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THE CHALLENGES OF EARLY EARLY EDUCATION IN TIMES OF PANDEMIC: AN ANALYSIS OF THE APPLICATION OF REMOTE TEACHING[1]

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Summary:

It was aimed With this article, learn about the challenges of early childhood education in relation to remote teaching in times of pandemic. A**methodology**used considered bibliographical and field research, with a qualitative and quantitative approach. It was theoretically based on scholars in the area such as Lück (2009), Vygotsky (1998), Washed (2020), Soprana (2020)among others. To carry out the field research, questionnaires were administered to 6 (six) parents/guardians and 2 early childhood education teachers aged 3 to 5 years old). It turned out that the challenges were great, the school routine had to be reinvented to adapt to the moment. The children in early childhood education dealt with remote learning in a very satisfactory way, demonstrating that, despite being between 3 and 5 years old, they found it easy to use and watch the videos. The activities also managed to meet expectations. The big problem was the distance from the school context. Teachers and school managers made an effort and learned and taught through the difficulties and facilities involved in the COVID 19 pandemic process.**It was concluded**that the early childhood education school and all its components, such as employees, teachers, managers, children and guardians, learned together and managed to overcome, within their limitations, the difficulties of the education process during the pandemic period, where remote teaching transported the possibility of teaching going beyond physical spaces and at the same time making it clear that nothing can replace the hug, affection, respect present in the daily routine of the school.

Keyword: Education. Teaching. Remote. Pandemic.

INTRODUCTION

Education has always been present in all societies, but over time it naturally undergoes changes. This is a natural fact because if people make history, they are protagonists of transformations and form new perspectives on education.

The evolution of education is intrinsically linked to the evolution of society. The practice of education is much earlier than pedagogical thinking, which arises with reflection on practice, due to the need to systematize and organize it according to certain objectives (GADOTTI,1999).

It is from this perspective that education becomes essential in people's lives and for their own development. There must be education for society to develop and have critical citizens. (FREIRE, 1993).

According to Aranha (2006), in fact, education issues are engendered in the reactions that are established between people in different segments of the community. Education is, therefore, not a neutral phenomenon, but suffers the effects of the game of power, as it is in fact involved in politics.

Brazil presents, in each period of its history, different realities and contexts, even though the laws drawn up over the years indicated changes, the reality changed little and, education, with all its magnitude, was intended to benefit the class dominant to the detriment of the popular classes, contributing to forming “objects”, when it should form subjects of history.

These are the aspects that came to light when faced with something called a pandemic. A new, unexpected problem that fell among so many other parties, affecting everyone's lives, directly at school.

The COVID-19 pandemic brought with it the closing of schools, the implementation of remote work, and physical distancing, transforming family and professional life around the world.

For children who are in the first stage of basic education, consisting of daycare (0 to 3 years old) and

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preschool (4 and 5 years old), places that used to be for entertainment and games, have become distant.

Therefore, this research raises the issue of what are the challenges of early childhood education in relation to remote teaching in times of pandemic?

On April 3, 2020, the MEC published Ordinance No. 376, which provides for classes in Secondary Level Technical Professional Education courses while the Covid-19 pandemic situation lasts. On an exceptional basis, the ordinance authorizes institutions that are part of the federal teaching system for ongoing Secondary Level Technical Professional Education courses to suspend face-to-face classes or replace them with non-face-to-face activities for up to 60 days, extendable depending on guidance from the Ministry of Health and state, municipal and district health bodies.

In this sense, attention was drawn to questions such as: How could fathers and mothers teach school content to their children? What are the difficulties when using technology and accessing the internet? How could teachers and managers adapt teaching practices to remote classes in early childhood education?

The main objective of this research was to identify how fathers and mothers taught school content to their children? What about the specific objectives: Knowing the difficulties parents face when using technology and accessing the internet; And also show how teachers and managers were able to adapt teaching practices to remote classes;

This measure did not take into account that around 70 million people in Brazil have precarious access to the internet during the pandemic, as Soprana (2020) points out. Furthermore, the economically disadvantaged class is not fully covered with internet connection. (WASHED 2020)

The key point about educational activities in times of pandemic is how to minimize the impacts of the pandemic, mainly mediated by social isolation in the students' learning process.

From a methodological point of view, this article is a bibliographical and field research. The qualitative and quantitative approach is considered. As a research technique, it was decided to apply questionnaires to 2 teachers and 6 parents/guardians of early childhood education students. The choice was made at random from a total of 6 early childhood education students, 2 from kindergarten, 2 from kindergarten I and 2 from kindergarten II.

For analysis purposes, this article is divided into 4 parts, the first of which I briefly discussed about education, and subsequently a presentation.

I CONCEPT AND HISTORY OF EDUCATION (A BRIEF REPORT)

1.1 education in Brazil

Along with the beginning of Brazilian colonization, the process of education for the people who lived here also began. In the first delegation that came to Brazil accompanying the governor general Tomé de Souza, was Father Manoel da Nóbrega, mainly responsible for Jesuit education in the period (1549 to 1553) and for the company of Jesus whose objective was “civilization and catechization” of the Indians, which happened through the Catholic church. It was he who presented the first educational policy aimed at building “retreats” for indigenous boys, in which Christian doctrine, good customs and the first letters were imposed on them. (FONSECA, 2011)

In any case, it is known that the Jesuits managed to make these missions self-sufficient in teaching the Indians, not only teaching them to read and write, but to specialize in various mechanical arts and crafts, in addition to, of course, subjecting them to religious conversion, Therefore, teaching in Brazil showed no difference in relation to previous centuries.

According to Fonseca (2011) Education was of interest to only a few elements of the ruling class, and even then as ornament and erudition. It was abstract literary - as well as dogmatic -, far from material, utilitarian interests, and even strange for trying to bring the urban European spirit to a wild and rural environment.

