges, asynchronous literacy and

¹ Master's student in Management and Teaching of Basic Education
Federal University of Maranhão (UFMA)
Email: slzpedagogia19@gmail.com
Orcid: <https://orcid.org/0009-0006-6672-7589>
Lattes: <https://lattes.cnpq.br/0927362600662247>

² Master's student in Management and Teaching of Basic Education
Federal University of Maranhão (UFMA)
E-mail: antonioasoesdeoliveira504@gmail.com

³ Specialist in Curriculum and Teaching Practices in the Early Years of Elementary School
Federal University of Piauí
Address: Bacabal – Maranhão, Brazil
Email: carolinnamartinsferreira@gmail.com

⁴ Supervision and Management Specialist
Metropolitan College
Email: golda1myer2@gmail.com
Lattes: <https://lattes.cnpq.br/2120362947075174>

⁵ Graduated in Portuguese Language, English Language and their Respective Literatures
Email: joaomarter@gmail.com

⁶ Degree in Pedagogy
State University of Maranhão (UEMA)
E-mail: lilivramento2020@outlook.com

⁷ Specialist in Specialized Educational Service - A.E.E
Email: mariadapiedade28046@gmail.com

⁸ Specialist in Psychopedagogy
UNIPLAN
E-mail: raisousantos@gmail.com Lattes: <http://lattes.cnpq.br/8229652552725994>

⁹ Atenas Maranhense Teaching Center
E-mail: suenir01@gmail.com

¹⁰ Specialist in Biology and Chemistry Teaching Methodology
E-mail: wylmabio@gmail.com

literacy can be effective when there is adequate planning, use of interactive technologies and support for students.

Keywords: Literacy. Literacy. Distance Education.

INTRODUCTION

Literacy and literacy are essential processes for the social, academic and professional development of the individual. In the current context, in which technology has become an integral part of everyday life, it is necessary to explore methodologies that favor learning in virtual and flexible environments. Asynchronous literacy and literacy represent an important alternative, especially for students who cannot follow face-to-face teaching in real time.

With the growth of distance education, new challenges arise for teachers and educational managers. How to ensure that learning happens without the physical presence of the educator? How can technological resources be used to provide a meaningful experience to students? These are questions that guide this study. In addition, we seek to understand how asynchronous literacy and literacy can be worked on efficiently, considering the diversity of students and their specific needs.

This work is structured in four parts. The introduction presents the theme and the problem of the research. The theoretical framework discusses essential concepts of literacy and literacy, as well as the contributions of Brazilian authors on the subject. In the conclusion, we summarize the main findings and propose reflections on pedagogical practices in asynchronous education

The theme of this research is Literacy and Asynchronous Way and the area of concentration chosen as development, as the strategies used by teachers in the classroom in the literacy and literacy practices applied in the classroom are addressed. The objectives of this work are defined through the activities prepared by the teachers such as games, dynamics, activities and exercises in the virtual environment.

The internship carried out had as its area of activity, the Early Childhood Education Institution observed "Instituto Educacional Crescer", the program opted for Methodology and Strategy of Teaching and Learning and the extension project with the subject "Literacy and Literacy in Times of Distance Education", with the purpose of presenting strategies to be used in the virtual classroom, in view of the difficulties that the literacy process is facing in this new modality of distance learning in early childhood education. This article portrays the opportunity to develop strategies and new teaching and learning methodologies through virtual means, making a study of new technologies and educational multimedia.

This research has a bibliographic procedure, using materials consisting of books and journal articles and information available on the internet. This paper is structured in

Introduction, Theoretical Foundation, addressing the citations of authors related to the theme, Internship Experience and Internship Impressions.

THEORETICAL FOUNDATION

What is meant by literacy and literacy? There are many doubts regarding the differences between the two topics, can a person be literate, but not literate? It is possible because literacy is characterized by the skills of reading and writing, and literacy is responsible for the social interpretation of reading and writing. These are complex processes, but they must go together, and perhaps this is the biggest challenge for literacy teachers, because the process of interpreting writing goes beyond knowing how to read and write. We can define that both literacy and literacy happen in a continuous process, every day new discoveries emerge, new words depending on the context in which we are inserted, when we do a research even this article it was necessary studies and research for us to understand the content proposed for this study. We learned that both teachers and students feel challenged for new discoveries, which go beyond a page or text from books or even the internet.

Literacy and literacy are concepts that, although interconnected, have fundamental differences. According to Soares (2004), literacy refers to the process of learning to read and write, while literacy involves the social use of these skills. In other words, a person can be literate, but not literate, if they are unable to apply reading and writing in their daily lives in a meaningful way.

