

Experiences of Early Childhood Education and Basic Education teachers: what the bibliographic survey reveals in the context of the Covid-19 Pandemic (2020-2022)

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Abstract: This article is the result of an ongoing professional Master's research in Education, which focuses on the experiences of educators who have worked in Early Childhood Education in the context of the Covid-19 pandemic. It aims to present the results of the bibliographic survey carried out in the light of the qualitative approach, with a descriptive and exploratory purpose, adopting, for this purpose, the selection of theses, dissertations, and articles in databases related to the field of education, in the time frame equivalent to the pandemic period (2020-2022). The results show three central points: first, the closure of schools without interrupting the activities inherent to them; second, the work of teachers and educators in the context of Basic Education and, by extension, Early Childhood Education, regarding the development of synchronous presential education with asynchronous moments; and finally, the precariousness of the work carried out in the face of the virtualization of school relations.

Keywords: Childhood education; Experience; Teacher Training

Experiências de docentes da Educação Infantil e da Educação Básica: o que revela o levantamento bibliográfico no contexto da Pandemia de Covid-19 (2020-2022)

Resumo: Este trabalho é fruto de uma pesquisa de mestrado profissional em educação em andamento, que tem por tema as experiências de educadoras que atuaram na Educação Infantil no contexto da

pandemia de Covid-19. Tem por objetivo apresentar os resultados do levantamento bibliográfico realizado à luz da abordagem qualitativa, com finalidade descritiva e exploratória, adotando-se, para isso, a seleção de teses, dissertações e artigos em bases de dados atinentes à área de educação, no recorte temporal equivalente ao período pandêmico (2020-2022). Como resultados, tem-se três pontos centrais: o primeiro, sobre o fechamento das escolas sem a interrupção das atividades inerentes a ela; o segundo, quanto ao trabalho de professoras e educadoras no contexto da Educação Básica e, por extensão, da Educação Infantil, referentes ao desenvolvimento de uma educação presencial síncrona com momentos assíncronos; e, por último, a precarização do trabalho realizado frente à virtualização das relações escolares.

Palavras-chave: Educação Infantil; Experiência; Formação Docente

Experiências de docentes da Educação Infantil e da Educação Básica: o que revela o levantamento bibliográfico no contexto da Pandemia de Covid-19 (2020-2022)

Resumen: Este trabajo es el resultado de una investigación de maestría profesional en educación, en curso, que tiene como tema las experiencias de educadoras que actuaron en Educación Infantil en el contexto de la pandemia de la Covid-19. Tiene como objetivo presentar los resultados del levantamiento bibliográfico realizado, a la luz del enfoque cualitativo, con propósito descriptivo y exploratorio, adoptando para ello, la selección de tesis, disertaciones y artículos en bases de datos afines al área de la educación, en el recorte temporal equivalente al período pandémico (2020-2022). Como resultado, hay tres puntos centrales: el primero, sobre el cierre de escuelas sin interrumpir las actividades inherentes al mismo; el segundo sobre el trabajo de los docentes y educadores en el contexto de la Educación Básica y, por extensión, de la Educación Infantil, referido al desarrollo de una educación presencial sincrónica con momentos asincrónicos y, por último, la precariedad del trabajo realizado ante la virtualización de las relaciones escolares.

Palabras clave: Educación Infantil; Experiencia; Formación Docente

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1 INTRODUCTION

This paper is the result of a Master's research in Teacher Training for Basic Education (Professional Master's)¹ still in progress, whose object of investigation is the experiences of teachers who worked in the context of the Covid-19 pandemic in Early Childhood Education, taking the context of the Municipal School of Early Childhood Education Aparecida, in the city of Uberlândia / MG / Brazil.

In December 2019, the World Health Organization (WHO) was alerted to cases of pneumonia in the city of Wuhan, China, where a new type of coronavirus, not yet known in humans, was found. Almost a month later, in January 2020, the same organization declared an outbreak of this new coronavirus, which was characterized as a pandemic in March of that year.

In Brazil, in March 2020, when the WHO declared the beginning of the pandemic, the Ministry of Health confirmed the first coronavirus death in the country and, according to data linked by the Oswaldo Cruz Foundation in a report prepared the following year (FIOCRUZ, 2021), there were several confirmed cases of the disease in the following months. Moreover, the country was second only to the United States in the total number of deaths, until more than 100,000 deaths were recorded in 2021, and in less than three months there had been a total of around 300,000 deaths since the beginning of the pandemic (FIOCRUZ, 2021)².

Faced with this scenario, the WHO issued guidelines for the population, including social distancing, hand hygiene, avoiding leaving home unless necessary and wearing masks.