Thus, for centuries teaching signaled the need for an organization focused on the physical, moral and mental training of individuals; This mission is impossible for the domestic sphere. This model was at the service, especially during the 19th century, of shaping national intellectual elites. The school was profoundly different from the family and offered children and young people an education that no other institution could provide. The beginnings of the Republic, in the wave of social, political and cultural movements that marked the time, imposed the need to modernize society and put the Nation on the path of growth, demanding another model and a greater scope of educational action. (FONSECA, 2011)

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Since the beginning of history in Brazil, education has served, above all, to meet the classes holding power, who lived in cities and who sought social ascension, without the universalization of education, as advocated by educators at the time. However, it was only much later that, through countless struggles between intellectuals and social groups, education became secular, mandatory and with a uniform calendar. The school, as an institution, was built little by little, at the expense of scientific pressures and the customs characteristic of a more urban life. (FONSECA, 2011)

Thus, there was a great expansion of the school network, not only in school numbers, but in the expansion of the elementary school in the secondary and higher education network, in addition to the new pre-school. In expanded and reformed university education, polytechnic schools were created to meet the needs arising from the advancement of technology. Initiated by Paoebel, the "Kindergartens" emerged. The interest in education spread to normal schools, generic names given to preparation courses for teaching. (FONSECA, 2011)

Even so, in the 1930s to 1940s, with the establishment of universities, opportunities were tunities for research and preparation of monographs and thesis. In this sense, some studies report that during the period of the military dictatorship it was painful for Brazilian education with the closure of experimental schools, research centers and the formation of groups with a strong ideological orientation that prepared the laws for higher education reforms.

> There were many initiatives taken by Getúlio Vargas during the provisional government (1930-1934) in the field of education. On November 14, 1930, he created the Ministry of Education and Public Health, appointing jurist Francisco Campos as its head. Typically, historians divide the period that Vargas was at the head of the federal government into two phases: 1930-1937, which corresponds to what is conventionally called the 2nd Republic; and 1937-1945, known as the 3rd Republic. (PALMA FILHO, 2005, p. 61-62)

These measures did not please educators at the time, even because this Ministry did not only serve the interests of education, as the name already shows. Then, some movements for education began, in which liberal, socialist and communist intellectuals found themselves on one side, many of whom were responsible for important educational reforms in their respective states, gathered around the movement called "Escola Nova" having on the other hand, Catholics and conservatives of different ideologies, organized around a conservative project of educational renewal. (PALMA FILHO, 2005)

The first National Education Plan appeared in 1962, with the first Law of Guidelines and Bases of National Education (LDB), Law No. 4,024/61, but after several modifications and revisions the Federal Constitution (CF) of 1988, guarantees in its article 214 its obligation.

In the Brazilian Federal Constitution (CF) of 1988 it is declared that: Art.205. The education. The right of all and the duty of the State and the family, will be promoted and encouraged with the collaboration of society, aiming at the full development of the person, their preparation for the exercise of citizenship and their qualification for work. (BRAZIL, 2003, p.122)

Other articles of the aforementioned CF were created to support the consolidation of these and other rights referring to basic school education, as is the case of Law 9394/96 Law of Guidelines and Base of National Education (LDB), and the National Education Plan (PNE) in Brazil, in addition to various documents, pacts and international agreements, made between countries interested in ensuring this right, which is a public good necessary for human self-determination, as it is the basis for the realization of all other rights.

The LDB (Law 9394/96) was sanctioned by President Fernando Henrique Cardoso and the Minister of Education Paulo Renato on December 20, 1996. Based on the principle of the universal right to education for all, the 1996 LDB brought several changes in relation to previous laws, such as the inclusion of early childhood education (daycare centers and preschools) as the first stage of basic education.

The determination of articles 12,13 and 14 of the LDB brought schools the task of planning their actions, understanding their specificities and assuming their social function in a collective and participatory way, involving all school agents, creating a culture that everyone is responsible for the school institution.

Art. 12. Educational establishments, respecting common standards and those of their education system, will be responsible for:

I develop and execute your pedagogical proposal;

II manage its personnel and its material and financial resources;

III ensure compliance with established school days and class hours;

IV ensure compliance with each teacher's work plan;

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V provide means for the recovery of lower-performing students;

VI coordinate with families and the community, creating processes of integration between society and school;

VII inform parents and guardians about student attendance and performance, as well as the implementation of its pedagogical proposal.

Art. 13. Teachers will be responsible for:

I participate in the preparation of the educational establishment's pedagogical proposal;

II prepare and comply with the work plan, according to the educational establishment's pedagogical proposal; III ensure student learning;

IV establish recovery strategies for lower-performing students;

V teach the established school days and class hours, in addition to fully participating in the periods dedicated to planning, evaluation and professional development;

VI collaborate with the school's articulation activities with families and the community.

As we can see, among the main responsible for ensuring the quality of Education is the family. The LDB's basic foundation is to govern and ensure that public policies for education are developed and guaranteed in fact and in law.

The school also participates in its transformation, sometimes intentionally, other times, the changes take place beyond the school. Thus, thinking about the social function of education and school involves problematizing the school we have in an attempt to build the school we want. In this process, the articulation between the different segments that make up the school and the creation of spaces and mechanisms for participation are fundamental prerogatives for the exercise of the democratic game in the construction of a democratic education process.

