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RESEARCH ARTICLE

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REMOTE TEACHING OF LITERACY DURING THE COVID-19 PANDEMIC AND THE RECEPTION OF THE PNA BY EARLY CHILDHOOD AND ELEMENTARY SCHOOL TEACHERS: A SYSTEMATIC REVIEW

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ABSTRACT

Introduction: Remote literacy teaching during the Covid-19 pandemic has transformed the way the early learning process was conducted during an unprecedented time. The general objective of the study is to carry out an integrative review of the practices and discourses on literacy implemented during the Covid-19 pandemic and the reception of the National Literacy Policy (PNA) by early childhood education and early elementary school teachers, to identify trends, challenges and implications of these practices and policies, aiming to provide support for the reassessment and improvement of literacy strategies in basic education. **Methodology:** A systematic review of the literature was carried out in September 2024, using the LILACS, CAPES Journals, Science Direct, SciELO, SCOPUS and Google Scholar databases. The combination of descriptors was used in the search for works: "Literacy"; "Remote teaching" and "National Literacy Policy". Thus, 05 articles were selected and included according to the eligibility criteria. **Results and Discussion:** The use of digital tools and remote learning platforms has played a crucial role during the pandemic. However, the effectiveness of these tools in promoting literacy has been variable. Some technologies have proven useful in engaging students and offering interactive resources, while others have presented limitations in terms of accessibility and adaptability to individual student needs. **Conclusion:** Therefore, the analysis of literacy practices during remote learning imposed by the Covid-19 pandemic reveals a series of crucial challenges and lessons learned. The need to adapt traditional pedagogical methodologies to the virtual environment has highlighted both the capabilities and limitations of digital tools in promoting literacy.

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INTRODUCTION

Remote literacy teaching during the Covid-19 pandemic has transformed the way the early learning process has been extended during an unprecedented period. With the need for social distancing and school closures, remote learning has emerged as a crucial solution to ensure the continuity of education. Literacy, which is fundamental in the early years of schooling, has faced challenges when adapted to digital platforms. This adaptation not only involves the integration of new technologies, but also the modification of pedagogical practices to meet the needs of students in a virtual environment (Barbosa; Gonçalves, 2021). Furthermore, reception of the National Literacy Policy (PNA) Early childhood and primary school teachers were also a major issue. The PNA, established to ensure effective and transparent literacy instruction across the country, guided educational practices and provided guidelines for education professionals. However, the implementation of these guidelines in the context of remote teaching raised a number of questions about the adequacy and applicability of policies in such an atypical scenario (Santana, 2022). Therefore, the pandemic and subsequent remote teaching highlighted the importance of pedagogical and technological adaptation.

Teachers had to deal with an abrupt change in teaching methodologies and face the need to develop new resources and strategies for distance literacy. The effectiveness of these practices and the adequacy of the tools available to support student learning were central issues that deserve detailed analysis to understand the real impact on learning (Cromianski et al., 2020). In this context, an analysis of literacy practices during the pandemic involves a critical review of the pedagogical approaches adopted. It is crucial to understand how traditional methods were adapted for remote teaching and what the results of these adaptations were. Furthermore, investigating teachers' reception of the NAP helps to assess whether the guidelines were perceived as useful and applicable in a virtual teaching context and what adjustments might have been necessary (Fernandes, 2024). By focusing on teachers' reception and application of the NAP, the systematic review will seek to identify patterns and variations in teachers' experiences. The analysis will allow us to understand how the guidelines were interpreted and innovated, as well as the effectiveness of these practices in developing literacy during the pandemic. This study is essential to understand the challenges faced by educators and the impact of educational policies in crisis situations (Santana, 2022). The study's general objective is to carry out an integrative review of the practices and discourses on