In the education sector, schools had to be closed and a pedagogical model based on remote teaching was urgently needed so that students could continue their studies. Because of the necessary social isolation, the help of the Internet was essential for the success of this new teaching method. From then on, many students encountered problems, starting with the difficulty of accessing the content sent by the schools, or even accessing the Internet through computers, laptops, smartphones, tablets, etc.

There was a lot of discussion about this at the time, and even some small towns in the interior of the country began to use radio to teach their subjects. As for the teachers, the lack of motivation

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² Link to download the newsletter. Available at: https://www.iff.fiocruz.br/pdf/Informativos_coronavirus2%20SEM%20NEO.pdf. Accessed on: Mar. 4, 2023.

and uncertainty about the new way of working was very noticeable, since many of them had to use the existing structure in their own homes, as well as experiencing and having to face emotional factors such as anxiety, depression, high levels of stress, among other types of problems.

The school year of 2021 began with remote classes, insecurity, and uncertainty, as the vaccination process in the country was slow and the number of hospitalizations and cases remained high, according to data from the Covid-19 Observatory (FIOCRUZ, 2021).

It is also important to mention the regulations issued by the Ministry of Education (MEC), which provided for the replacement of face-to-face classes with digital media classes for the duration of the pandemic situation of the new coronavirus: Ordinances 343 of March 17, 2020; 345 of March 19, 2020; and 473 of May 12, 2020.

The use of computers in schools has been the subject of several studies to identify the consequences and strategies of their use. Therefore, school spaces have made both teachers and students change their habits to keep up with digital culture, that is, there is an increasing need to use computer programs, the use of the Internet and worry about digital inclusion in Brazil, covering the school as a space that enhances this type of inclusion, especially among students, who are the main beneficiaries of this type of action.

Data from the report of the National Campaign for the Right to Education (CNPDE, 2021) show that among preschool children, between 14% and 15% do not have broadband or 3G/4G Internet access at home. There is also a percentage of 17% in the same conditions for the general population. The data shows that the majority of students do not have access to the Internet at the basic education levels and that they are enrolled in public schools. In addition, this data was conclusive in demonstrating the possibility of remote education in Brazil through the Internet, so that "(...) at least 5.8 million students without access would need a cell phone, tablet or microcomputer connected to the Internet (...)". (CNPDE, 2021, p. 41, translated by us). Regarding interactivity and technology in the school environment, the Qatar Foundation's World Innovation Summit for Education (WISE) reported that more than 600 experts in the field of technology demonstrated the importance of social, technological, and pedagogical innovation in the field of education.

In this sense, the pandemic has brought about a series of changes in education in Brazil, particularly in the development and implementation of remote teaching solutions on an emergency basis. All of this has happened quickly and compulsorily, and at a time when there has been a series of changes in the lives of students throughout the country since the CNE Opinion 05/2020 confirms that non-presential teaching activities can take place through digital means, that is, through the use of

video classes, blogs, teaching and learning platforms with previously organized and planned content, or even through collaboration in the forwarding and sharing of physical teaching materials with students.

In addition, it is important to mention that the pedagogical and didactic preparation of students for the use of digital technologies is a requirement of the National Common Curriculum Base (BNCC), according to General Competence 5, of basic education, described as follows:

Understand, use and create digital information and communication technologies in a critical, meaningful, reflective, and ethical way in different social practices (including school practices) to communicate, access and disseminate information, produce knowledge, solve problems, and exercise leadership and authorship in personal and collective life (BRASIL, 2017, p. 9, translated by us).

It is also worth remembering that in terms of the BNCC, it was proposed to meet a market and neoliberal perspective, contrary to an emancipatory and humanizing education, in the interests of the popular classes.

Studies have shown that for more than two decades we have been witnessing significant transformations in the field of education in Brazil and around the world. Over the years, these transformations have crystallized into excessive state control over educational processes, without dialogue with those responsible for carrying out the process at the micro level - in the school, in the classroom. In addition, research has shown that in the last decade, there has been an upsurge of neoliberal guidelines, with great emphasis on a whole culture of performativity that involves subjects and institutions, making them responsible for the success or failure of the results of pedagogical work, taking into account the indices measured in large-scale tests that have become increasingly common in the country (SANTOS, 2017, p. 224, translated by us).

Given the above, the research question that drives the study is: What are the formative experiences revealed and elaborated by teachers working at EMEI Aparecida, in the city of Uberlândia/MG, during the pandemic period (from March 2020 to July 2021)? Thus, the general objective is to analyze the training experiences of the teachers who worked at EMEI, considering the pandemic context.

As part of the research in question, a bibliographic survey was carried out in order to get to know the production in the field of basic education, inherent to the object of study. Thus, it is necessary to recognize the importance of this bibliographic survey as an instrument that provides an understanding and reading of reality, concomitant with what is studied in academia, without forgetting to evaluate the learning and methodological formalization in the development of the investigative process.

