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THE USE OF TECHNOLOGICAL RESOURCES IN HIGH SCHOOLS IN THE MUNICIPALITY OF BORBA

Neuzimar Lima Alves
Borba-Amazonas

Abstract: This article is based on the assumption that technology at school has been gaining space, as it facilitates, interacts and motivates students to seek more knowledge, in this sense, this study aimed to know the potential of the Hot Potatoes program through the JQUIZ application in student learning in the face of contemporary challenges in textual interpretation in Portuguese language classes in high school. In order for this objective to be achieved, the aforementioned article followed a methodological line aimed at a qualitative approach, as a basis for the development of the study, action research was applied, since this type of research allowed the self-reflection of the teacher and his praxis to the best conditioning of learning, thus, with the development of activities, the students' interest was plausible in the face of innovative pedagogical proposals and which is already part of the reality of most of them. This way, it is notorious that the school and the teachers are evolving in the face of the perspectives of a contemporary education, with the students' reports it was possible to observe their perspectives, motivations and enthusiasm for a new way of learning by doing and building their own knowledge in the face of of survival in a competitive society in which they live, moreover, it is considerable that after this experience the teacher's praxis in the face of these new challenges in education is reviewed, because the transformation in search of the new, however much this "new" takes work and demand a reformulation in its methodologies makes the difference in teaching.

Keywords: Technology. Learning. Knowledge.

INTRODUCTION

In the current context in which education finds itself in a transformative way through the apparatus of technology as a means of communication, it is inevitable that the pedagogical action in this scenario ceases to intervene in learning and, to a certain extent, in the teacher's practice in view of the visible changes in the educational environment.

Working with technologies at school has already gained a lot of space, as it facilitates interaction and motivates students to seek more knowledge, in addition to understanding the functions of this mechanism as a support for study. Leopold, pg. 13. (2004), emphasizes this issue by saying that new technologies arise with the need for specialization of knowledge and that with this it is possible to develop various didactic-pedagogical activities. Working with technologies as a form of day-to-day practice falls under what the National Curriculum Guidelines for Secondary Education (2011) recommends, when it says that the political-pedagogical project of the school units that offer Secondary Education must consider: VIII – use of different media as a process of dynamizing learning environments and building new knowledge.

This consideration of the Guidelines is consistent with the educational reality of the 21st century.

The potential of technology as an instrument of teaching methodology in the enrichment of classes is explicit, thus, the main objective of this project, which was to know the potential of the Hot Potatoes program through the JQUIZ application in student learning regarding textual interpretation in Portuguese language in the 3rd year of high school

To achieve the objectives proposed in that project, it was to follow a methodological line focused on a qualitative approach, which allowed the knowledge of the perspectives of using the software in the classroom through formal and informal conversations with the students. As a research tool in this study, mobile devices and machines from the school's computer lab were used. The type of research was exploratory in nature,

as exploratory research enabled moments in which the project was applied in practice with an involved public.

This way, this project sought to analyze the agility in the interpretation of texts through reading through technological resources, enhancing student learning in the face of contemporary challenges in technological education in Portuguese language classes in a dynamic way, using technology as it is part of of everyday life for most students.

Therefore, it was seen the importance of the teacher in using the technological mechanisms in favor of improvements in the school education of the students, because, it is the reality of the majority and the conviviality many times greater than that of the teacher, this reality brings incentive for reading and ability to the brain leading them to the student's creative and daring thinking.

MATERIAL AND METHODS

With the advent of technologies in classrooms and the environment in which young people are inserted, it is necessary to use these new technologies in education because the use of technological programs and applications has a great collaboration in student learning. The technologies used in educating young people substantially facilitate the search and sharing of information. In this sense, Santos; Resende (2010) agree that information is increasingly within reach of the individual, and the new technological tools provide opportunities for better learning because students are already used to technology in their daily lives.

When the teacher inserts in his methodology the tool that young people constantly use for communication and entertainment, he will give the opportunity to transform the ways of learning, after all, the objective of the teacher is the consolidation of learning, as stated by Vigotski (2001) when elaborating its main thesis considering that good learning is the one that advances and leads to development, thus, from consolidated learning, development accompanies the student's evolution in view of his expectations for the future.

The teacher makes use of different methodologies in order to involve the student in the context of the content using attractive strategies for handling programs that facilitate understanding through technology.

These software allow generating complementary activities to the contents studied in the classroom, stimulating students to study and participate more in the classes, about this, it can be observed in Tarouco (2005), where, Lucena and Fuks (2000),

> They show that the key issue in the implementation of new technologies to support education is to make the student interested and motivated to seek the desired information, thus transforming the traditional paradigm of education as a factory, to education as entertainment. The student is no longer reduced to looking, listening, copying and reporting. He creates, modifies, builds, increases and thus becomes a co-author as the teacher configures knowledge into potential states. (SILVA, 2000. p.2).

In this context, the author shows us the great need for motivation and innovation in his pedagogical practices in order to follow the evolution of his student's learning, since one of the great challenges of academic training is to form autonomous citizens who can participate in the construction of a society strengthened through knowledge.

