

## THE NATIONAL COMMON CURRICULAR BASE AND THE NEW LITERACY PERIOD: WHAT TEACHERS SAY?

THE NATIONAL COMMON CURRICULAR BASE AND THE NEW PERIOD OF LITERACY: WHAT DO TEACHERS SAY?

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### SUMMARY

This study aimed to analyze and understand the changes that occurred in the literacy period of children enrolled at the right time based on the National Common Curricular Base. It also sought to punctuate the time stipulated for teaching students to read and write in public schools before the base. And it verified the opinion of literacy teachers regarding the subject under study regarding the new period for literacy described in the National Common Curricular Base, using as eligibility criteria teachers who work in early childhood education and the initial grades of elementary school.

**Key words:**Literacy. Common National Curriculum Base. Teachers.

### RESUME

This study aims to analyze and understand the changes that occurred during the literacy period of children enrolled at the appropriate time from the National Common Curricular Base. We also sought to score the time stipulated to teach literacy to public school students before the base. And check the opinion of literacy teachers on the subject in the study on the new period of literacy described in the National Common Curricular Base, using as an eligibility criterion those teachers who work in initial education and initial grades of basic teaching.

**Keywords:**Literacy. Common National Curriculum Base. Conductors

### SUMMARY

This study aimed to analyze and understand the changes that occurred in the literacy period of children enrolled at the right time based on the National Common Curricular Base. It also sought to punctuate the stipulated time to alphabetize students in the public school before the base. And it verified what is the opinion of literacy teachers regarding the subject under study about the new period for literacy described in the National Common Curricular Base, using teachers who work in early childhood education and the initial grades of elementary school as an eligibility criterion.

**Keywords:**Literacy. Common National Curriculum Base. Teachers.

### 1. Introduction

According to the National Education Plan (PNE), law 13,005/2014, students must be literate by the end of the 3rd year of elementary school. With the approval of the 3rd version of the BNCC - National Common Curricular Base,

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This must be done by the end of the 2nd year of elementary school, thus bringing new perspectives to the educational scenario in the country. However, this change has caused heated debates between those who defend and disagree with what the new BNCC says.

We seek to demonstrate that the document is there and needs to be complied with, since it has the character of law. It is up to us to appropriate it and make the best possible use of it, without, of course, failing to make some considerations and point out elements that may or may not be positive for the process of growth, development and quality of our education in the initial grades of elementary school. , listening and discussing the subject with literacy teachers.

Firstly, within this clash we must consider that at least three individuals are directly linked to what the database brings us about the reading and writing process of students in public and private schools, these being: the teacher, the student, parents or guardians.

The teacher because he is the one who will carry out the work within the classroom, using established methodologies to achieve the literacy goal within the established deadline. The student because he is the one who will receive, participate, and actively contribute to teaching practices. Once involved, you must build your autonomy, master our Alphabetic Writing System and become a person considered literate. Parents because they are the ones who introduce culture, language, beliefs, customs, traditions and other manifestations of literacy before the student even enters school. They are also the ones who will continue to participate in the construction of their children's human person, increasingly presenting the world surrounded by communication, whether written or spoken in their daily lives.

### To Albuquerque (2010)

Literacy consists of the action of teaching children, young people or adults to read and write. Seen from the learner's perspective, it consists of the process of becoming literate, of being taught to read and write (ALBUQUERQUE, 2010, p. 15)

When the Portuguese colonized Brazil, this teaching consisted of the catechization and domestication of indigenous peoples, using the grammar of the Tupi language, oralization and memorization, with the aim of later introducing them to the rituals and dogmas of the Roman Catholic Apostolic Church. An action that completely disregarded the education of native society, developed through socialization within sustainable communities, where there was not necessarily an education system or pre-established rules during the process of each person's social and cultural formation.

According to Kramer (2010), literacy is not limited only to the decoding process and the application of repetitive writing, reading and calculation rituals. This is because even before children read and write, they understand the situations that surround them, identify objects and express themselves in various ways of speaking. Also due to the fact that many reading experiences precede reading and writing itself. This process begins even before the child enters school.