The aim of this article is to present the results of the bibliographic survey carried out and to this end we have divided the text into two parts: in the first we present the methodological aspects used and in the second the results, followed by the final reflections and references.

2 METHODOLOGICAL APPROACHES ADOPTED

According to Sousa, Oliveira and Alves (2021, p. 64, translated by us)

Bibliographic research is the study or review of published works on the theory that will guide the scientific work, which requires dedication, study and analysis by the researcher who will carry out the scientific work and aims to collect and analyze published texts to support the scientific work.

According to Fonseca (2002, p. 32, translated by us), bibliographical research is carried out

[...] based on a survey of theoretical references that have already been analyzed and published in written and electronic media, such as books, scientific articles, and websites. Every scientific work begins with a bibliographical survey, which allows the researcher to find out what has already been studied on the subject. However, there are scientific studies that are based solely on bibliographic research, looking for published theoretical references to gather information or prior knowledge about the problem to which the answer is sought.

In this sense, as part of the bibliographical research, a bibliographical survey was carried out, which, according to the aforementioned authors, is a qualitative approach with an exploratory purpose, which "implies a dense sharing with the people, facts and places that constitute the objects of research, in order to extract from this conviviality the visible and latent meanings that are perceptible only to a sensitive attention (...)" (CHIZZOTTI, 2003, p. 221, translated by us). The bibliographic research was carried out as a way of justifying the research in question, which made it necessary to delimit the time frame in the last three years, based on the period of the Covid-19 pandemic, thus limiting it to the years 2020, 2021 and 2022. The following descriptors were used to review the papers, including theses, dissertations, and articles: "pandemic", "formative processes" and "teachers".

The bibliographic survey consisted of articles, theses, and dissertations through access to the portals of the Coordination for the Improvement of Higher Education Personnel (CAPES) - a catalog of theses and dissertations, as well as journals -; the Scientific Electronic Library Online (SCIELO) - which, in short, has the function of a library, virtual); and the Brazilian Digital Library of Theses and Dissertations (BDTD) - linked to scientific productions of theses and dissertations. It is at this point that perception is allowed "in relation to learning how to write and methodological formalization for the development of the investigative path" (MOROSINI; FERNANDES, 2014, p. 155, translated by us). In all the databases, the search procedure was carried out using what is known as "advanced

search", where descriptors are used in a combined and refined way, especially considering the time frame.

Considering that the proposed topic is a pandemic interval (March 2020 to mid-July 2021), the results of the research were quite broad in terms of case studies, since each Brazilian city adopted different measures so that the classes could reach as many students as possible, remembering that in many regions of the country it was essential for teachers to use radios and not just the Internet. In this way, we can see the importance of getting to know the research that has been done on the subject under study, especially concerning Early Childhood Education.

For the data analysis, inspiration was sought from Bardin (2011, p. 128, translated by us), who describes the importance of selecting data as a source of information "(...) so that it corresponds to the objective that prompts the analysis and is closely related to the objective of the study". It should be emphasized that the research was carried out taking into account research that is in dialogue with the object of study and that the data were organized around two categories that communicate with each other: the closure of schools and remote teaching; and the displacement of the pedagogical relationship and the precariousness of teaching work: experiences.

The following procedures were followed for the selection/organization of the papers, after using the search mechanisms in the listed databases: 1. Reading of the titles, followed by the abstracts and keywords; 2. Selection of the papers whose titles and/or abstracts and/or keywords were related to the object of study; 3. Reading of the retrieved and previously selected papers by titles, abstracts, and keywords; 4. Elimination of the papers that were not related, after reading the papers; 5. Organization of the summary table; 6. Writing of the report.

3 RESULTS OF THE BIBLIOGRAPHIC SURVEY

In the BDTD database, 1760 studies were found using the descriptors "formative processes", "pandemic" and "teachers". However, using the refinement criteria - the time frame in the three years (2020, 2021 and 2022) and the simultaneous occurrence of the descriptors, 40 (forty) master's theses were selected for reading, because after examining the "abstract" item, only 10 were selected because 30 of them were not linked to the context of basic education, in addition to being directed to studies of specific disciplines, such as Sociology, or even with references to higher education and not basic education, the focus of the research that subsidizes this production. In the Capes Catalog of Theses and Dissertations, about 60,000 works were found, but when we refined the search to the field of

education, using the same period and the three descriptors simultaneously, they were quickly discarded because of their titles, since they didn't mention anything specific or related to the proposed research object. Thus, after refining the search with Early Childhood Education as the main subject, one thesis and four dissertations were selected for study, as these works were directly related to the research topic.

In terms of journals, using the same keywords to search for articles in the CAPES journal portal and SCIELO, seven papers were selected that provided research results inherent to the research conducted.