In the context of asynchronous education, these concepts need to be resignified. The absence of face-to-face interaction requires innovative methodologies that favor student engagement and autonomy. According to Moran (2015), technology can be a powerful ally in the promotion of distance learning, as long as it is used in a planned and intentional way. Tools such as interactive videos, learning platforms, and educational games contribute to the construction of knowledge in a dynamic way.

The process of literacy and asynchronous literacy is the importance of pedagogical mediation. For Vygotsky (1998), learning occurs in interaction with the other, which may seem like a challenge in asynchronous teaching. However, the use of forums, personalized feedback, and collaborative activities can meet this need and promote more effective learning.

The adaptation of teaching materials is also an essential factor. According to Rojo (2012), the teaching of reading and writing must consider multiliteracies, that is, the different forms of communication present in contemporary society. This means that asynchronous literacy and literacy need to include multimodal texts, such as videos, infographics, and podcasts, that amplify the learner experience and make learning more meaningful.

According to the IBGE, Brazil is considered one of the countries where the illiteracy rate is more expressive, reaching around 11.5 million people who cannot read and write, the incidence is almost 3 times higher among those aged 60 and over (19.3%) and more than double among blacks and browns (9.3%) compared to whites (4%). We can analyze that this picture refers to the distribution by social class, because we know how great the educational inequalities are in our country. According to Soares (2008), the reference to a 'method' of literacy - the acquisition of a technique - is 'how', to how one learns to read and write.

Soares (2008. p. 119), states that:

Conception of Literacy: A means of democratizing culture, as an opportunity for reflection [...] an act of reflection, of creation, of awareness, of liberation [...] something that transforms the social relations in which one becomes literate: the literate person considered not as a student, but as a participant in a group; literacy teacher considered not as a teacher, but as a coordinator of debates; the interaction between coordinator and participant, the dialogue.

Thus, literacy and literacy are not limited to just knowledge of words and phrases, they become identity, culture and social liberation. When the child learns to read, he then begins to experience fantasies of the world of reading, creates his 'stories' and experiences [...] Therefore, our duty as citizens and teachers is to form children with reading habits, because reading brings knowledge of the world, through reading the child can travel to places that go beyond words, a person who did not learn to read in childhood becomes a subject without identity and culture, being part of the millions of illiterates that exist in the country.

We can say, then, that teachers are the essential piece in this education process, which is of great importance in the entire development of students, it is in early childhood education that the child learns the first sentences and the first letters. The teacher needs to be prepared to develop these skills in students.

According to Colello (2006, p. 4):

It is the teacher's responsibility to arouse interests, foster reflective activity, support development, stimulate an environment rich in experiences or interactions and promote pedagogical action that facilitates the elaboration of new ideas, conceptions and hypotheses. In this perspective, it is possible to establish some non-exclusive pedagogical work fronts, all of which are fundamental for the conquest of written language.

In this way, the author states that it is up to the teacher to arouse interest in students, thus creating strategies and calling attention so that the pedagogical moment becomes pleasurable and interesting for the student, that the idea of literacy goes beyond the classroom, making language a constant achievement. Therefore, being literate goes beyond joining letters to form syllables or joining syllables to form words and words to form sentences and sentences to form texts, but having knowledge of what you are writing, having a notion of agreement, knowing if what you are writing is coherent, saying that a subject is literate is not as simple as it seems.

According to Soares, 2012, apud Guzzi, 2013,

It can be concluded that the discussion of the literacy process regarding the concept of literacy, that this is not a skill, it is a set of skills, which characterizes it as a phenomenon of a complex, multifaceted nature. This complexity and multiplicity of facets explain why the literacy process has been studied by different professionals, who privilege sometimes these and sometimes those skills, according to the 7 area of knowledge to which they belong.

In this way we can see the importance of the act of learning to read and write, which is based on the idea that man becomes free through the mastery of the word. Languages have a great importance, which traces the timeline with regard to history before and after writing, whether by codes, letters or even numbers. From this moment on, man was able to register his culture, discoveries, emotions, his poetry, in short, his way of seeing the world. This does not mean that man did not manifest the desire to express himself in the world before developing writing.

THE SUPERVISED INTERNSHIP IN THE EARLY YEARS OF ELEMENTARY SCHOOL: A PROCESS OF LEARNING AND REFLECTION

The supervised internship in the early years of elementary school is an essential stage in the training of future teachers. It is at this moment that students have the opportunity to experience, in practice, the knowledge acquired throughout their undergraduate studies, understanding the dynamics of the classroom, pedagogical planning and interaction with students. This direct contact with the school reality allows

the intern to develop fundamental skills for their professional performance, such as the mediation of knowledge, adaptation to different contexts and the resolution of pedagogical challenges.

