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READER TRAINING IN FIELD EDUCATION IN PANDEMIC TIMES: CHALLENGES AND POSSIBILITIES IN THE CONTEXT OF INFORMATION AND COMMUNICATION TECHNOLOGIES

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INTRODUCTION

Before the COVID-19 pandemic, advances in the use of digital technologies, ICT - Information and Communication Technologies, were already reshaping society by creating new forms and channels of communication (CASTELLS, 2014). But with the pandemic scenario¹, which has become a major problem today, affecting all possible areas of human experiences, the educational field has been hit in a particularly profound way. The pandemic caused significant changes to education, such as the suspension of face-to-face classes in the country, starting in March 2020, due to restrictions on social contact, as recommended by health authorities, such as the World Health Organization (WHO).

For Morgado (2020), the effects of the pandemic generate even more discomfort, due to the fact that educational work is linked to human relationships, as the pedagogical act is made of interaction and sharing. And despite the benefits of the technologies used to develop educational work, there is a risk of misconfiguring the educational phenomenon itself, which is characterized by human, collective relationships and exchange.

Furthermore, enabling reading training and expanding repertoire in the pandemic context brought numerous challenges to teaching practice. Difficulties in accessing technologies, socioeconomic and geographic obstacles were factors that generated tribulations, which allowed reflection on access to technology and articulation of adaptation, updating and production of means for reader training, especially in rural education.

It is known that the written production

of texts, belonging to different genres, presupposes the development of varied skills and abilities, which must be focused on teaching and learning situations, and must take into consideration, the various social contexts, leading students to select the most appropriate ways of saying to construct coherent and meaningful speeches, capable of being interpreted by your interlocutors.

To this end, the present exploratory and qualitative study of a critical-reflexive nature consists of the experience report of a teacher at ``*Escola Municipal Fazenda São Miguel*`` in the municipality of Ipojuca -PE, through the collection of data from the logbook.

There were many challenges to pedagogical practice, provoking reflection and discussion about the role of peasant teachers in line with liberating pedagogy as a guide for the educational processor. And with the phenomenon of the COVID-19 pandemic, we are faced with new formats of exclusion and confrontation that take into consideration, not only the reading of the world and the reading of writing (FREIRE, 1996), but also digital reading.

Given the above, the research presents itself in a double dimension, theoretical and empirical, which aims to understand what challenges and possibilities in the context of integrating Information and Communication Technologies into the scope of pedagogical practices, in a way that adds reading to the reader's education of writing, world and digital reading of students in the rural context.

1. According to the Ministry of Health the coronavirus is a family of viruses that cause respiratory infections, Covid-19, as it was called, refers to a rapidly contagious disease, SarsCovid-19. The new coronavirus agent was discovered on December 31, 2019 after cases were registered in China with severe respiratory symptoms, which led to strict health measures to mitigate contagion. Available: <https://coronavirus.saude.gov.br/sobre-a-doenca#o-que-e-covid> Accessed on: 13 Aug. 2023.

METHODOLOGY

The methodology used has a qualitative focus, as it presents the relational character between the subjects involved in the phenomenon studied (GOLDEMBERG, 2004). It is field research of an interventionist nature, which carries out the particularistic focus of the case study and action research (THIOLENT, 2009).

The site of study was the ``*Escola Municipal Fazenda São Miguel*`, totaling 13 students from the multi-course initial years modality of the 1st and 2nd years of the Ipojuca Education Network, understanding the local socioeconomic context where sugarcane monoculture is main economic support of the region and consequently predominant in the forest zone of Pernambuco.

Although current legislation guides the computerization of teaching, there is a delay when we think about institutions in the field, whether due to geographic and socioeconomic obstacles that are still present or other dimensions. With the demands and adversities generated by the pandemic in question, the gulf in educational laws and reality highlights the urgent demand of the problems experienced.

Therefore, in view of these obstacles, the pedagogical practice exercised its resilient role through the Portuguese Language curricular practices, the activities were established in conjunction with the Common Curriculum Base (BBC) and the Ipojuca Reference Curriculum and the Pedagogical Political Project of the unit of teaching in question in promoting reading through the use of the collection of the National Book and Teaching Material Program (PNLD) made possible by the Ministry of Education through loan to students and consequently the family.

In family support, we sought to establish daily reading practice as a routine of study and enjoyment, which developed into a bonding

network beyond the school walls, to the extra-school space and beyond remote classes.

In Brazil, the National Education Plan 2014-2024 elucidates the expansion of connectivity and the use of digital technologies in the educational process, thus establishing the importance of ICTs in the educational process.

It is worth noting that Ordinance 544/2020 of the Ministry of Education authorizes classes remotely through digital information and communication technologies. This is a big question, since the peasant teacher had to reinvent himself where potentialities and limits of action were put to the test, aiming to reflect on pedagogical praxis.

THEORETICAL REFERENCE

Due to the various challenges that the school faces, including learning to read fluently, written production with performance and sociocultural interaction, critical and reflective development is necessary, linked to the exercise of citizenship, empowering the student as a protagonist.

