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## AFFECTIVENESS AND EXPERIENCE IN EARLY CHILDHOOD EDUCATION POST- COVID-19 PANDEMIC

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**Abstract:** In the present world situation, a pandemic of diseases caused by the coronavirus (COVID-19) has been experienced, causing an unprecedented international crisis in all spheres of society, especially in the health field. Many lives were taken in all parts of the world, causing panic and behavioral changes in individuals. Among the protective measures against the spread of the coronavirus, the requirement of preventive and mandatory social isolation and distancing culminated with the suspension of classes at all levels of education. In this scenario, the importance of affectivity and the experiences between students and educators was greatly evidenced. The interest in the theme “Affectivity and experiences in early childhood education in times of the covid-19 pandemic” stems from the experience of this researcher as a teacher in the city of Teresina. The contact with the diverse personalities of teachers and students, the difficulties of “affecting at a distance” and the new challenges faced by students and teachers in the pandemic context, have made me anxious to find answers to the dilemmas of the new school routine. I intend to test the hypothesis that affection interferes directly in the learning process of children. The research is justified by the need to understand the panorama of the relationships between teachers and students focused on affectivity and on the experiences of each individual. It is believed that this research will bring epistemological contributions as to the understanding of aspects that are still little known or approached in this area of study, such as the notions of affectivity and dissemination of the Vygotskyian term “*perejivânie*” in the current educational context.

**Keywords:** Affectivity, Experience, Early Childhood Education.

## INTRODUCTION

The pandemic scenario that the whole world has been immersed in since mid-2020, allows many questions to be asked about the lived reality of each place, each country, each state, each city. The field of education has certainly been affected and modified by the pandemic.

In view of this, the present article aimed to investigate the Affectivity and the experiences produced by teachers and students of Early Childhood Education in the pandemic context. As specific objectives: Characterize the school's role in managing teacher-student affectivity during the pandemic event; to analyze dissertations that deal with Affectivity and Experiences in early childhood education; reflect on affectivity and experiences in student development.

Thus, the study will be related to the challenges faced in Kindergarten schools with an emphasis on affectivity processes and experiences (*perezhivanie*). The idea of affections originates in social relationships (ESPINOSA, 2008) and experiences that constitute a source of affections (VIGOTSKI, 2009). It is important to define the concepts that will be worked on in this research.

Starting with Spinoza's definition that shows affection as:

the affections of the body by which our power to act is increased or diminished, stimulated or restrained, and, at the same time, the ideas of these affections. So when we can be the adequate cause of some of these affections, then by affection I understand an action; otherwise, a passion (ESPINOSA, 2008, p. 163).

In early childhood education classes, affection can be perceived by touch, affection, care, proximity, daily and constant concern, which became more difficult, in the context of remote classes. Espinosa explains that affection can be positive or negative. In a

positive way, affections are transformed into joy and in a negative way, they are evidenced by sadness. In this way, affections can be defined as the result of a lived experience, either negatively or positively.

The partnership between family and school is an important positive source, when both assume their role in strengthening children's affection and learning based on respect and commitment. The family is the first social group with which the child coexists and its components are seen as examples for life. Thus, as fathers and mothers are examples for their children, the teacher is the mirror for the student in the classroom. Affectivity is an essential tool in educational activities, directly influencing the student's intellectual development and favoring quality learning.

In view of this, it is necessary that the curriculum of training courses for teachers be reassessed, including the study of emotions in order to guarantee a more humanized training.

For Marques and Carvalho (2014, pg. 42), living in the Portuguese language is the expression that comes closest to *perezhivanie*, a term often used in everyday life in the Russian language and which serves to designate an experience accompanied by feelings and lived commotions. According to Vinha and Welcman:

The experience is a unit in which, on the one hand, in an indivisible way, the environment, what is experienced is represented – the experience is always linked to what is located outside the person – and, on the other hand, how I experience it is represented. This, that is, all the particularities of the personality and all the particularities of the environment are presented in the experience, both what is removed from the environment, all the elements that are related to a given personality, and what is removed from the personality, all the traits of its character, constitutive traits that are related to a given event. Thus, in the experience, we always

deal with the indivisible union of the particularities of the personality and the particularities of the situation represented in the experience (VINHA E WELCMAN, 2011, P. 686).

The notions of experiences (*perezhivanie*) make it possible to show how people relate to the environment. Because it is an individual and particular process, the same experiences have different affects on different people. Each individual is affected in different ways. Bringing to the remote classes in the Teresina municipal teaching network, the recorded classes are sent to all students through whatsapp groups, but while one student receives the video and manages to carry out the activities, others cannot understand what is being asked and some do not even receive such recorded classes due to the inequalities present in everyday life, such as the lack of electronic devices and quality internet that allows carrying out daily school activities.