This research arises from an excerpt from the master's thesis work, linked to the Universidad Interamericana (UI). This study is also aligned with the interest in knowing more about the local reality and bringing contributions related to literacy to the scientific field. This is an exploratory analysis, based on the training, experiences and experiences of the teachers investigated, bibliographical survey with a qualitative research approach.

This article analyzed the changes that occurred in the literacy period of children enrolled on time based on the National Common Curricular Base, in the latest version. It also pointed out the time stipulated for teaching students to read and write in public schools before the base. And it verified what the opinion of literacy teachers is regarding the subject under study.

Education still remains the hope of many teachers and educators in Brazil, in the sense that through education we can reach a new level of training for men and women that transforms society.

society in which we live in a better place.

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## 2. Brief comment on the concept of literacy in Brazil

In a historical sense of our country, until 1940, anyone who knew how to sign their own name without the help of a third party was considered literate in Brazil. The studies were based on the catechism, ABC booklets, these booklets were composed of the alphabet, syllables and name chart (CÔRREA, 2005). In the mid-1980s, synthetic and analytical methods were on the rise and individuals who could read and write simple words, sentences and texts like a note could no longer be called illiterate.



It is also during this period of time that various research begins to be developed in the area of reading and writing.

From 1990 onwards, the meaning of the word “literacy” began to gain new concepts, it was during this period that the term was expanded and began to encompass another phenomenon, literacy. It was during this period that constructivism arrived in Brazil and began to be fully disseminated in opposition to old methods such as synthetic and analytical, syllabic or phonic. From then on, we witnessed a great dissemination of the works of Magda Soares, Emília Ferreiro and Ana Teberosky, supported by the ideas of Vygotsky and Piaget, leading many schools and teachers to adopt their ideas with a view to generating new changes in education. Such studies and works still influence several education professionals today.

Currently, to be considered literate, it is necessary to understand, interact and be able to search for the meaning of text and diverse written or spoken contexts. This concept is part of another phenomenon, that of the functionally illiterate, since many are still unable to navigate the literate world autonomously.

However, in Brazil, there are still many disparities regarding what literacy is, how a child, young person or adult needs to be literate and the period in which this should occur. In addition to historical discussions about the method to be used, positions, teaching practices often linked to their academic training and literature studied. Also due to the way in which the professional himself was literate.

The National Common Curricular Base appears to standardize and define many issues like these. It aims, through skills and competencies considered essential for three stages of basic education, to guarantee access to education and the full development of man for life and the job market.

Competence, defined as the mobilization of knowledge (concepts and procedures), skills (practical, cognitive and socio-emotional), attitudes and values to resolve complex demands of everyday life, the full exercise of citizenship and the world of work” (BRASIL1, 2018. p. 08).

In a broader sense of the word, we understand that the basis follows the same principles of the Federal Constitution of 1988, as well as other laws that until then have addressed education at a national level, such as the 1996 National Education Guidelines Law.

## 2.1 The literacy period at BNCC, what changed?

The 1988 Federal Constitution guarantees the right to education for Brazilians and foreigners residing in the country, however, we do not find the word literacy in it. In the National Education Guidelines Law, this word is also not present. We infer, therefore, that law 9394/96, in its article 32, item I, defines literacy as the work or action that guarantees “the development of the ability to learn, having as basic means the full mastery of reading, writing and of calculation” (BRASIL, 1996).

Regarding the period in which literacy should occur in the LBDN, we did not find it, leading us to believe that this will occur from the 1st year of elementary school, however, the law in its entirety leaves it a little loose and allows for multiple interpretations about how long literacy will take place in the LBDN. reading and writing needs to be consolidated.

In the National Education Plan, approved in 2014, literacy appears in goal 5, where it determines that it is necessary to “literate all children, at most, by the end of the 3rd (third) year of elementary school” (BRASIL, 2014, p. 24). The stipulated time has caused debate, since the law sets a time, but this has demonstrated that the law alone does not guarantee successful learning. We are already in 2021 and many goals established in the PNE have not yet been achieved, especially with regard to teaching reading and writing, an example of this is that in 2018 the total number of illiterate people was more than 11 million people.