> As I have more and more clarity regarding my option, my dreams, which are substantively political and adjectively pedagogical, as I recognize that, as an educator, I am a politician, I also better understand the reasons why I am afraid and I realize how far we still have to go to improve our democracy. This is because, when putting into practice a type of education that critically provokes the student's consciousness, we necessarily work against some myths that deform us. By contesting these myths we also face the dominant power because they are expressions of that power, of its ideology. (FREIRE, p.39-40, 1997)

Thus, education constitutes a human and historical activity that is defined in the totality of social relations. From this perspective, social relations developed in different spheres of social life, including work, constitute educational processes, just as educational processes developed at school consist of work processes, as long as this is understood as human action and creation. However, in the way the capitalist mode of production operates, society does not present itself as a totality, but is understood from several factors that interact with each other and overlap in isolation. (FREIRE, 1997)

1.2. CHILDHOOD EDUCATION

Being considered the "first stage of Basic Education, its purpose is to develop of the child up to five years of age, in their physical, psychological, intellectual and social aspects, complementing the action of the family and the community" as shown in Article 29 of the Law of Guidelines and Bases of National Education (LDBEN nº 9,394/96) .

The pedagogical project for early childhood education, presented by the National Curricular Reference (RCNEI/98) suggests that early childhood education units create conditions for the integral development of children, providing the development of cognitive, affective, aesthetic and ethical physical capacity, in addition to concern for interpersonal development and social insertion. (PEREIRA, 2006)

According to Gadotti, Freire and Guimarães (1989), the educator assumes a changeable, historical and social role, defining his social stance towards the society he seeks to change. The development of ethical capacity proposes to educators the values that should guide the child's actions.

Therefore, it is at this school time when children begin to interact and discover the world around them. around you, outside your family environment, making friends and learning to live together and respect cultural differences. In this way, the Early Childhood Education school environment is the first place where children will have contacts outside their comfort zones and will begin to socialize with other children and adults more intensely and frequently. (BNCC, 2017)

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> New challenges and demands are presented to the school, which receives the legal status of training citizens with the capacity to not only face these challenges, but also to overcome them. As a consequence, to work in education, in order to meet these demands, it is essential to know the reality and have the necessary skills to carry out adjustments and changes in educational contexts according to the needs and emerging demands in the context. reality outside and inside the school. In the context of this society, the nature of education and the purposes of school gain a more comprehensive, complex and dynamic dimension and, consequently, the work of those who work in this environment. (LÜCK, 2009, p. 16)

The National Common Curricular Base – BNCC (2017, p. 36, 37) says that Early Childhood Education should "expand the universe of experiences, knowledge and skills of these children, diversifying and consolidating new learning, acting in a complementary way to Family Education". She adds that it is up to the educator to "reflect, select, organize, plan, mediate and monitor all practices and interactions, ensuring a plurality of situations that promote the full development of children".

According to BNCC,

> [...]In recent decades, the concept that links education and care has been consolidating in Early Childhood Education, understanding care as something inseparable from the educational process. In this context, daycare centers and preschools, by welcoming the experiences and knowledge constructed by children in the family environment and in the context of their community, and articulating them in their pedagogical proposals, aim to expand the universe of experiences, knowledge and skills of these children, diversifying and consolidating new learning, acting in a complementary way to family education - especially when it comes to the education of babies and very young children, which involves learning very close to both contexts (family and school), such as socialization, autonomy and communication. In this direction, and to enhance children's learning and development, the practice of dialogue and the sharing of responsibilities between the Early Childhood Education institution and the family are essential. Furthermore, the institution needs to know and work with plural cultures, dialoguing with the cultural richness/diversity of families and the community. (BRASIL, 2017, p. 36)

The first years of a child's life are extremely important for the development of skills. social and expressive activities. Thus, this school environment becomes the gateway to new knowledge and a different world for them.

Based on this, Early Childhood Education works on the child's potential as a social being, valuing their content and presenting colors, shapes, letters, words, numbers, quantities, sounds, faces and tastes. Therefore, we make use of children's feelings and sensations, which when mixed end up creating a world of experiences, discoveries and different possibilities for them. Consequently, they will begin to develop basic needs that in turn will be fundamental for that individual throughout the teaching and learning process.

Based on the above, for schools to deal with children's emotions they need to see them in a unique and individualized way in order to understand the needs that need to be addressed in them. To this end, the Early Childhood Education institution must make cultural elements that enrich their development and social integration accessible to all children who attend it, indiscriminately. It fulfills a socializing role, promoting the development of children's identity, through diverse learning, carried out in interaction situations.

Considering that in Brazil early childhood education is only mandatory for children aged 4 and over, the big challenge was to adapt educational activities to suit their reality and needs. It was important for the family to participate in the remote teaching process, in order to contribute pedagogical support to the children's teaching and learning. Mainly in order to reduce the uncertainty and anguish of children,

accelerated by the absences of colleagues and the school context.

Furthermore, it is important to consider that around 30% of the Brazilian population, made up of economically disadvantaged families, did not have access to the internet. (TIC Households, 2019/ CETIC)

For early childhood education, the Ministry suggested that schools try an online approach between children's families and guardians and teachers. This action aims to maintain a good bond and enable parents to help, after all, they are responsible for the little ones on the other side of the screen. (PINHEIRO; MOREIRA, 2021)

Furthermore, the teacher must always seek to share knowledge in a playful way, speaking to

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"children's language". In addition to using electronic means to increase children's participation, another good idea is to ask each one to show and explain the tasks they performed. Remembering that when verbalizing something they did, the child is also learning. (PINHEIRO; MOREIRA, 2021)

According to the MEC's recommendation, schools should seek to strengthen the bond between the family and the institution. Therefore, our other tip to make online early childhood education classes during the pandemic the best possible is to promote actions that make the ties between the students' families and the school closer. It is worth mentioning here that it is necessary to be careful not to demand a great commitment from parents, after all, in this delicate moment, many have a high workload. (TIC Households, 2019/ CETIC)

The period corresponding to the Corona virus is quite challenging for educators, especially in basic education. Therefore, it is necessary to reinvent ourselves to continue educating students in the best way, especially those in early childhood education during the pandemic.