As a result of adopting the selection criteria for the papers retrieved from the aforementioned databases, Chart 1 was drawn up:

Chart 1 - Works retrieved through the bibliographic survey.

	TYPE	AUTHOR(S)	TITLE*	YEAR	INSTITUTION
1	Dissertation	PATROCIONIO, Maria	As práticas pedagógicas dos professores da escola no campo no contexto da pandemia da covid-19	2020	Federal Institute of Education, Science and Technology of Paraíba. Open University of Brazil (IFPB)
2	Dissertation	FERREIRA, Eliani Conceição da Silva	Os professores formadores em tecnologia educacional na pandemia: desenvolvendo novas práticas pedagógicas	2022	University of Brasília - Faculty of Education, Postgraduate Program in Education.
3	Dissertation	MOLL, Sanja Gabriella	Docência no contexto da pandemia da covid-19 em 2020: possíveis representações de professores sobre seu trabalho	2021	Pontifical Catholic University of São Paulo, São Paulo.
4	Dissertation	SOUSA, Crisiany Alves de	Itinerário formativo em competências digitais para professores da educação básica: Uma proposta a partir das matrizes brasileiras	2021	Federal University of Rio Grande do Norte - Postgraduate Program in Innovation in Educational Technologies.



5	Dissertation	PEREIRA, Charles dos Santos	Aulas <i>on-line</i> durante a pandemia da covid-19: percepções de estudantes adolescentes do ensino médio de uma escola pública estadual da cidade de Manaus	2021	La Salle University - Postgraduate Program in Education.
6	Dissertation	FERREIRA, Mariana Lettieri	Formar-se ao formar: pesquisa – formação sobre um curso de formação docente em contexto e em tempos de pandemia	2021	UNIFESP - Federal University of São Paulo.
7	Dissertation	JULIANO, Kátia Renata Quinteiro	A percepção das educadoras do 4º ano do Ensino Fundamental sobre a aprendizagem dos estudantes por meio de dispositivos móveis durante a pandemia de 2020: Um estudo de caso	2021	La Salle University - Postgraduate Program in Education.
8	Dissertation	MACHADO, Yzzynda Silva Rezende	Estratégias de ensino remoto e o letramento digital na alfabetização da criança	2020	Federal University of Rio Grande do Norte - Postgraduate Program in Innovation in Educational Technologies.
9	Dissertation	RUFATO, João Antonio	Práticas docentes na educação básica em tempos de covid-19: Implicações para o processo de formação continuada e condições de trabalho no ensino remoto	2021	UNINTER International University Center - Professional Master's and Doctorate in Education and New Technologies.
10	Dissertation	MEDEIROS, Ádila de Lima Ferreira	A sala de aula invertida integrada às tecnologias digitais na formação continuada de professores que atuam no Ensino Médio integral	2020	University of Rio Grande do Norte - Postgraduate Program in Innovation in Educational Technologies





11	Dissertation	NASCIMENTO, Maria Andreza do	Aspectos do protagonismo e da autonomia de professores na formação permanente docente	2021	Rio Grande do Norte State University - Postgraduate Program in Education
12	Dissertation	ROSA, Hellen de Prá da	Processos formativos em contextos emergentes: professoras alfabetizadoras e o ciclo de alfabetização	2021	University of Santa Maria - Postgraduate course in Education
13	Dissertation	SANTANA, Iolanda Barreto de	Processos formativos de professores da Educação Infantil: ressignificando o planejamento pedagógico no contexto de uma pesquisa-formação	2018	University of Pernambuco
14	Dissertation	FERREIRA, Eliani Conceição da Silva	Os professores formadores em tecnologia educacional na pandemia: Desenvolvendo novas práticas pedagógicas	2022	University of Brasília - Postgraduate Program in Education
15	Thesis	SILVEIRA, Carla Tatiana Moreira do Amaral	Saberes e fazeres docentes na Educação Infantil: tempos formativos e a constituição da docência	2021	Pontifical Catholic University of Rio Grande do Sul - Postgraduate Program in Education, School of Humanities
16	Article	GARBIN, Monica Cristina OLIVEIRA, Edson Trombeta de	Por uma nova formação docente: Por que é importante aprender a usar tecnologias no processo formativo?	2021	Virtual University of the State of São Paulo and São Paulo State College of Technology
17	Article	CASTRO, Rafael Fonseca de; SILVA, Epifânia Barbosa da	Processos formativos mediados por tecnologias emergentes no estado de Rondônia em tempos de pandemia: O que dizem os professores?	2021	Journal Educar Mais