But to form this type of citizen, the National Curriculum Parameters (PCNs) of Secondary Education (PCN, 2000), offer wide possibilities for the exploration of technologies and place them as a central theme reaching the three areas of knowledge.

Following this line of analysis, technology

is no longer used as a "tool", as it is part of the individual's daily construction, changing in a certain way the customs, habits and ways of living in the face of a new era. Thus, the teacher is placed as a mediator and guide of this new contemporary way of living.

In this sense, technology arrives to transform not only the student's vision in relation to education and technology, but also the teacher's, who, by applying these methodologies and practices in their classes, have the opportunity to evaluate and build new means of raising the level of students' knowledge.

Technology is already a reality in the classroom and public education, in turn, seeks to accompany this evolution in the face of the performance of the teacher's praxis and the development of student learning through the use of technological programs and applications.

This study was characterized as qualitative research, because, according to Minayo, (2001), qualitative research works with the universe of meanings, motives, aspirations, beliefs, values and attitudes, which corresponds to a deeper space of relationships, processes and phenomena that cannot be reduced to the operationalization of variables. But there were also some presuppositions of the action research. According to Kemmis and Mc Taggart (1988, apud ELIA and SAMPAIO, 2001, p.248), they expand this way of understanding the concept of action research with the following words:

> Action research is a form of inquiry based on collective self-reflection undertaken by members of a social group in order to improve the rationality and fairness of their own social and educational practices, as well as their understanding of these practices and the situations where these practices happen. The approach is action research only when it is collaborative" (KEMMIS and MC TAGGART,1988, apud Elia and Sampaio, 2001, p.248).

The research took place at the Full-time State School José Holanda Cavalcante (CETI), located at Trav. José Muniz de Castro, in the municipality of Borba/Amazonas. The project was presented to the manager and teachers of the classes being studied at the school in order to be aware of the project stages and then to the students of the 3rd year of high school.

This project had the following stages: presentation of the project to the manager of the full-time school José Holanda Cavalcante, together with the teachers of the classes under study and the students of the 3rd grades of secondary education in classes 01/02 and 03, who were invited to embark in this technological journey of knowledge; after acceptance of the project, were open interviews carried out to obtain information about what they think about the use of technologies in the classroom? The challenges of using them for educational purposes and how they use them; workshops were held to improve the handling of the cell phone, as well as the computers in the school laboratory and finally intervene in learning by intensifying and enhancing the knowledge acquired with the Hot Potatoes program through knowledge scavenger hunts in the practice of textual interpretation. The experience lived in this research process was as follows.

With the application of the action plan, the students in the first group were invited to go to the school's computer lab, which caused excitement among them, as they were going to leave the daily environment and it would be a different day, student José (fictitious name) reported that more professors could work in the laboratory, however it was not a daily practice. When we got to the room, each student chose their machine and the general question was, is there internet? At first, they asked if they could use their cell phones, but soon after, the class joined the laboratory's

novelty.

According to the responses of class X, the use of technologies in their lives represented fun, distraction and entertainment, less study support.

After the conversation, the Hot Potateos program and the JQuiz application were presented to them, which they would use to practice textual interpretation. This action aimed to identify the students' main difficulties with handling technologies and their programs in the classroom, in addition to offering activities for better reading comprehension.

On the second day, a workshop was applied to improve computer handling in the computer lab, some students were familiar with handling the machines, others with more difficulties, as they had not yet had contact with this type of activity. I will name the classes by the letters X; Y and Z, to preserve their identity.

Class X, upon entering the computer lab, was curious and motivated for the workshop, some of them had not yet studied computer science, others knew how to handle the machine, the activity was very productive and the students who achieved a good score celebrated their victory. At the end of the workshop, they made a short oral report of the experience and highlighted the importance of this type of activity in schools, adding that it could happen more often.

Class Y upon arriving at the laboratory, the students chose their machines, many with doubts and at the same time euphoric with the novelty of attending the computer lab and again it was talked about their participation in this room that they had not yet attended the same. They added that the activity is encouraging, keeps you awake at night and motivates the brain to speed up reading.

Regarding class Z, some students study the computer course at Cetam and already have a relationship with the laboratory, as it works at school, but as students had not yet attended the room, for them the activity was innovative and very dynamic, and that more teachers could accomplish in their subjects. They reported that they were nervous to see the time running out to answer the questions and this gave the feeling that they had to have some attitude before the time ended.

Thus, the activity proposed with the use of Hot Potateos through the JQuiz application provided students in the final series of high school with the practice of textual interpretation being monitored for a certain time, in fact an Enem simulator and entrance exams, as they need Be aware of the time spent on each question.

This way, this methodology brought benefits to the students, since all the classes under study highlighted the need to keep up with contemporaneity and an advanced education, they also reported the importance of this type of activities and that they make more use of their time, in addition to concentrating and feel motivated to learn.