Second, the pedagogue and researcher on the uses of digital technologies in the teaching and learning process, Xênia Honório, spoke about the challenges of online classes in early childhood education. She states that educators need to create environments that are as playful and diverse as possible, so that children can get involved in these classes. Really manage to learn in this time that they spend connected. It's a challenge for everyone, for children, for educators and for parents." (PEREIRA JUNIOR; MACHADO, 2015).

2 CHILDHOOD EDUCATION IN TIMES OF PANDEMIC AND THE MEC'S RECOMMENDATIONS

2.1 THE PANDEMIC: WHAT ARE WE TALKING ABOUT?

In December 2019, the transmission of the Coronavirus (SARS-CoV-2) was identified in Wuhan, China, causing the COVID-19 pandemic. This disease presents a variety of symptoms that change depending on the infection, ranging from asymptomatic to severe conditions that lead to death. The most common symptom is respiratory difficulty. (BRAZIL, 2020).

> COVID-19 is a virus that causes damage to the human respiratory system, affecting in a stable way like a simple cold or being able to evolve into a more aggressive state, where it has an accelerated manifestation of contagion, which led to the basis of the pandemic (WHO , 2020).

According to the Ministry of Health (BRASIL, 2021), the country accounts for 439,379 deaths and 15,735,485 cases, there were 2,517 deaths recorded in 24 hours.[4]

> The contagion of the new corona virus manifested itself violently throughout the world, with symptoms of fever, respiratory failure, cough, lack of taste and smell, among other causes, which even led to the death of many people (WHO, 2020).

Social isolation brought preventive measures to contain COVID 19, with mandatory care precautions such as: washing hands continuously, mandatory use of masks when leaving home, constant personal and home hygiene and use of alcohol gel, with the objective of reducing the proliferation of the virus and consequently the number of cases of the new Corona virus (BRAZIL, 2020). It presented benefits such as preventing the virus, but at the same time, it encouraged distancing between family and friends. On the other hand, there was a more continuous approach between parents, children and spouses, where they had an individual daily routine. Therefore, people had to adapt to this new daily life. (PONTE JOURNALISM, 2020).

According to data from the United Nations (UN), with the beginning of the so-called pandemic period, everything was very uncertain and it was until mid-July 2020 that education became a global concern. There were more than 160 countries in the world with schools closed, which affected around 1 (one) million students. This made Antônio Guterres, secretary general of the united nations, declare that it was of the greatest interruption of education in all of world history. (PINHEIRO; MOREIRA, 2021).

In this sense, a document was prepared by the National Education Council – CNE that recommended a series of non-face-to-face activities to be used in teaching during the pandemic. Video classes, digital platforms, social networks, television and radio programs and printed teaching materials delivered to those responsible were some possible teaching alternatives.

According to article 80 of Law 9,394/96 – Law of Guidelines and Bases of National Education – LDB, establishes that:

4Data from May 21, 2021 (BRAZIL, 2021)

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> The public authorities will encourage the development and delivery of distance learning programs, at all levels and types of teaching, and continuing education. In this sense, according to the guidelines set out in article 1 of Decree 9,057/17, which regulates the LDB, distance education is the "educational modality in which didactic-pedagogical mediation in the teaching and learning processes occurs with the use of means and information and communication technology, with qualified personnel, with an access policy, with compatible monitoring and evaluation, among others, and develops educational activities for students and education professionals who are in different places and times. (PINHEIRO; MOREIRA, 2021, p. 2).

In this sense, the MEC guided educational institutions on what remote classes should be like during the pandemic, aiming to alleviate the difficult situation experienced by everyone, and offering children good experiences. The guideline is that schools and teachers prioritize activities that are playful. The aim is to make children really get involved with what is proposed and be able to learn and develop skills, even from a distance. (PINHEIRO; MOREIRA, 2021)

3 REMOTE TEACHING IN EARLY EARLY EDUCATION IN TIMES OF PANDEMIC

3.1 TEACHING IN EARLY EARLY EDUCATION IN TIMES OF PANDEMIC

As we know, Covid-19 is not the world's first pandemic. However, the education system has always suffered during times of uncertainty. In fact, it was very validating that history documented the previous occurrences and the effects on society. Previous pandemics could probably have stimulated the development of technology-driven education in the developed countries of the world, through a lesson from history that weighed on their education. It is equally important to note that publications on scientific research regarding Covid-19 should have drawn their conclusions and recommendations from historical events. (HONORATO; NERY, 2020)

> According to Opinion No. 5/2020 of the National Education Council (CNE) in early childhood education, schools must develop guidance materials for parents or guardians with educational activities of a playful, recreational, creative and interactive nature, to be carried out with children at home, while the emergency period lasts, thus guaranteeing essential assistance to young children and avoiding cognitive, bodily (or physical) and socio-emotional setbacks.

In the Early Childhood Education institution, children can be offered conditions for learning that occurs through play and that arising from intentional pedagogical situations or learning guided by adults. It is important to highlight, however, that this learning, of a diverse nature, occurs in an integrated manner in the process of child development (BRASIL, 1998)

Therefore, the school has a fundamental role during this period of Early Childhood Education to awaken children to the perception of the dynamic world in which they are inserted. (BRAZIL, 2017)

But, how can we minimize the impacts of the pandemic on the teaching and learning process of children aged 0 to 5? How to work with toys and games on cell phone screens, *tablets* and computers, since games are part of the teaching and learning process for such young children? And playing is one of the six learning and development rights proposed by the BNCC. (OLIVEIRA & RODRIGUES, 2020)

So that children learn in situations in which they can play an active role in an environment that invite them to experience challenges and feel encouraged to resolve them, in which they can construct meanings about themselves, others and the social and natural world (BRASIL, 2017, p. 37). Therefore, all moments that children experience inside or outside the school environment are educational and involve care. Since, as they are constantly learning, they will be understanding the world that they surrounds you through your daily interactions.