According to the National Education Guideline and Bases Law (9394/96), Rural Education is linked to the world of work and the development of the countryside, with an emphasis on the subject of the countryside, which requires an innovative and successful pedagogical practice, using resources and spaces that rescue the richness of experiences lived in that space (Moreira and Mota, et. al, 2020). And as a way of elucidating its specific character, Arroyo, Caldart and Molina (2004) ensure that:

Rural education is committed to life, to the struggle and to the social movement that is seeking to build a space where we can live with dignity. The school, by taking on the path of rural people, helps to interpret the educational processes that took place outside it and contribute to the insertion of educators and students in the transformation of society (Arroyo; Caldart; Molina, 2004, p. 161).

It is worth noting that teaching practice from the Freirean liberating perspective, whose origins in the popular education movement that began in the 1950s, proposes critical education in line with social transformations to overcome existing inequalities.

To achieve this, it is essential that the relationship between teacher and student is dialogical, as the teacher is not the holder of knowledge, and that to promote learning, it is derived from the student's reality.

Therefore, through this locus of study we will promote reflection on the challenges of peasant teaching practice in pandemic times where students are active in social, cultural, environmental and ideological contexts.

In the face of today's technological and digital context, educational processes are coming together and the job market with an educational scope has been demanding pedagogical innovations, in the adequacy of the school, in teaching practice in contemporary society and consequently, in reflecting on the subjects of the field and the possible disadvantages in relation to urban schools.

The public in question are subjects of legal rights and with legitimized historicity, as they make the land their existential field of survival and seek quality of life and quality education. Given this, Silva (2017, p.120) explains that:

The Education of Campo fights for this complementarity and for a rural school that has at the basis of its pedagogical proposal respect and protection of the identity and culture of the people who produce their lives in the countryside. In addition to schools with quality physical structures, teaching materials suited to the principles of Rural Education and that are positive and valid instruments for the effective development of teaching-learning and a well-trained teaching staff prepared for the development of pedagogical work, educational, political and social that values the reality of the countryside.

In this sense, the field must be appreciated as a locus of knowledge production, ensuring reality and contextualizing scientific content, since it is in continuous movement and presents a history of struggles and social organizations.

The uses of ICT in the field did not dialogue with the advancement of the expansion of communication and innovation, even with the existence of debate about technologies aligned with pedagogical practice, where and what is the best way to carry out their tasks in a complex reality in relation to the new model implemented.

To this end, it is clear that the development of new skills and competencies was required, culminating in digital literacy with the handling of applications, software, websites and social networks. It is worth highlighting the concept of literacy according to Soares (2004, p. 95) in apud RIBEIRO:

(...) literacy is also a continuum, but a non-linear, multidimensional, unlimited continuum, encompassing multiple practices with multiple functions, with multiple objectives, conditioned by and dependent on multiple situations and multiple contexts, in which, consequently, they are multiple and The skills, knowledge, reading and writing attitudes required are very varied, with no gradation or progression that allows for an objective criterion to be established to determine which point, on the continuum, separates the literate from the illiterate.

Educators, schools, students and families began to play the role of content mediators, as they had to prepare ways to help students build their learning, but without equal access (software, hardware, internet network, data plan furniture, among others).

It is noteworthy that pedagogical innovation goes beyond the technological perspective, it involves an educational cultural rupture, from new perspectives, it is a process from within, which will add reflection, creativity,

has a local, situated character, linked to the context in which pedagogical practices are experienced.

RESULTS AND DISCUSSION

The changes caused by the COVID-19 pandemic led to an analysis of the impacts, limits and challenges for educators and mainly for the reading training of students and their respective guardians. Geographic location is a destabilizing factor in access to cell phone, internet and digital television signals, becoming a limiting element for the development of distance learning. The socioeconomic aspects of students' families present difficulty in acquiring adequate electronic devices, that is, access to technology, as well as an internet plan with a good connection to access virtual platforms.

Therefore, teachers had to adapt to the new digital trend with regard to handling, content production and geographic and socioeconomic obstacles of rural institutions for reader training, through the reinvention of pedagogical practice.

Obstacles and possibilities of technology

in terms of facilitating, making flexible or excluding meaningful learning in pandemic times, pointed out new ways, through pedagogical innovation, to maintain and expand access to quality, critical-reflective education in the countryside.

FINAL CONSIDERATIONS

Attention is drawn to socio-economic issues that greatly distinguish individuals and access to education systems. And on this occasion, where connectivity is not efficient due to geographic obstacles and other issues, the potential was developed in light of the limitations of action. Therefore, the institution where the study took place, through the teacher, did not prioritize the use of ICT alone, but also made use of the literary collection as a learning tool. At the same time, the opportunity for discussion opens up about the need for new research in the field of activity, and in the interweaving of praxis adapted to the contemporary scenario of digital tools, as well as dialogues with the analyzes referred to throughout the summary.

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