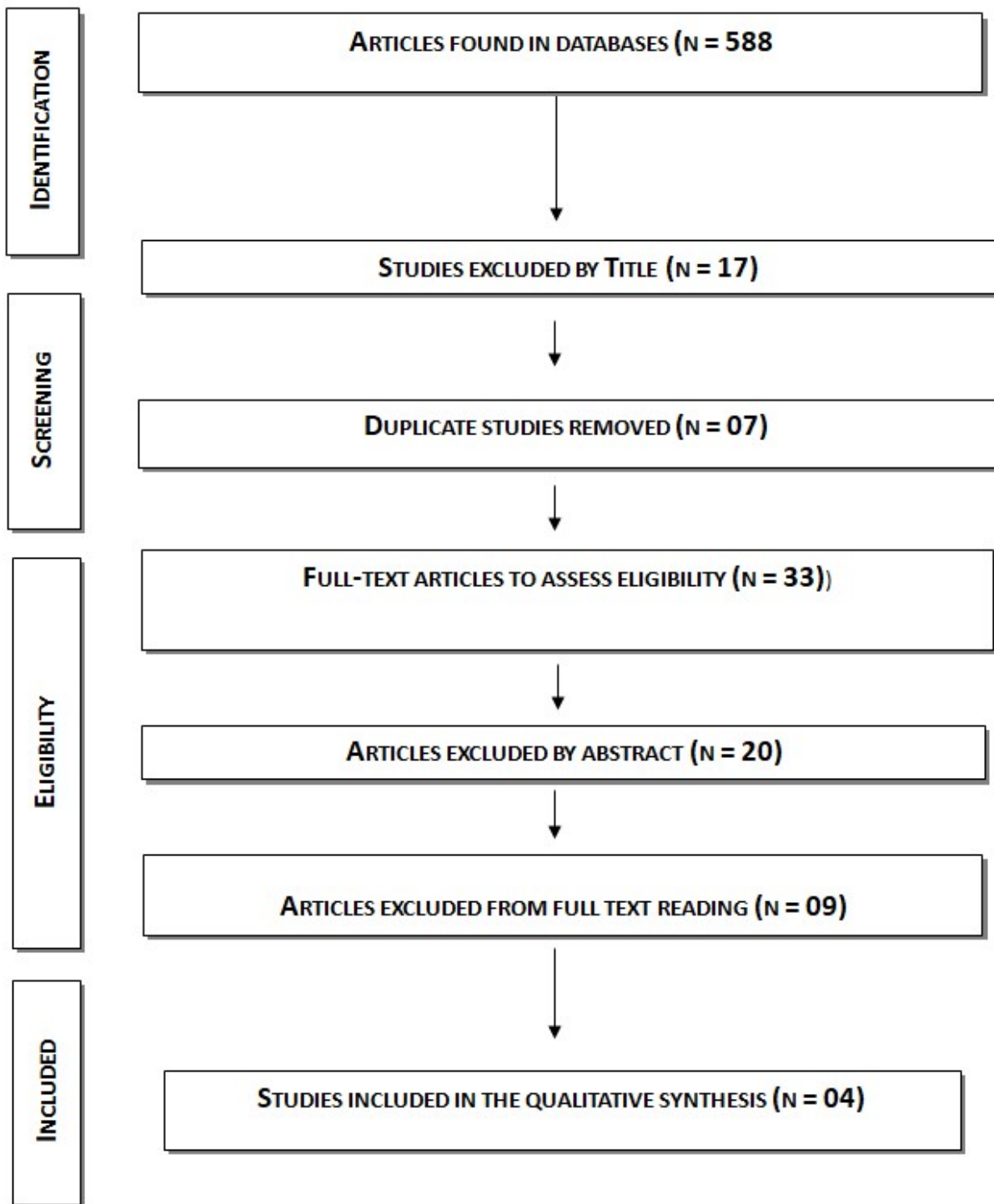


Figure 1. Flowchart and criteria for selection and inclusion of works

literacy implemented during the Covid-19 pandemic and the reception of the National Literacy Policy (PNA) by teachers of early childhood education and the initial years of elementary school, to identify trends, challenges and implications of these practices and policies, evolving and providing subsidies for the reassessment and improvement of literacy strategies in basic education.

MATERIAL AND METHODS

The search terms used in the systematic review were obtained through consultation of the Health Sciences Descriptors. A literature survey was carried out in January 2024, and the bibliographic research used the ERIC, LILACS, CAPES Periodicals, Science Direct, SciELO,

SCOPUS and Google Scholar databases. The following descriptors were used in the search for works: “Early childhood education”; “Literacy”; “Remote Education” and “National Literacy Policy”. Thus, 05 articles were selected and included according to the eligibility criteria as shown in Figure 1.

The inclusion criteria were: scientific articles in English, Spanish and Portuguese, in recent years, on the theme of remote literacy teaching in the covid-19 pandemic and the reception of the PNA by teachers of early childhood education and the initial years of elementary school. Book chapters, event summaries, case reports, editorials, systematic reviews, meta-analyses and opinion articles were also excluded.

RESULTS

Table 1. Demonstration of articles that make up the Integrative Review

#N	Year	Title	Authors	Periodical	Objectives	Results
1	2020	Remote Mathematics Teaching: The Experience of a School Community During the COVID-19 Pandemic	Solange Regina Cromianski; Mylena Silva; -That Daiane Ferreira Rodrigues;	Mathematics, School Context and Teaching	Reports the experience of remote teaching of mathematics in early childhood education, which occurred during the COVID-19 pandemic, in the first half of 2020, in Macapá-AP.	The COVID-19 pandemic has impacted the mathematical literacy of six-year-old students, as social isolation measures, reduced crowding and suspension of public services have had consequences for schools in Brazil.
2	2021	The importance of literacy in times of pandemic	Irene Umbelino Barbosa;	Brazilian Journal of Development	Present the vivid situation of teachers in relation to the topic of literacy,	The political measures taken to change the education model had immediate effects and could last for a long time. These measures opened up the discussion of differences in socioeconomic classes and the importance of the school space for the entire population.
3	2022	Teacher challenges and perspectives in literacy and literacy in the era of remote teaching	Sebastiana da Silva Santana	Multidisciplinary Ca Scientific Magazine O Saber	Analyze the challenges and perspectives of teachers in literacy and literacy in remote teaching.	In remote education, many children in the literacy phase do not have access to the internet, nor do they have electronic devices at home. The lack of motivation of children and their families for not helping in this process makes it impossible to achieve literacy.
4	2024	Early Childhood Education Management: challenges, needs and possibilities	Fabiana Silva Fernandes	Educate in Magazine	Present some reflections on concepts and fields of action in education management and the implementation of policies that allow the definition of the field of educational and school management and offer possibilities for establishing parameters and indicators to monitor and evaluate early childhood education.	Educational management and management of early childhood education institutions with data that are relevant to improving the quality of educational provision in daycare centers and preschools, based on the assumption that there is no municipal early childhood education policy that serves children with deficient education, without educational management and management of the educational institution being imbued with mechanisms for monitoring actions to evaluate the process and the results obtained.