In this way, the use of games, toys and games, when well conducted by teachers, can change the ideas, thoughts, behaviors and sayings of these children. Therefore, play is important in itself and, therefore, must be valued by Early Childhood Education teachers, making all activities and pedagogical proposals enriching. And realizing in individual and collective activities, in games, in toys, in children's movements and in bodily activities, teaching and learning moments are just as important. Finally, it is up to us, Early Childhood Education teachers, to be aware of the countless possibilities that each moment offers children and to make the most of them. (OLIVEIRA & RODRIGUES, 2020)

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Teachers, family members, and guardians have been looking for ways to provide different types of activities. playful activities that encourage children during this process of social isolation.

According to (WIGOTSKY, 1984, P. 27) it is in the interaction with others and in the activities that the child becomes symbolically involved with toys, he learns to act in a cognitive sphere, in the author's view the child behaves in an advanced way of than in real life activities both through coexistence in an imaginary situation and through the capacity for subordination and rules. In view of the above, we are going to learn about some types of toys and/or games that promote child development.

In this case, recreational activities such as games and games through the use of electronic instruments such as *smartphones*,*tablets,*and remote computers with children in early childhood education, has become one and perhaps the only possibility.

In this aspect, Vygotsky (1998) shows that:

> At the beginning of preschool age, when desires arise that cannot be satisfied or forgotten... the child's behavior changes. To resolve this tension, the preschool child becomes involved in an illusory and imaginary world where unrealizable desires can be fulfilled, and this world is what we call a toy (VYGOTSKY, 1998, p.122)

Sending video classes, or using platforms, was also an alternative, these should be quick, clear and objective. But this posed some challenges for the teacher, it is necessary:

Produce assertive material – Little ones lose interest quickly, clarity and objectivity are fundamental in remote education for children.

Propose feasible activities – The suggested activities must be possible to carry out with objects and materials found at home.

Psychomotricity videos – Short videos with psychomotricity activities, fine motor coordination, global coordination, etc. They can be repeated many times at home.

Videos to bring you closer – To maintain proximity with students, make videos available with music at the entrance to classes, at snack time and at lunch. This way, children do not lose their emotional bond with their teachers.

4 METHODOLOGY

The research process is a way to get to know reality, as highlighted by Lakatos and Marconi (2001, p. 43) when conceptualizing the research process.

> It is a formal methodological procedure of reflective thinking that requires a scientific treatment that constitutes the path to knowing reality or discovering partial truths. It means much more than just looking for the truth: it means finding answers to the questions posed, using scientific methods.

The present work consisted of bibliographic research and field research, based on a quantitative and qualitative approach, because, according to Minayo (1995, p. 22), "quantitative and qualitative data are not opposed. On the contrary, they complement each other, as the reality covered by them interacts dynamically, excluding any dichotomy". Studies of the indicated theoretical framework will also be applied.

Bibliographical research aims to support the study theoretically, seeking from authors concepts, explanations and discussions about the issues raised regarding the topic addressed. For Gonçalves (2005, p. 58), bibliographic research "is the first step in any type of research; Its purpose is to learn about the different scientific contributions on the subject to be studied."

Field research aimed to obtain information and/or knowledge about a problem, seeking answers to the hypotheses raised, discovering new phenomena or relationships between them. Vergara (2000, p. 48) characterizes field research as "the investigation of a topic carried out in the place where the event occurred or that has elements to explain it. Interviews can be carried out, a questionnaire administered and observations carried out".

Field research was carried out using a questionnaire with open questions applied to 1 (one) manager, 2 (two) teachers and 6 (six) parents or guardians of students at Sementinha do Saber Early Childhood Education, 2 of which were nursery school, 2 of garden 1 and 2 of garden 2.

The aforementioned Choice was considered small, since its universe of students is very small, and is located in a peripheral neighborhood of the municipality of Ananindeua, belonging to the area

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metropolitan area of Belém, capital of the State of Pará. The Early Childhood Education School, consists of 3 rooms, operates in the morning and has 3 teachers and a total of 25 students.

5 ANALYSIS AND DISCUSSIONS

5.1 THE CHALLENGES OF EARLY EARLY EDUCATION AND THE APPLICATION OF REMOTE TEACHING IN PANDEMIC TIME

The impacts on children's education due to the new corona virus pandemic brought an interruption in teaching and, subsequently, the change from face-to-face to distance education, which caused impacts on teaching far beyond the learning process. (OLIVEIRA & RODRIGUES, 2020)

This happens even though schools and institutions seek to improve tools and new methods, as it involves emotional and social aspects of the child. “And when social contact returns, these children bring other demands. Among them, levels of language, socialization and cognitive aspects,” he concludes. (OLIVEIRA & RODRIGUES, 2020)

The children at the Sementinha do Saber Early Childhood Education School were without face-to-face classes for two months in 2021. And parents and guardians, as well as even teachers, were demanding the return to school.

Regarding the application of a questionnaire applied to those responsible: the following questions were asked:

5.2 QUESTIONNAIRE APPLIED TO THOSE RESPONSIBLE:

6 parents or guardians were selected, 5 female and 1 male. The choice was random, considering the availability of each person to answer the questionnaires.

In the case of teachers, one of them, represented by number 1, is completing a degree in pedagogy, and the other represented by number 2, has a degree in pedagogy with a specialization in school management.

According to the questions, the answers are presented in full, below the tables: 1
What is your biggest difficulty in distance learning for your child?