18	Article	PAULA, Marlúbia Côrrea de; COUTO, Maria Elizabete Souza; LIMA, Débora Cabral de; NASCIMENTO, Sandra Paula; FREITAS, Alessandra Costa	Contribuições do processo formativo para professores da educação básica: A escolha do tema em uma aula investigativa	2022	RBCEM, Passo Fundo. V. 5, n.1, p. 571-594.
19	Article	UTIMURA, Grace Zaggia; CURI, Edda.	Processo formativo envolvendo professoras dos anos iniciais que ensinam Matemática e uma coordenadora pedagógica no contexto da pandemia da covid- 19	2022	Educação, Matemática Debate, Montes Claros. V.6, n.12, p 1 -19.
20	Article	BARROS, Vilma; SILVA, Mara; MACIEL, Cilene; SANTOS, Vandrezza.	Formação de professores e o uso de tecnologias digitais em tempos de pandemia: Reflexões e decisões	2022	Ambiente: Gestão e Desenvolvimento (ISSN 1981- 4127)
21	Article	CHIAPINOTO, Mayara; ROCHEMBACH, Eduarda; ORTIZ, Janaína; VANIEL, Ana Paula; LAUXEN, Ademar.	Momentos de interlocução e aprendizagem entre pares: Formação de professores em tempos de pandemia	2022	Journal Insignare Scientia – Edição Especial 40° EDEQ V. 5, n.2 ISSN: 2595-4520
22	Article	TIGRE, Diana Martins.	Desafios e possibilidades formativas em tempos de pandemia: Saberes e práticas	2022	Diversitas Journal, ISSN 2525-5215 Volumen 7, Number 4, p. 3110 – 3124.

Source: Elaborated by the researcher (2023). *Titles not translated to preserve meaning and originality

It's worth noting that the research retrieved from the databases, in the form of theses and dissertations, comes from a non-pandemic context, but which was crossed by the Covid-19 pandemic, and whose results were strongly influenced by this context. Reading the dissertations, one can even see the change from the previously proposed production methodology, which mostly provided for "presential" strategies, to others that prioritized remote means. We also believe that this finding will allow for further research. Finally, we would like to emphasize that the results are related not only to the context of Early Childhood Education but also to that of Basic Education, in order to capture more

fully the impact of the pandemic on teachers' experiences; after all, only one thesis and one dissertation with a direct link to the subject under study were retrieved.

Following on from Chart 1, a descriptive-analytical analysis of the productions found will be carried out to reveal the results of the bibliographical research carried out around the two central categories previously announced.

3.1 School closures and remote teaching

Working with the theme of "teachers" goes beyond any professional concept, since it is necessary to remember their values, beliefs, cultures, among other different issues. In the direction of these ideas, the author Santana (2018), in her dissertation entitled "Processos Formativos de Professores da Educação Infantil: Resignificando o Planejamento Pedagógico no Contexto de Uma Pesquisa-Formação", the need for teacher participation, considering knowledge, voices and experiences as elements that are part of the formative processes. The researcher Medeiros (2020), on the other hand, emphasizes this training in "A Sala de Aula Invertida Integrada às Tecnologias Digitais na Formação Continuada de Professores que Atuam no Ensino Médio Integral", arguing that "(...) they recur and intensify more and more, especially concerning the main problems, challenges and perspectives for the changes of the conjuncture in the teaching processes to materialize effectively" (MEDEIROS, 2020, p. 25, translated by us).

According to Brandão (1989), education can be produced anywhere, not basically nor necessarily in a school environment, since education contributes to the formation of types of men and women, participates in the process of producing beliefs and ideas, qualifications and specialties, which involve the exchange of symbols, goods, and powers that together build the different types of society. In different cultures and places, education is confused. For example, there are no teachers, but shepherds, and farmers "pass themselves off" as hunters. This all depends on the needs and customs of a particular culture. So it is important to remember that

There is education for every category of subjects in a people; it exists in every people or between people that meet themselves. It exists among peoples that subjugate and dominate other peoples, using education as another resource for their domination. From the family to the community, education exists diffusely in all social worlds, among the innumerable practices of the mysteries of learning; first without classes, without books, and specialized teachers; later with schools, classrooms, teachers, and pedagogical methods (BRANDÃO, 1989, p. 04, translated by us).

It is worth emphasizing the role of the school, which is not only concerned with the formation of individuals but also with the generation of knowledge that can transform the culture of an entire society. In other words, the school can promote humanism in society (not only in the school environment) because it is capable of merging with life. And education is capable of reflecting the type of society in which it is inserted. Thus, it is worth highlighting the following words from Silveira's (2021) research "Saberes e Fazeres Docentes na Educação Infantil: Tempos Formativos e a Constituição da Docência": "(...) it is considered appropriate to understand the school not only as a physical space since it seems that this concept does not encompass the range of formative relationships established beyond the physical structure" (SILVEIRA, 2021, p. 73, translated by us).