DISCUSSION

The transition to remote learning during the COVID-19 pandemic brought new challenges to literacy, especially in the early stages of basic education. Traditional teaching methods, which rely heavily on direct interaction and constant monitoring by teachers, had to be adapted to digital platforms. This adaptation was especially complex for literacy, which requires interactive and personalized practices to ensure effective acquisition of reading and writing skills. The lack of universal access to technology and the difficulties in maintaining students' attention in a virtual environment were crucial challenges faced by educators (Fernandes, 2024). However, the National Literacy Policy (PNA) aimed to ensure effective and standardized literacy instruction throughout the country. During the pandemic, the implementation of these guidelines has faced a number of obstacles. While the PNA presented a framework for literacy instruction, the need to adapt these policies to remote learning is a rethinking of its guidelines and methodologies. The adaptation of policies to the new reality of remote learning was an important point of discussion, reflecting the need for educational policies that can be flexible and responsive to emergency situations (Barbosa; Gonçalves, 2021). Thus, teachers in Early Childhood Education and the Early Years of Elementary Education had to adapt quickly to the new teaching conditions. The reception of the NAP by teachers revealed a variety of responses, depending on their individual experiences and the resources available. While some educators found practical ways to apply the NAP guidelines in the virtual environment, others

faced significant difficulties, resulting in a disparity in preparation and support offered. Adapting pedagogical practices and creating new teaching methods were essential to address these challenges (Cromianski et al., 2020). Thus, the use of digital tools and platforms for remote learning plays a crucial role during a pandemic. However, the effectiveness of these tools in promoting literacy has been variable. Some technologies are presented as useful for engaging students and offering interactive resources, while others are presented in terms of accessibility and adaptability to individual student needs. The discussion on the effectiveness of digital tools highlights the importance of selecting and using technologies that truly support the literacy process, rather than simply replacing traditional methods without considering their limitations (Santana, 2022). It is worth noting that unequal access to technology and the internet has exacerbated existing inequalities in the education system. Students from different socioeconomic backgrounds face varying difficulties, or difficulties that directly impact the effectiveness of remote learning and the implementation of literacy practices. The lack of adequate resources and inequality in access to technology were factors that contributed to the inequality in the quality of literacy offered during a pandemic. These highlight the need for educational policies that consider the specific conditions of each student and offer support to adequate challenges to ensure the inclusion of all (Barbosa; Gonçalves, 2021). In this sense, the evaluation of pedagogical practices adopted during remote teaching is essential to understand their impact on literacy. Although some practices have been successfully adapted, others have shown limitations in promoting the effectiveness of reading and writing skills.

The analysis of the methods used, together with the response of students and teachers, offers significant insights into which approaches were most effective and which reflected improvements. This evaluation is crucial to adjust teaching strategies and develop best practices for future emergency situations (Fernandes, 2024). Therefore, improving literacy policies should consider the integration of technologies, support for varied contexts, and the inclusion of measures that ensure equity in access and quality of education. These implications are essential to build an education system that is better prepared to face future challenges and offer effective literacy for all students (Cromianski et al., 2020).

CONCLUSION

Therefore, an analysis of literacy practices during remote teaching imposed by the Covid-19 pandemic reveals a series of challenges and crucial lessons learned. The need to adapt traditional pedagogical methodologies to the virtual environment highlighted both the capabilities and limitations of digital tools in promoting literacy. Teachers' responses to the National Literacy Policy (PNA) showed significant variations, reflecting the diversity of experiences and resources available. Despite the difficulties, efforts to maintain the continuity of education were remarkable and provide important lessons for future emergency situations. Furthermore, the findings highlight the need to review and adjust literacy policies to be more flexible and inclusive.

The uneven impact of remote learning across socioeconomic contexts highlights the importance of strategies that ensure equitable access and adequate support for all students. As we move forward, it is critical that education policies incorporate lessons learned during the pandemic to improve teaching effectiveness and promote literacy education that is robust and adaptable to any circumstance.

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