1 Time, as I have 2 children in different grades so I often cannot reconcile.
2 the difficulty I face is that at home children don't pay much attention, studying, face-to-face classes in the classroom are what they want most.
3 our house is small and it is difficult for him to stop to attend classes
4 is a very big effort for a child, as children do not have the same attention span as adults to concentrate on an online class
5 difficult because at school he learns better, interacts with other children, plays during leisure time
6 Lack of Time and Attention He Needed

SOURCE: Field Research/2021

As shown in the answers above, it can be seen that parents had difficulties in teaching and monitoring the classes sent or taught in videos to the students.

Some talked about the weather, and even the home environment, which would not be favorable for teaching, others about the student's difficulty in concentrating at home.

It can be seen that just as it was complicated for teachers to manage their work routine at home, it was no different for students, mainly due to the distractions they have at home. As a result, many are unable to maintain the same study routine, while others maintain the same dedication.

According to Freitas, Maimoni & Siqueira, (1994) and Maimoni & Miranda, (1999), the family can participate in several ways in the student's educational life, they can: monitor tasks and school work, check whether the child has completed the requested activities by the teacher, establish study schedules, find out about subjects and tests, among others.

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Distance learning in times of pandemic is also an expectation of effective participation of parents in monitoring and even the participation of apaís in school.

It was also asked:

2 How do you evaluate the classes?

1 Not very useful, since I have to explain how to do it and what to do
2 The distance classes were good, but the child doesn't care much because they are on a cell phone or tablet, but the teacher did everything she could to be professional,
3 for the positive efforts of teachers
4 very efficient classes for good learning and understanding for children
5 I haven't had any problems so far
6 They are good

SOURCE: Field Research/2021

The responses presented here show that parents had different observations and there was recognition of the teachers' efforts. Only one showed that classes were replacing the teacher with parents who ended up having to teach classes in the teachers' place.

For Sousa (2012) Education is helping each child grow as a person, which implies providing them with the means to acquire and develop virtues, such as sincerity, generosity, obedience, honesty, loyalty, friendship, kindness , solidarity, among many others. In times when the family is transforming and most women no longer have time to fully follow their children's steps, what would really be the role of the family in relation to school? For Içami Tiba (2012) Study is essential; therefore, children have an obligation to study.

3 What did you think of the government's strategies?

1 inconceivable
2 Well for me it hasn't been very proportional, if this lookdaw goes on too long, there will be no future professionals and who will teach my grandchildren?
3. The government only thought about food for children and did not think about education
4 positive aspects of combating the virus in times of pandemic for what should be done
5 It Was Necessary For The Good Of All
6 good, but our children need more attention from the government regarding classes

SOURCE: Field Research/2021

Regarding the strategies defined by the government, the responses were varied, it was clear that there was an awareness that the pandemic left no other choice.

Currently, a large part of the country's students, children, teenagers and adults, find themselves in a forced reality, taking these classes remotely as an alternative to cities where schools and colleges remain closed due to the coronavirus pandemic. (REIS,2021)

With remote teaching, teachers especially needed to reinvent themselves. Every day they needed a new idea to develop with the children, the challenge for teachers and the children's families and guardians was daily. This is because the main activity that applies is socialization with other children, this can only be experienced if coexistence and interaction are provided in person. And the pandemic didn't allow it. (OLIVEIRA & RODRIGUES, 2020)

4 What would it be like if you were the school manager?

1 I would fight for face-to-face classes, which are everyone's constitutional right
2 I wouldn't let anyone enter without a mask, always keep the gates closed with padlocks, and always with alcohol gel and even for parents who were picking up their children
3 would encounter difficulty
4 Classes *online* every day and try to innovate ideas
5 I don't think I would have the capacity, it's a lot of responsibility

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6**in blank**

SOURCE: Field Research/2021

Regarding management, the responses were very different, but it can be seen that parents bring their responses to the period when classes had already resumed in person. And they recognize that there is great difficulty in being a school manager.

It is essential to recognize that what occurs in day-to-day school practice has significant importance in determining the quality of teaching. Small acts, a few words repeated day after day, condition the development of meanings and the formation of habits. (LÜCK, 2009)

A challenging situation for school managers at the moment is the demand from some parents for missing classes. Some even consider the possibility of not paying school fees, claiming that the units are not working.

Continuing, questions 5 and 6 were asked: What

5 could the School do to improve classes?

1 Dynamism, I find it tiring
2 could form teams of students at different times, on different days, but could not stop having classes.
3 everything possible was done
4 very good classes at Sementinha do Saber, I have nothing to complain about
5 I don't see it, because it's improved now, who knows, maybe in the future
6 They Do What They Can to Help Our Children

SOURCE: Field Research/2021

6 What can you highlight as positive and negative about this process?

1 Positive, at least there are classes, Negative no face-to-face classes
2 positive is that the teacher made every effort to be educational when teaching; negative that harms the child's attention or outside the term “study”
3 positive was the school's effort; negative was the lack of attention from the State government
4 positive: government strategy; Not being able to go to school is negative, but it is for everyone's good.
5 “didn’t know how to answer”
6 positive for children to vote for face-to-face classes; negative online classes

SOURCE: Field Research/2021

According to the Law that establishes the Guidelines and Bases of National Education (LDB 9394/96), early childhood education, the first stage of basic education, aims at the integral development of children up to five years of age, in their physical and psychological aspects. , intellectual and social, complementing the action of the family and community.