Toassa (2011) explains that care must be taken when differentiating experience from *experiencia*, as experiences “necessarily involve emotional qualities, sensations and perceptions, leading to an immersion of the subject in the world” (TOASSA, 2011, p. 35). Marques and Carvalho indicate that:

The subject is never indifferent to a living situation, it will always have a strong emotional connotation for him. What may not happen when dealing with a situation of experience, since these may or may not evoke marks in a person's life, as well as at most evoke a memory. (MARQUES E CARVALHO, 2014 pg. 43)

*Perezhivanie* (experience) will always be a “type of apprehension of the real that is not mere interpretation, is not mere emotion, but integrates various aspects of psychic life.” (TOASSA; SOUZA, 2010, p. 759). That is, the subject, throughout his life, can constitute countless experiences, but only some of them constitute an experience.

For Marques and Carvalho (2014, pg.42) “the teacher can successfully carry out his teaching activity when he affects his students with joy, enhancing the students’ desire for new learning”. In the context of fully remote classes, this joy is braked and diminished, since the professors do not get the necessary proximity with all the students.

Vygotsky’s Historical-Cultural Theory presupposes a social nature of learning, that is, it is through interactions that the individual develops his psychological functions. Learning presupposes a specific social nature and a process through which children penetrate the intellectual life of those around them (VIGOTSKI, 2007, p.100). Teachers who experience teaching with joy, showing affection, know what they are doing, have clear objectives, which means greater autonomy at work. Therefore, it is possible to affirm that the experiences that make up the happy encounters help in the production of more independent and happy subjects.

It seems to me that in the pandemic, the kindergarten teacher, even at home and using his own means to carry out his daily activities, has become a sadder, more restrained being. Students, in turn, need a more humanized service in the midst of a highly excluding and cold scenario, here I am referring to the current pandemic context in which teachers and students from the municipal network of Teresina are inserted and a little lost.

## **METHODOLOGY**

This section seeks in a few words to present the entire methodological route listed for this article. For the implementation were necessary theoretical surveys for the development of the body of work based on articles, theses, and dissertations and other materials from authors such as: Toassa (2011), Vygotsky, 2007, Espinosa (2008), Marques and Carvalho (2014) among others.

In turn, this constitutes a qualitative study in which we sought Minayo (2014, p.57) to clarify this approach, since she characterizes the qualitative method as one that “[...] applies to the study of history, relationships, representations, beliefs, perceptions and opinions, products of the interpretations that humans make about how they live, build their artifacts and themselves, feel and think. In this way, it allows us to understand the social processes, the revisions and knowledge already built by other researchers, involving positions, concepts, answers to questions related to affectivity in Early Childhood Education in the pandemic period and its challenges, in a way that cannot be quantified.

As for the theoretical surveys, based on the specifications discussed by Minayo (2014, p. 303) “means more than a technical procedure. It is part of a historical theoretical and practical search in the field of social investigations”, in this context, we seek to interpret the data based on the materials already built about the phenomenon studied, with the help of the structural procedures of the research.

It is worth remembering that we used the Digital Library of Theses and Dissertations - BDTD, which allows greater visibility of national and international research and has scientific productions of the best teaching and research institutions in the country. Thus, to help the search for data, we used inclusion criteria such as: dissertations on the importance of affectivity and experiences between students and educators in the pandemic period. The inclusion criteria observed the reading of the themes associated with the present article, reading the abstracts and in some cases the introduction and the body of the work in order to better understand the texts. It can be said that all the studies included in this article presented in their abstracts a close relationship with the object of study “affectivity and experiences”.

The exclusion criteria were: duplicated works, themes that did not meet the discussions of this article, and abstracts with little information about the study.

The following descriptors were used for the collection: affectivity, pandemics, Covid-19, Early Childhood Education and remote teaching, which allowed a better delimitation and selection of the dissertations found within a two-year period (2020 to 2022). It is worth mentioning that during the search seventeen potential dissertations were found to be included in the research. But after refining and selecting the works following the inclusion and exclusion criteria, the duplicate works or those with irrelevant themes to the study were removed. This process was possible due to the reading of the abstracts, which allowed the discarding due to the absence of fundamental data. Eight dissertations were left that were analyzed and included in this article. Thus, the data were analyzed, evaluated, and organized in a table as the main content of the literature.

## RESULTS AND DISCUSSION

Below is a demonstrative table in order to reflect on the literature already produced on affectivity and experiences in Early Childhood Education after the Covid-19 pandemic. For this, eight dissertations available in the Digital Library of Theses and Dissertations (BDTD) were included in this research.