It is important to mention that for the activities proposed during the Covid-19 pandemic period with the children of the EMEI under study and in the section limited to the pandemic context (from March 2020 to mid-July 2021), it was necessary to use the Internet, through applications (such as WhatsApp) and YouTube videos, as teaching strategies.

In the study "Processos Formativos Mediados Por Tecnologias Emergentes no Estado de Rondônia em Tempos de Pandemia: o que dizem os professores?", Castro and Silva (2021, p. 2, translated by us) state that "(...) much more than a telephone, this cultural artifact has become an extension of arms and hands, in constant and synergistic connection with the human brain of these times". However, it's worth noting that there are still families that don't have this kind of access, a factor that makes the process difficult and infeasible. In this sense, Leite et al. (2020), in the research entitled "As Práticas Pedagógicas dos Professores da Escola no Campo no Contexto da Pandemia da COVID-19", noted that "the main difficulties in this context of remote classes are social isolation, with the absence of physical interaction, difficulties in accessing the Internet, as well as the lack of support from families regarding the activities proposed to the students" (LEITE et al., 2020, p. 28, translated by us), because schools have not closed. On the contrary, they have increased and intensified their teaching and student support activities, despite their social isolation. It should also be noted that, for the authors, "it is essential for the teacher to know the environment and the subjects with which they work, that is, knowing the students facilitate interaction both online and in person and provides subsidies for planning and developing content in an organized and contextualized way" (LEITE et al., 2020, p. 29, translated by us). In the same work, the online form is referred to as remote teaching, denying the possibility of hybrid teaching, or at least of differentiating this modality.

As a result of the pandemic, different measures had to be taken around the world, and in general, schools across Brazil had to be closed, so that activities had to be postponed. Schools

operating remotely had to quickly adapt to the new way of teaching, and it was up to the teachers to keep the students engaged in the activities they proposed, including the process of giving children access to these digital media. This idea was defended in "Docência no Contexto da Pandemia da COVID-19 em 2020: Possíveis Representações de Professores Sobre seu Trabalho", by Moll (2021, p. 32, translated by us), when she mentioned that "(...) the transposition of classes to digital platforms requires an understanding of the pedagogical potential of these tools, in addition to the skills of how to use them efficiently (...)". The author also emphasizes that "there is a need for public policies that take care of the digital and social inclusion of students to modernize teaching, towards possible hybrid models for basic education" (MOLL, 2021, p. 41, translated by us), which allows us to understand that during the Covid-19 pandemic, remote synchronous online teaching was developed, rather than hybrid teaching.

3.2 The displacement of the pedagogical relationship and the precariousness of teaching work: experiences

Ferreira (2022) emphasizes in his dissertation "Os Professores Formadores em Tecnologia Educacional na Pandemia: Desenvolvendo Novas Práticas Pedagógicas", the importance of training and preparing educators in the face of the new period that the Covid-19 pandemic has brought, in all areas, since the technology was fundamental as a communication agent between school and families, and therefore teachers needed to be able to do so, using technological resources to perform various functions, including playing a mediating role between these agents. According to Ferreira (2022), the pedagogical mediation that was classically carried out by the teacher in the school before the pandemic began to be carried out by third parties during the pandemic, that is, by fathers, mothers and/or family members responsible for the children, from their homes. According to the author, there is a shift in the pedagogical relationship that shapes the teaching-learning process, as well as the de-characterization of the school as a place of knowledge production.

Rufato (2021), throughout his research, shows concern for the conditions and practices of teachers (specifically for those who work in the final years of elementary school and high school in the public network, in the state of Paraná), even in the pandemic period, leading to an understanding of these conditions, which can also be added to this research, since it contextualizes the same period under study (covid-19 pandemic).

Sousa (2021) points out in the dissertation "Itinerário Formativo em Competências Digitais Para Professores da Educação Básica: Uma Proposta a partir das Matrizes Brasileiras", on the existence of governmental strategies for digital inclusion and dissemination. According to the author, "the infrastructure acquired and the training provided have not yet succeeded in integrating technologies into the curriculum, nor have they succeeded in developing digital capabilities among teachers" (SOUSA, 2021, p. 8, translated by us). Thus, the perception that teachers' work has changed as a result of the pandemic is valid and, consequently, has triggered training and educational experiences that have allowed teachers to continue to carry out their respective work activities. Thus, according to Sousa (2021, p. 30, translated by us), "it is argued that it is not enough just to provide technological infrastructure, but to create conditions for training practice to develop skills to effectively incorporate digital technologies", which did not happen in the context of the Covid-19 pandemic. In this sense, it is necessary to know these experiences to provide a training course capable of improving school work, especially in basic education, with the return to face-to-face activities, in the post-pandemic period.