During the internship, future teachers follow the work of the regent teacher, observe the methodologies used and reflect on the teaching and learning process. In addition, they have the chance to propose and apply activities, always under the supervision of the advisor. This process is essential for the intern to understand the diversity of students and learn to plan classes that meet the individual and collective needs of the class.

Another important aspect of the supervised internship is the relationship with the students. In the early years, children are in a crucial phase of cognitive, emotional and social development, which requires a sensitive and attentive pedagogical approach from the teacher. Contact with this reality allows the intern to perceive the importance of affectivity in teaching, the construction of a welcoming environment and the adaptation of teaching strategies to ensure the active participation of students.

In addition, the internship provides a broader understanding of the school routine. The future teacher has the opportunity to learn about the organization of the school, the pedagogical meetings, the relationship with families and the importance of teamwork. This experience contributes to the formation of a professional who is more prepared for the challenges of teaching, which goes beyond teaching content and involves the integral training of students.

The internship is also a moment of reflection on teaching practice. By experiencing real teaching situations, the intern can perceive their difficulties and potentialities, identifying aspects that need to be improved. This self-assessment is essential for professional development, as it allows the future teacher to understand the need for continuous improvement and the search for new pedagogical strategies.

Thus, the supervised internship in the early years of elementary school is a fundamental stage in teacher training, as it enables the development of essential skills and abilities for working in basic education. It is a moment of intense learning, exchange of experiences and construction of professional identity. With a well-used experience, the intern is more prepared to face the challenges of the classroom and contribute to the formation of children in a meaningful and humanized way.

The supervised internship in the early years of elementary school is an essential moment in teacher training, as it allows the future teacher to experience, in practice, the

challenges and possibilities of teaching. More than a simple curricular activity, the internship represents an opportunity to reflect on the role of the educator and the importance of pedagogical mediation in the development of students. According to Pimenta and Lima (2012), the internship is a formative space that enables the articulation between theory and practice, allowing the intern to understand the complexity of the classroom and develop a professional identity.

In the early years of elementary school, children are in a crucial phase of learning, in which literacy, literacy, and the construction of socio-emotional skills are fundamental aspects. As stated by Vygotsky (1998), learning occurs in interaction with the other, and the teacher has a mediating role in this process. In this way, the intern needs to understand that his performance goes beyond the transmission of content; It should stimulate students' curiosity, autonomy and critical thinking.

Throughout the internship, the future teacher follows the school routine, observes the practice of the regent teacher and, little by little, assumes responsibilities in the planning and execution of classes. For Nóvoa (1992), teacher training does not only take place at the university, but also in the concrete experience of the school day-to-day. In this sense, the internship allows the intern to perceive the diversity of the classroom and develop strategies to meet the different needs of students, respecting their rhythms and learning styles.

Another fundamental aspect of the internship is the relationship with the students. Freire (1996) highlights that teaching is an act of love and respect for the other, and the teacher must be committed to the construction of knowledge in a dialogical way. In daily contact with children, the intern learns the importance of attentive listening, a sensitive look and the creation of a welcoming and motivating environment. This experience enables a broader understanding of the impact of affectivity on the learning process.

In addition, the internship provides a more comprehensive view of the school as a whole. The intern participates in pedagogical meetings, knows the challenges of school management and realizes the importance of collaboration between teachers, coordinators and families for the success of teaching. As Tardif and Lessard (2014) state, teaching is a collective practice, which requires dialogue and cooperation between the different actors in the school environment.

Finally, the supervised internship in the early years of elementary school is a time of professional and personal growth. By reflecting on their difficulties and achievements,

the future teacher builds his teaching identity and develops a commitment to a humanized and meaningful education. More than a curricular requirement, the internship is an opportunity for transformation, both for the intern and for the students, because, as Freire (1996) says, "no one teaches anyone, people teach themselves in communion".

INTERNSHIP EXPERIENCE

The Mandatory Curricular Internship I began by observing the Institution "Instituto Educacional Crescer", on the social networks Telegram and Whatsapp. Soon after, filling out the Virtual Observation Script. According to the research carried out, I began to put into practice the creation of the Internship Project with the theme: Literacy and Literacy in Times of Distance Education. With this same theme, the Virtual Video Lesson Product was born, referring to the extension project, within the Methodology and Strategy of Teaching and Learning program.