The third version of the National Common Curricular Base, approved on December 20, 2017, is defined by the Ministry of Education as a mandatory document throughout the national territory, and should be implemented from 2019 with regard to Early Childhood Education and Elementary School.

Regarding literacy, the base defines that it should occur in the first years of elementary school and mentions of early childhood education, where the child already needs to acquire skills and knowledge that can contribute to reading and writing. This change tries to get rid of the idea that children in early childhood education often went to school simply to “play”. It is true that play is a very important tool, but what was often debated was that this occurred in a very loose manner, which caused a greater workload for teachers in the later stages of the child's school life.

In this sense, the base prioritizes orality, the student's own linguistic expressions, use of textual genres such as: songs, rhymes, magazines, stories, games, recipes, games, reports of experiences and experiments to teach literacy, (BRASIL, 2018).



Specifically, with regard to work practice in Elementary School, the teaching of reading and writing is inserted in the Portuguese Language discipline within the Language Area, highlighting its practice in four axes, namely: orality, linguistic analysis, semiotics, reading /writing and text production.

In summary, we can define the capabilities/skills involved in literacy/ as (de)coding capabilities, which involve:

Understand differences between writing and other graphic forms (other representation systems); Master graphic conventions (upper and lower case letters, cursive and script); Know the alphabet; Understand the alphabetic nature of our writing system; Master the relationships between graphemes and phonemes; Know how to decode words and written texts; Know how to read, globally recognizing words; Expand the gaze to larger portions of text than mere words, thus developing reading fluency and speed (slicing) – (BRASIL, 2018, p. 93);

This proposal requires that the school develop learning that has practical applicability or utility, this means that it must be at the service of society, at the same time that it sells the illusion that society is fair, as it values everyone in a fair way. egalitarian, hence the idea of fair, as this society is free from discrimination and exclusion, cannot be questioned. In this way, the base further reduces what is learned at school (GONTIJO, 2020).

It is necessary to remember that the current government, through the Ministry of Education, suggested that a new review of the National Common Curricular Base be carried out, as it believes that it ignores fundamental concepts for quality literacy.

In 2019, the National Literacy Policy was established, through Decree No. 9,765, of April 11, where in its art. 2nd, item I, it is considered: “literacy - teaching reading and writing skills in an alphabetical system, so that the literacy student becomes capable of reading and writing words and texts with autonomy and understanding” (BRASIL, 2019 ). This must occur in the first year of elementary school, with the Ministry of Education being responsible for coordinating program strategies and actions regarding this policy.

In other words, the PNA would be a government response to the BNCC, through which the period in which literacy must occur and the principles contained therein changes.

## 2.2 The BNCC and the literacy period: What is the teachers' perspective?

When it comes to education, the teacher is the person most involved in teaching practices, because he is the one who will carry out the work within the classroom, through established methodologies to achieve the goal of literacy within the established deadline. Even after the change of focus in our country, where the most important subject has become the student, the teacher is still the transformative agent, the one capable of conceiving a transformation in the student's life.

The analysis developed suggests that the teachers' understanding is related to the idea that literacy is the process that goes from recognizing the letters of the alphabet to the process where the student develops reading, that is, from identifying the graphemes (writing of the letters ); up to the production of phonemes (sounds) corresponding to each of them, a process that involves writing and reading. Considering that literacy is everything for a child's life, it is through which the student will continue their studies.

When the new period for literacy training at BNCC is called into question, there is widespread disagreement, and here we can point out this discrepancy in two stages, the first is due to the fact that at certain points the National Common Curricular Base from the point of view of teachers is correct when she defines that children are literate between the 1st year and the 2nd year of elementary school. It is possible that the dedicated professional can achieve success in these two years.

But let's look at it from another side, there is still a very big difference in terms of education in our country, as in certain places where children have access to school from an early age, they have an easier time.