According to Barros *et al.* (2022, p. 40, translated by us),

the pandemic situation has highlighted the essential need to qualify teachers who did not have subjects focused on the use of technology in their initial training, and/or for those who did, to improve their skills through continuing training, so that they can develop their practice using digital technologies, thus reducing the "distance" between teacher/student and student/student.

However, it is pertinent to discuss the precariousness of teaching work that has occurred as a result of the pandemic. According to Moll (2021, p. 33, translated by us),

teachers, generally unprepared to teach using digital technologies, were suddenly forced to rethink all their planning and teaching proposals for online classes. They found themselves under pressure from state secretariats, their school administrators, their students' families, and their sense of responsibility not to allow their students to suffer learning losses as a result of this unpredictable change, initially with no end date for school activities, during a frightening scenario created by the Covid-19 pandemic.

Teaching activities began to take place precariously, often without adequate infrastructure, crossing the regular class time, in addition to the teacher-student relationship. As Moll (2021, p. 33, translated by us) also points out that,

in addition to the lack of adequate training programs, since the beginning of the pandemic in March 2020, there has been an increasing tendency to add functions to the role of primary and secondary school teachers beyond their primary role of teaching something to someone. A more *sui generis* example is that, in order to alleviate the difficulties of access to online classes caused by social inequalities among students' families, especially in the peripheral regions of urban centers, many teachers, in addition to making a great effort to convert their classes to the online

format, have organized themselves to offer assistance to families, namely by monitoring the classes of their children who are confined to their homes.

Ferreira (2021), in his dissertation entitled "Formar-se ao formar: Pesquisa - Formação sobre um curso de formação docente em contexto e em tempos de pandemia", developed qualitative autobiographical research in the northern zone of São Paulo, in order to find answers to the anxieties about the training processes, including difficulties and progress. In this sense, these ideas can be added to the present study, since this research arose from various doubts observed during the teachers' work during the pandemic period, especially concerning the issue of difficulties (and anxieties) about the "new way of working" with children.

In addition, it is worth emphasizing what Rosa (2021) says in the research entitled "Processos formativos em contextos emergentes: professoras alfabetizadoras e o ciclo de alfabetização", about understanding training in the present, "so that we can identify situations that contribute to the development of policies that highlight the continuing training of teachers, building new alternatives that benefit education" (ROSA, 2021, p. 80, translated by us).

Juliano's dissertation (2021), titled "A Percepção das Educadoras do 4º Ano do Ensino Fundamental Sobre a Aprendizagem dos Estudantes Por Meio de Dispositivos Móveis Durante a Pandemia de 2020: Um Estudo de Caso", we can see that some applications were widely used, such as WhatsApp, Google Meet and Youtube³. For the author's study, the concern with the use of mobile devices relates to how they contribute to the literacy of students in the context of the Covid-19 pandemic.

In turn, Machado (2020) contributes with his research "Estratégias de Ensino Remoto e o Letramento Digital na Alfabetização da Criança", reflecting on the notoriety of "(...) social transformations and the integration of technologies in the daily lives of students, so that we can consider that they are immersed in the 'digital world'" (MACHADO, 2020, p. 43, translated by us). To this end, he adds that the inclusion of technologies in educational strategies is not something that is present in public policies, that is,

is important to understand technological innovations and incorporate them into educational processes, considering their specificities and social functions. It's not about using them, but selecting tools that develop possible pedagogical strategies, as well as promoting reflection and establishing links" (MACHADO, 2020, p. 44, translated by us).

³ In fact, these applications were used in the remote teaching work at EMEI Aparecida, the context of the master's research that gave rise to this text.

Regarding the preparation of teachers and the use of technological resources in teaching and learning processes, "(...) there is an urgent need to discuss the training of teachers to make good use of technologies in an educational context" (GARBIN; OLIVEIRA, 2021, p. 2, translated by us), an idea defended in the article "Por uma Nova Formação Docente: Por que é Importante Aprender a Usar Tecnologias no Processo Formativo?".

Since the research that gave rise to this work is concerned with learning about the training experiences revealed and elaborated by the teachers of EMEI Aparecida, it is worth highlighting the article retrieved, entitled "Processo Formativo Envolvendo Professoras dos Anos Iniciais Que Ensinam Matemática e Uma Coordenadora Pedagógica no Contexto da Pandemia de COVID-19" by Curi and Utimura (2022), by Curi and Utimura (2022), concerning continuous training that "extends to skills, abilities and attitudes, and the values and ideas of each person, including the team as a whole, must always be questioned" (CURI; UTIMURA, 2022, p. 3, translated by us). Furthermore, the authors add that "various researchers emphasize that continuing education is a challenge in terms of teacher training" (CURI; UTIMURA, 2022, p. 3, translated by us). Therefore, the study also shows the changes that have occurred in the lives of teachers as a result of the Covid-19 pandemic and what has led to new demands on "being a teacher", since with the advent of technological development, various reflections have been the subject of research for those who are part of the teaching-learning process, such as the article selected for the study "Formação de Professores e o Uso de Tecnologias Digitais em Tempos de Pandemia: Reflexões e Decisões". In this work, Barros et al. (2022, p. 5, translated by us) state that "new learning provided new experiences as the days went by, pointing to new paths to take, new knowledge to discover and get involved in, new truths and also new demands", as well as that