The dissertations with which this article dialogued allowed for a broad analysis of affectivity and experiences in Early Childhood Education after the Covid- pandemic. 19. It is important to emphasize that the works identified that families had to assume a role as mediators of the educational process, even though they did not have many domains of the Digital Information and Communication Technologies - ICT, so that they could make the work more dynamic and allow the quality of the actions carried out in Early Childhood

Education.

It can also be said that the positive points identified were based on the approximation process between school and family in many cases. Thus, some family members had to seek knowledge about the use of technological tools to help children in the educational process during the pandemic.

In this sense, the discussions allow us to understand that the impacts of the Covid-19 pandemic have widened the inequalities related to income, gender, race, access to technological resources such as computers, cell phones, tablets, and quality internet. We can say that these inequalities have been present in society and in the school environment since before the pandemic, but the context discussed in this article shows that these problems have been even worse.

In face of this, in order to guarantee access to classes in Early Childhood Education, managers, teachers, and family members had to look for alternatives to keep the classes running remotely or online, and for this they had to purchase and distribute resources in order to guarantee access to the classes. Even with all these different strategies, the financial support was precarious and left many students without proper access and allowed the pedagogical actions to suffer severely with the impacts caused, since the affective relationships that are important for the establishment of bonds between teachers and students were damaged. We can also say that these problems could be caused, among many others, by unstructured families that did not have adequate conditions regarding space, technology, financial resources, and others. Due to this fragility of many families, Early Childhood Education was greatly damaged and many children did not have opportunities to establish stronger affective bonds among their peers and with the teachers.

Generally speaking, regarding the issues



Author	Title	Which aspects are structured (Objective)	General analysis of the works (Results)	Document /year
Isabella Brunini Simões Padula	“Did you know that there is a new virus that has already arrived in Brazil?” Differences and inequalities at Education Children’s during the COVID-19 pandemic.	Projecting the impacts of this moment on early childhood education, highlighting gender, race, class and age inequalities.	Based on this research, the author allows herself to state that the commitment to the education networks needs to improve in order to keep up with the inequalities experienced by families and their children, observing the situations they experience such as institutional racism, opening a channel for dialogue with families and understanding their main needs, desires and wishes.	Dissertation 2021
Fernanda Rodrigues Pigatto	Teaching It is technologies at the elementary education: research in practices in literacy in school in NewPalma – RS in context from the pandemic.	The objective of this work was to analyze the changes that were observed in the literacy practices of teachers at a municipal school in Nova Palma, RS, in the context of the coronavirus pandemic. As specific objectives, we tried to understand the changes in literacy pedagogical practices in the initial grades of the selected school; and through the reports of teachers probe the difficulties and positive aspects found in this pandemic teaching context.	The results demonstrate that, for early childhood education and literacy, several motivations complicate the situation in relation, for example, to the work of other grades, since children need supervision, encouragement and follow-up more intense, frequent and daily.	Dissertation 2021
Priscila Kelly da Rocha	The family-school relationship and childhood in times of a pandemic.	General Objective To understand how and if the confinement imposed by the pandemic acted on school, family and children relationships. Specific objectives: to understand how children It is family realize your relationship and map how this category was presented in the relationships everyday during the pandemic.	In view of the survey, it was possible to consider that the study regarding the importance of affectivity in children’s relationships has achieved visibility due to the understanding that affection is essential for human development, as it makes subjects more prepared to deal with themselves. same and with the other.	Dissertation 2022
Paula Antunes Ruggiero	The teacher and the unexpected affective manifestations in children from 3 to 6 years old: a reading Wallonian.	The present work investigates feelings, reflections and interventions of teachers in relation to the unexpected affective manifestations of children from 3 to 6 years old. With a qualitative approach, was made in a school of Early Childhood Education in the city of São Paulo and for the production of information, the narrative of critical incidents was used, followed by an interview in the reflective modality with six educators. Wallon’s psychogenetics guides the work by considering the affective, cognitive and motor dimensions of the person (teachers and students).	In the results and discussions, the analysis of both the critical incidents and the interviews pointed to the discussion of the following axes and their categories: 1. The difficult emotion-reason balance in teacher-student relations: a) from the act to the teacher’s thought: his/her interventions, b) justifications for aggressive reactions; and c) feelings. 2. The role of listening in the emotion-reason game: a) with the group of children, b) in the team and c) with the family. 3. The teacher, his history and his environment: a) family and school environment of the teacher’s childhood, b) training path: theory and training in a work context; and c) what would you say to a novice teacher?	Dissertation 2020