In this period of pandemic, it was clear that the challenges facing public and private schools in Brazil and the world are countless, but what is the solution to deal with all of this? Well, firstly, you need to be very calm at this moment and know that this is a necessary but temporary situation. How about seeing this moment as a new experience from which we can learn something new? Patience with yourself and the current situation. (MATTJIE, 2020)

In addition to adapting to a new teaching method, there is also the**stress**generated by confinement and social distancing during quarantine. We have all been dealing with anxiety and fear on a daily basis due to this moment of uncertainty, which is also a huge challenge for teaching. (MATTJIE, 2020)

Is important. Learn to have empathy with your co-workers, your children and/or your students. Don't ignore your feelings and always try to put yourself in the other person's shoes. (MATTJIE, 2020)

7 Did you, as a mother, learn or question yourself in this process?

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1 I learned that I need to study more. I question how much I have to qualify for classes
2 I learned that under no circumstances should studying be left in the background, but rather focus on the best future
3 we learned to value education professionals more
4 I asked yes, but learning is the best thing
5 I learned a little from him
6 I learned to be more patient and have more time for my son

SOURCE: Field Research/2021

In these statements, the lack of knowledge on the part of those responsible was highlighted, regarding the content, in addition to teaching teaching towards their child. According to Oliveira (2002) describes that there are two main aspects in this relationship: 1) the family's incapacity for the task of educating their children and 2) the school's input to support this task, especially when it comes to the moral field, where:

> [...] from these statements, it is seen that the family-school relationship is permeated by a movement of blame rather than shared responsibility, in addition to being marked by the existence of strong attention from the school directed towards instrumentalizing parents to educational action, as it is believed that family participation is a necessary condition for academic success (OLIVEIRA, 2002, p.107).

When he referred to these difficulties, we asked:

For example, what was your difficulty?

1 Patience to overcome all obstacles
2Teaching at home, I have a two-year-old son, he has difficulty feeding himself.
3 accompany students
4 There was no difficulty
5 to teach some questions about classes
6 have time to attend classes with him online

SOURCE: Field Research/2021

The Child and Adolescent Statute, very wisely, enshrines in its article 19 that*Every child or adolescent has the right to be raised and educated within their family.*And I say that this rule is wise because I think that parents are the main educators of their children.

Some families may find the time for daily activities for early childhood education reduced, however, Alessandra remembers that the stage has its peculiarities.

Children need to understand that they have a responsibility to study and that their parents are helping them fulfill a duty that is part of the fun of life.

Parents should not assume the role of teachers in their children's lives. For example, when a doubt arises during a task, it is interesting to encourage the child or young person to contact their classmates first. This is a way to instigate and maintain social involvement with the class. (ALL FOR EDUCATION, 2020)

The stage in which a child is in Early Childhood Education is extremely important in their development, so much so that it will mark their relationship with Education and learning for the rest of their lives. So it doesn't make sense to sit her in front of a screen. Schools must provide teaching-learning activities and skills for young children in an accessible way, so that parents can develop them with their children at home. (ALL FOR EDUCATION, 2020)

The ideal is not to spend more than half an hour consecutively in front of your cell phone, computers or televisions. However, there is a practical tip for not worrying about counting the hours of screen exposure: by establishing a routine that reinforces and distributes other activities in the daily lives of children and young people, the available time that will be left for screens will not be harmful. (ALL FOR EDUCATION, 2020)

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"It is an addition of stimuli, games and interactions. Therefore, it is impossible to imagine that the child will sit in front of the computer and look at the teacher for a long time." A strangeness that families feel, according to the educator, has to do with the lack of a fixed timetable for this stage. "The family didn't realize this (at first) and thought that if there wasn't divided time at home, the child wouldn't learn", (OLIVEIRA,2020)

8 What did you notice in the child about this process?

1 confusion, distance and hope
2 that she really wanted to be at school and couldn't, she asked, can you go now? I said no yet, then she cried and didn't understand, she said I wasn't taking her.
3 I'm bored enough to stay at home without studying
4 going to school is very good, important for them
5 difficulty
6 He Missed His Teacher And His Friends

SOURCE: Field Research/2021

In the speeches of those responsible, we observed the concern to maintain an emotional bond and social interaction, even if virtual, noting the importance of child development based on their means of social interaction, which in this case would be the school, according to Vygotsky (1998) the child learns and then develops, in this way, the development of a human being occurs through the acquisition/learning of everything that the human being has socially constructed throughout the history of humanity.

As we can also see in the question below:

9 What else did the child miss?

1 Coexistence with classmates and teacher
2 of the classmates
3 of this frequent contact with the school
4 going to school to see your friends
5 from friends and teacher's school
6 of his classmates and the teacher

SOURCE: Field Research/2021

As we can see, the absence of the school context, through contact with classmates, the games and the teachers, was the report of all the interviewees, both in question 9 and question 11.

11 What phrase did the child say most when taking distance classes?

1 "Why do I have to just watch and no longer touch, play with my classmates?"
2 This is boring, I don't like it.
3 who wanted to go to the bathroom
4 I wanted to go to school
5 because I can't go to school, it's difficult to explain this situation to him, he sometimes doesn't understand
6 he wanted the teacher

SOURCE: Field Research/2021

According to the municipal secretary of Education of São Paulo,Bruno Caetano,It is impossible to deny that there is no harm caused by closing schools for this age group as well. "No matter how good the efforts of the public and private schools, families, educators and society, nothing replaces school (*in person*)." (OKUMURA, 2020).

Marco Aurélio Sáfadi, associate professor and director of the Pediatrics department at the Faculty of Science medical offices of Santa Casa de São Paulo, highlights that."Cognitive gains once the child enters school are the result of school life. Interaction between children also stimulates development", (OKUMURA, 2020).

For Rosely Sayão,psychologist and columnist for Estadão, the biggest loss at the moment is the lack of

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children's relationships with adults other than parents and close relatives. “The multiplicity of bonds makes the child’s life easier. Without this, she becomes very dependent. We need to establish different relationships.” (OKUMURA, 2020).

It is true that one of the issues most affected by the pandemic was education, but early childhood education and literacy suffered the most, as we can see in the statements of those responsible.