RESULTS AND DISCUSSION

Technology and the teacher's praxis in the teaching-learning process

After the whole process of experience with the development of the project, the importance, firstly, of the teacher's ability with technology was perceived, since being the holder of knowledge and practice, the pedagogical process flows with greater success. For Rosales and Magalini (2007, p. 05), the teacher must be in "[...] a permanent process of learning and have a researcher, investigator and critic attitude". Thus, the teacher accompanies this contemporaneity in education with the students.

The lack of teachers in using these technological methodologies was also referenced by most of the students among the three classes where they orally reported the

lack of opportunity to attend the computer lab and that this type of activity is much more pleasant than staying there all day. in the classroom. Students like classes that can move them and bring something new to everyday life. It is known that these methodologies are not always part of the teacher's daily life for various reasons, but that the teacher may be including them in their classes to give the student the opportunity to have creative and dynamic classes.

According to Ribas (2008), the teacher must be someone creative, competent and committed to the advent of new technologies, interacting in the midst of the knowledge society, rethinking education and seeking the foundations for the use of these new technologies, which have a great impact on education. education and determine a new culture and new values in society. This way, the success of learning is visible in a set of actors and actions within a methodology capable of motivating learning and intervening in it. As Azevedo says.

For the improvement of pedagogical processes, it is essential that Education appropriates technology effectively, as the conscious use and with delimited purposes "provides a rethinking of traditional education, based on the renewal of knowledge and the possible and inevitable disposition for the dialogue between professors and other actors in the educational process". (2012, p.87).

Therefore, technology is fundamental for the development of education and is considered a great pedagogical tool for the teacher, who, in the face of educational evolution, needs to be walking with the new faces of education, and that this education so dreamed and desired by many can to be part of everyday life at schools in Amazonas, which is a place with so many specificities and logistics that are different from other Brazilian states.

Designation 1- Teacher doing work with the student in the school's computer lab.

Source: Neuzimar Lima (2019).

PEDAGOGICAL INTERVENTION IN FACE OF LEARNING BY BUILDING KNOW-HOW IN ICTS

The way each individual learns is particular, but the teacher must always be aware of the signs of learning and difficulties that the student presents, because it is based on these observations that an intervention for the construction of knowledge will be traced.

This intervention by the teacher happens through the situation of learning, in what way and how the student learns certain content with the help of technology, and the teacher can intervene at the right time to improve his/her academic and personal performance, Franco (2003) considers that all those involved in reflective practice need to become researchers in the context of praxis and, in this sense, they will be able to develop knowledge for their emancipation as subjects. Thus, even in the face of the problem, the teacher needs to equip himself with basic and in-depth knowledge for understanding and future resolutions in the face of the fact.

The construction of knowledge brings various ways of teaching and learning in the face of the teacher's pedagogical practice, which bears the mark of his qualified training for this purpose. Borges (2004), says that "teachers do not rely on one knowledge to teach, but on several". Corroborating this

question, Tardif talks about knowledge through experience,

Teachers, in the exercise of their functions and in the practice of their profession, develop specific knowledge, based on their daily work and knowledge of their environment [...] which spring from experience and are validated by it. (TARDIF, 2002, p. 39)

In this perspective, the authors emphasize the search of teachers for different ways of conceiving knowledge and emphasize the experience in doing itself as an analysis for the pedagogical praxis. This way, the intervention in front of learning, building know-how in ICTs or in any other pedagogical way of learning, must be based on planning and teacher training, in addition to the motivation to awaken in the student the will and desire to learn.

Designative 2- Students putting into practice what they learned about the application.

Source: Neuzimar Lima (2019).

CONCLUSION

With the students' reports, it was possible to observe their perspectives on an education considered by them still a little distant from the reality and equity of the large centers, but they felt motivated and awakened to a new way of learning by doing and building their own learning in the face of the challenges of reality in the search for survival in a competitive society in which they live.

It is considerable that after this experience, the teacher's praxis in the face of these new challenges in education is reviewed, since the transformation in search of the new, however much this "new" takes work and requires a reformulation of its methodologies, makes a difference in teaching.

The lack of practice of teachers with the technology itself in the classroom or in the computer lab is still a reality, but some seek to insert technology in the lives of students in another way, through research and differentiated classes with data show, others end up falling into the traditionalism of books, in a way, with all this range of methodological diversities, what is perceived is that education is still walking slowly towards true technological education made possible between teacher verses student.

Today, external tests, whether PSC, SIS, ENEM or UEA, in addition to competitions, textual interpretation is constantly present, and it is still an obstacle among students, precisely because of the lack of reading habits and this brings great harm to them.

Therefore, this study allowed the researcher to know the potential of the Hot Potatoes program through the JQUIZ application in student learning in the face of contemporary challenges in textual interpretation in Portuguese Language classes in the 3rd grade of High School, which through this type of activities the students practiced with more enthusiasm the speed of reading and its interpretation being a strategy to follow the real time of the external tests for each question. This way, it was possible to extract relevant information that would contribute to future studies related to the use of technological resources in schools and their benefits in terms of education.

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