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skills to learn (to be literate), whereas in others where little is invested in education, it is not a very easy task to teach literacy.

We noticed a certain lack in student learning; not to mention that family participation is fundamental in this process and most of the time the school does not have this participation. And most of the time this process varies from person to person and it is not possible to create estimates that by the 2nd year the child will be literate.

Therefore, “the failure of literacy has been an evil that affects almost only poor children”, as if this were natural (MORAIS, 2012, p. 23).

It is also believed that the acquisition of reading itself varies from child to child. There is a child who





learns in a very short period, like a year, others can take more than four years, depending on each person's responses and the development presented during this process. This is when there are no cases in which the child has learning disorders, where greater monitoring and a group of professionals will be necessary to consolidate the goal established by the base.

Another situation is unfortunately an old issue, for literacy to occur in school spaces it is necessary to have trained professionals, a reality present in our country, is the poor training of teachers, this leads to criticism of the universities that began, in our view, endless debates in the classroom, leaving the content in the background, while at the end of the course graduates have learned to “criticize”, but have not mastered certain practical and theoretical concepts to become competent literacy teachers.

### 3. Methodology

To achieve the objectives proposed in this study, we collected information about the National Literacy Policy, Decree No. 9,765, of April 11, 2019, National Common Curricular Base, 3rd version, National Education Guidelines Law, law 9394/96, National Education Program. Education, law 13.005/2014, Federal Constitution of 1988 regarding education and literacy in Brazil. In addition to consulting and reading books that discuss literacy in the country, scientific articles that address the new period of literacy required at BNCC and files that directly and indirectly deal with the subject addressed.

This is an exploratory research regarding the opinions of literacy teachers at Escola Municipal de Limeira, a public school belonging to the municipality of Tabatinga, in the interior of Amazonas, about the new period for literacy described in the National Common Curricular Base, using as eligibility criteria teachers who work in early childhood education and the initial grades of primary education, whether permanent or in temporary positions.

Thus, regarding technical procedures, the research is bibliographic, as it involves an investigation based on secondary sources and comprises methods and techniques that facilitate the study (DUARTE & FURTADO, 2002), as for the type of research, it is qualitative (LÜDKE & ANDRÉ, 2014), analyzing the data found inductively as described by Silva (2005).

To obtain the information necessary for the work related to the teachers' perspective, we used a semi-structured interview, GIL (1994, p. 113), one of the most used data collection techniques [...] by researchers who [deal with human problems], [...] with objectives aimed at diagnosis and guidance [...]. The literature review took place during the month of June and the interviews and analysis of the material collected in July 2021. All interviews were previously scheduled and followed all the precautions recommended by the World Health Organization to prevent the spread of the new coronavirus.

### 4. Final considerations

Through this analysis it was possible to see that over the last few decades there has been a greater concern about the literacy of school-age children. New debates also began to emerge in the field of education concerned with how to teach students to read and write.

Since our colonization by the Portuguese until the present day, both the concept and the way of looking at literacy have undergone changes, mainly from studies carried out in the 1980s. In this sense, we have progressed a lot, however, due to the lack of a better compression of these researches, resulted in many “enthusiastic about the new” abandoning practices that were also important for the compression of our Alphabetic Writing System.

As a result, in Brazil we have many disparities regarding what literacy is, how a child, young person or adult needs to be literate and the period in which this should occur. In addition to historical discussions about the method to be used, positions, teaching practices often linked to their academic training and studied literature.

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Teachers find the concern about the time in which the child must achieve autonomy in reading and writing commendable, however, many are resistant to teaching literacy in three, two and one years. They believe that many factors are related to this, resources and means that in most cases the State does not have, even though we have rights guaranteed by law.

Ultimately, the document is there and needs to be followed to the letter, since it has the character or force of law. It is up to us to appropriate it and make the best possible use of it, without, of course, failing to make some considerations and point out elements that may or may not be positive for the growth process,



development and quality of our education in the initial grades of elementary school, listening and discussing the subject with literacy teachers.

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