The materials found for the construction of the extension project were the researches carried out on websites, articles, blogs, and electronic books, among others. The focus of the action was Early Childhood Education I age from 04 to 05 years, all being of great relevance thus collaborating for education professionals in their search for activities that demonstrate the student's interest in the classroom class, at this very difficult time that schools are facing "The Covid 19 pandemic".

The aspect that most caught my attention was the relationship between playing and the various forms of learning, as the child learns by playing, the teacher can transform a simple class into a fun and full of learning moment for the child, through the use of puppets we can develop a taste for learning in the child. When the child plays, he creates fantasy and reality, seeking new ways of interpreting the world. According to Vygotsky (1987), one of the main representatives of this view, playing is a creative human activity, in which imagination, fantasy and reality interact in the production of new possibilities of interpretation, expression and action by children.

The realization of this work took place in a precise, practical and interactive way, because for the results to be obtained, it was necessary to fix the theme addressed, when working on language it was necessary to make puppets using milk cartons, I could observe that the children interacted with the dynamics of the class, thus facilitating the learning of it. Teachers can make use of various pedagogical tools to develop the child's

cognition, helping in literacy and literacy, thus doing a job in which the child will have more interest and motivation to learn.

IMPRESSIONS OF THE STAGE

Literacy and literacy, as we can observe throughout this research, cannot be separated, as they are continuous processes, both need each other to achieve results. If an individual can read, but does not understand, he cannot be considered literate, the teachers in the classroom, in early childhood education are responsible for this teaching and learning process. It was possible to follow the pedagogical resources used to facilitate this learning process, and how children are encouraged, to think, discuss and the main reasoning about alphabetic writing.

It is through orality that children participate in different situations of social interaction and learn about themselves, about nature and about society, creating a relaxed environment that enables learning through their expressions and languages, thus making interrelationships with classmates in the classroom and in everyday life.

This internship had great relevance in my pedagogical journey, as it took a lot of commitment and research to develop this entire project, and to understand how the literacy and literacy process takes place, especially at this time of great educational difficulties, for public health reasons, referring to the Covid 19 pandemic.

In my perspective, literacy and literacy are fundamental processes in the development of children in the early school years, but it is up to the teacher to create pedagogical strategies so that this process becomes effective and pleasurable in the life and development of children in early childhood education.

We conclude that the process of literacy and literacy does not refer to an environment full of posters and illustrations, or to a textbook and activities proposed daily by the professors. Com the difficulties that the pandemic has brought, other means are needed to achieve these goals, only a room full of posters and text will not teach students to read and write. It is by interacting and creating technological strategies, seeking knowledge so that it arouses the interest of students, so we will be able to advance in this process of literacy and literacy.

CONCLUSION

Asynchronous literacy and literacy represent a great challenge, but also an opportunity for pedagogical innovation. The use of technological resources, combined with structured planning and pedagogical mediation, can ensure that learning is meaningful and accessible to all students.

Authors such as Magda Soares, Moran and Rojo emphasize the importance of pedagogical practices that consider the context of students and their specific needs. In addition, asynchronous teaching must go beyond the simple transmission of content, promoting interactions and collective constructions of knowledge.

Therefore, it is essential that teachers and educational managers are prepared to deal with the challenges of this teaching modality, always seeking innovative and adaptable strategies. Asynchronous literacy and literacy are not a substitute for face-to-face teaching, but they can be complementary and provide new forms of learning.

REFERENCES

1. Freire, P. (1996). **Pedagogia da autonomia: Saberes necessários à prática educativa**. São Paulo, Brazil: Paz e Terra.
2. Nóvoa, A. (1992). **Professores e sua formação**. Lisboa, Portugal: Dom Quixote.
3. Moran, J. M. (2015). **Educação híbrida: Um conceito-chave para a educação hoje**. **Educação Online**.
4. Pimenta, S. G., & Lima, M. S. L. (2012). **Estágio e docência**. São Paulo, Brazil: Cortez.
5. Rojo, R. (2012). **Letramentos múltiplos, escola e inclusão social**. São Paulo, Brazil: Parábola Editorial.
6. Soares, M. (2004). **Letramento: Um tema em três gêneros**. Belo Horizonte, Brazil: Autêntica.
7. Tardif, M., & Lessard, C. (2014). **O trabalho docente: Elementos para uma teoria da docência como profissão de interações humanas**. Petrópolis, Brazil: Vozes.
8. Vygotsky, L. S. (1998). **A formação social da mente**. São Paulo, Brazil: Martins Fontes.