these demands arose suddenly and excessively not only for teachers, but also for students and their families, since the environment used for classes became, in the vast majority of cases, homes, where everyone had to adapt and share the same spaces (BARROS et al., 2022, p. 35-36, translated by us).

It is also worth remembering what is emphasized by Tigre (2022) in an article entitled "Desafios e Possibilidades Formativas em Tempos de Pandemia: Saberes e Práticas", when he argues that in the processes developed during the pandemic, it was possible to see that "the knowledge acquired during the period was able to renew teachers' knowledge and was fundamental for the creation and implementation of different teaching practices, including the exchange of knowledge" (TIGRE, 2022, p. 3.117, translated by us) since during the Covid-19 pandemic it was noticeable that many students had difficulties following the lessons, while teachers had to readjust and adapt to the

use of technological resources and new teaching and learning methodologies to make a positive contribution to the students.

It's important to highlight Larrosa's (2002) concern experience since it covers the subject of this research. According to the author, the term "experience" is different from information, which is "almost the opposite of experience" (LARROSA, 2002, p. 2, translated by us), in other words, "experience is increasingly rare due to an excess of opinions" (LARROSA, 2002, p. 3, translated by us), and can also be complemented with the idea that "(...) the subject of experience is not defined by its activity, but by its passivity, its receptivity, its availability, its openness" (LARROSA, 2002, p. 5, translated by us). Thus, it can be seen that the experience is unique because it can be influenced by different feelings and experiences, since each teacher's personal life story is unique and can contribute to the knowledge and expertise of the experience, in other words, it is possible (capable) of being shared.

4 POSSIBLE CONSIDERATIONS

The bibliographical survey leads us to consider two central points. The first is the closure of schools. The works reinforce the defense that the closure took place concerning the geographical space, in other words, the schools had their gates closed, but the teaching activities and even the training of teachers remained active. The idea of closure is therefore contradictory since the use of the term refers to an understanding of the paralysis of inherent activities, which did not happen. On the contrary, it increased and became more precarious.

As for the work of teachers in the context of Basic Education and, by extension, Early Childhood Education, the analysis of the papers retrieved from the databases shows that the work of teachers has moved from presential education to synchronous, online education, which we could also call remote, with asynchronous, non-presential moments, whose activities were prepared by the teachers and developed by the students at home. The activities were made available by the schools, printed on paper, on scheduled days and times for collection and feedback. Although we didn't include the discussion of "hybrid teaching" as a finding in the bibliographic review, this perspective is present in the works. In common sense, "hybrid teaching" was assumed to be a model adopted in the context of the COVID-19 pandemic. However, as is well known, this modality is not regulated in Brazil and, even during the pandemic, hybrid teaching as such did not take place, although it was regulated by the normative decrees and resolutions of the regulatory bodies and secretariats, which reinforces the

materiality of remote presential teaching, or even synchronous presential with asynchronous moments, especially when considering Early Childhood Education.

The second is the precariousness of teaching and the virtualization of school relations. The teaching experiences that have emerged from the work carried out denounce a scenario of decreasing social inequalities, as well as the precariousness of the teaching-learning process and continuing education, to the extent that Digital Information and Communication Technologies (DICTs), mainly through the use of the Internet via mobile phones, have become a means of synchronous presential work. The socio-economic and cultural conditions of the working classes were not in line with this perspective of work authorized and directed by the municipal and state secretariats, or even by the MEC so children and teachers did not have access to adequate and relevant conditions for the best performance of the teaching and learning processes during the Covid-19 pandemic. The adoption of DICTs by teachers took place in what we can call popular propositional resistance, according to Souza and Novais (2021), configuring itself as a possible announcement that the bibliographic survey allows us to make, since teachers, faced with the reinforcement of banking education, as Freire (1996) suggests, developed practices and sought training so that they could continue, albeit precariously, in addition to dealing with the emotional issues resulting from the pandemic, to manage the dynamics of the virtualized classroom. The virtualization of relationships has led to a shift in the pedagogical role of the teacher, who has come to rely more heavily on the family structure as a mediator in this process. The impact of this shift, as can be seen from the research carried out, will be felt in the short and medium term.

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