Natalia Navarro Garcia	Emotion, affectivity It is human development: onenecessary articulation atChild education.	The main objective of this work was to investigate the process of humanization, with emphasis on psychic functions, in order to contribute to the systematization of scientific knowledge about the emotional development of children in Early Childhood Education.	As a result and discussions of this investigation, it appears that studies related to emotion and affectivity they are essential to the teachers, especially those who work directly with young children so that they can, through their pedagogical practice, enable the full development of the maximum human potential in an intentional way, as it is recognized that emotions and affectivity are parts fundamental from the human wholeness.	Dissertation 2022
Leila Carla Terebinto	Recreating the early childhood education in times of the Covid-19 pandemic	The objective of the work was based on reflecting on children's games and cultures in the researcher's acting class. It was sought through the work to understand the importance of playing, to identify the games and the different ways of playing in the classroom, allowing the child to develop autonomy, interactions, participation, decision-making and among others through the author's experiences in her classroom.	It is concluded that the autobiographical research intended to reflect Wallonically on the relationships of playful, creative, affective mediation of teachers and students. Faced with this, the importance of building knowledge and culture is perceived, through the sociocultural mediations of the children's public, which end up requiring from the school and the teachers change and innovative pedagogical reorganization, and that more than ever were tested during this pandemic context.	Dissertation 2022
Tuany Inoue Pontalti Ramos	Children's daily lives in times of a pandemic: (un) constructions.	The research aimed to build an analysis regarding the children's cultures that were produced during the pandemic context. The study also sought to understand the different conceptions of children and childhood from the perspective of Sociology of childhood and its great importance for the social visibility of children.	As a result, it was identified that children are adapting to the new and diverse conditions arising from the impacts of the covid-19 pandemic. In this way, it was exposed that children continue to play with their families, friends and among themselves. others. At opportunity it was highlighted that the activities during the context pandemic continued being carried out remotely or online. The research explains the importance of listening to children to understand how they understand the moment of social isolation they had to live.	Dissertation 2021
Bianca Rafaela Mattos Teixeira	Remote work with children in kindergarten: challenges it is possibilities in times in pandemic	The objective of this research was to carry out an investigation process on the conditions and ways of carrying out pedagogical work aimed at children aged 5-6 years in kindergarten in order to point out and discuss to the varied possibilities, challenges and limits of this achievement.	It is concluded that the analyzes showed the real role of families as mediators of the educational process during the pandemic context. It is worth mentioning that the use of TDIC was fundamental for the establishment and maintenance of children's bonds with schools, even with non-face-to-face classes. It is possible to identify that there were many limitations regarding the development of the pedagogical work and the conditions for its effectiveness with quality, due to the need to build assertive strategies for relationships in a virtual way, performing games, games and affectivity.	Dissertation 2021

Table 1-Dissertations from the Digital Library Database (BDTD)

Source: the authors 2022.

related to teachers facing this scenario, it is noteworthy that many were not prepared to perform their functions inherent to the educational work remotely and online. This aspect presents itself as a fundamentally important point in our discussions, since the teacher is the key to the construction of methodologies and pedagogical strategies that involve the ludic aspects in their content. Thus, most of the teachers were very resistant to the use of technology or simply did not have the knowledge to help them in this context, compromising the affective relationships that are inherent to Children's Education.

Finally, it is noticeable that the managers, teachers, families and children in Early Childhood Education experienced moments of uncertainty, problematic and conflicting situations to be faced so that children could have their right to quality education guaranteed by using affection, which is essential to attract, engage, and generally promote emotional, cognitive, and affective development in their experiences.

## **FINAL CONSIDERATIONS**

Theoretical surveys and discussions held revealed a reality in which many teachers were unable to affect their students during the shift from face-to-face to remote or online classes during the pandemic period. Affectivity in the teaching-learning process was compromised by several factors, including: low education of parents or guardians and low family income.

Social vulnerability was evidenced in the face of a society and State policy that does not prioritize public education. In this way, the perpetuation of the various ills that plague Brazilian education in contemporary times is presented. Given the scarcity of inputs capable of matching schools for the training and digital inclusion of teachers, students and families to keep children present in classes that required technological resources for

access and permanence.

Affectivity is constituted in the face of such statements as a dynamic means in the construction process of pedagogical practices, stimulation and establishment of classes that, even at a distance, can bring teachers and students closer together and thus achieve educational objectives.

Regarding the experiences, it was found that the pandemic period brought serious damage to children, as the continuous process of socialization. Thus, the precariousness or lack of experiences in the classroom resulted in a gap in terms of contact with other people, knowledge of themselves, their emotions, fears, anxieties, joys and pleasures. Nevertheless, the experiences are necessary for the involvement, perceptions and sensations of the child in his being in the world. In other words, the experiences presented here become the source of affection for all processes involved in teaching and learning.

However, dialoguing on these issues allows education professionals to recognize the importance of affectivity and obtain, through research such as this one, access to literature capable of stimulating new methodological practices in their teaching activity. In addition to the need for continuing education to improve their knowledge regarding affectivity, technological resources, active and thought-provoking methodologies that can promote pleasant classes.



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