10 What could teachers do to improve their classes during a pandemic?

1 Understand us
2 If you are already careful, be even more careful, I know that children don't like to wear mascara, but don't stop using it for a moment.
3 doesn't have much to do
4 new ideas, work in pairs even if it's online
5 I think they are doing their best
6**in blank**

SOURCE: Field Research/2021

As we noted above, those responsible showed that there was difficulty in the method used, as stated (MATTJIE, 2020)

There was no type of planning for the distance learning that is currently being done, precisely because no one would imagine that we would go through something like this, so adapting to this new reality has not been easy at all.

Therefore, teachers and school managers had to make 30 decisions to adapt the face-to-face school curriculum to online teaching at a moment's notice. In this way, many schools started to use digital tools such as Zoom, Skype and Google Meet, and even Watzap, and many teachers have never had prior contact with most of these tools, and often parents have not either. Furthermore, teachers also needed to learn how to record and edit videos and, in the meantime, understand the best way to transmit their content and keep their students' attention. (MATTJIE, 2020)

5.3 QUESTIONNAIRE APPLIED TO TEACHERS

The teachers interviewed were female and had more than 10 years of experience teaching early childhood education. Both are from kindergarten 1 and kindergarten II. Result of questionnaire applied to teachers.

1 What is your biggest difficulty with distance learning for your student?

1 Student participation (lack)
2 make sure that the classes and content are being learned

SOURCE: Field Research/2021

In the context of the pandemic, teachers needed to reinvent their way of teaching and deal with other difficulties, such as technology and, in some cases, family life during working hours.

The use of distance technology is not a new thing, the*Sesame Street*, a public access educational program for children that was first broadcast on American television in 1969, is a good example of this (LEPORE, 2020). In the early 1970s, the microprocessor increased the capacity of students to interact with instruction rather than simply receiving a resume by mail, radio or television. In 1985, telecommunications allowed undergraduate and graduate programs to be offered online using satellite transmission. (CASEY, 2008; KENTOR, 2015)

With the pandemic, the way of teaching needed to be rethought at this time of pandemic, a place of child is at school, with a qualified professional at their side, to guide them and provide all the necessary support. In addition to the presence of the educator, it is clear that little ones need their colleagues, after all, it is between them that the exchange of experiences, the creation of bonds and most importantly, growth and fun take place. The reality faced now is different and it is in the hands of these professionals to search for new tools to review and innovate teaching, as not all practices that worked previously apply in the remote system.

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2 How do you evaluate the classes you developed during the pandemic?

1 I rate it as regular, as I didn't have everyone's participation
2 from a content point of view may have been good, but the result showed difficulties on the part of parents who had difficulties in monitoring their children.

SOURCE: Field Research/2021

As we can see, the evaluation was relatively good, despite the difficulties.

With the social isolation caused by the coronavirus pandemic (COVID-19), teachers at this stage have become much more dependent on families to promote children's learning and development. Creating a study routine is not easy because families need to coordinate their professional lives and household chores with an infinite number of whys per minute coming from children. As much as technology helps, the distance between teacher and student at these times brings a series of difficulties. (OLIVEIRA, 2020)

It is worth highlighting that the teacher's work must develop into an action through interactions that, in some way, interfere or direct their pedagogical practice, where in this context, the teacher often gives up some skills they have to solve problems. routines, which generally requires a certain degree of improvisation. (REIS, 2021)

5.4 IN ADDITION, DISTANCE MAKES WORK DIFFICULT DUE TO THE ABSENCE OF NEARBY MITY, LOOK, ANALYSIS OF EMOTIONS IN FRONT OF THE CONTENT PRESENTED.

For changes to occur in today's society, a new teaching professional is needed, that is, a professional who values research as a teaching strategy, who develops critical reflection on practice and who is concerned with the training of educators (SHIGUNOV NETO; MACIEL, 2002). Where Imbernón (2010, p. 75) corroborates that:

> [...] professional knowledge consolidated through ongoing training is supported both by the acquisition of theoretical knowledge and information processing skills, analysis and critical reflection in, on and during action, diagnosis, rational decision-making, evaluation processes and reformulation of projects.

Parents should not assume the role of teachers in their children's lives. For example, when a doubt arises during a task, it is interesting to encourage the child or young person to contact their classmates first. This is a way to instigate and maintain social involvement with the class.

3 What could the School do to improve classes during the pandemic?

1 Provides technological support so that teachers can better develop their remote activities
2 Offer technological support

SOURCE: Field Research/2021

The issue of using technology, not only as access, but as difficulty in handling it, was present in all interviewees.

Second, Eliza (2020) no school was prepared for such a situation. the vast majority committed themselves to doing their best. However, it is worth highlighting that the experience accumulated so far prior to the pandemic is in-person teaching. Therefore, perhaps the word damage can be replaced by adaptations. Yes, it would be necessary to make some adaptations.

This situation has worried some parents who fear harm to their children's learning.

Furthermore, it is important to consider that internet access is still limited for some students, especially low-income students.

4 What did you notice when evaluating the activities during the distance period?

1 That students did not have the same performance
2 that students did not learn as they did in face-to-face classes

SOURCE: Field Research/2021

According to Revista Nova Escola, in a survey carried out with 9 thousand teachers. In general, participants report a low level of participation by students and families in distance activities, delays in

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academic calendar, lack of support from the network and compromised mental health of teachers. Early childhood education is the stage with the lowest participation. (OLIVEIRA, 2020)

This analysis fits into the 3 (three) questions below and their respective answers:

5 Do you think there was learning during this period?

1 No, because the majority did not interact in the class taught
2 yes, but very little related to face-to-face learning

SOURCE: Field Research/2021

6 What is your assessment of your performance in teaching classes during the pandemic period?

1 Despite the difficulties faced, I believe it was good
2 I believe it was good, at least I tried my best

SOURCE: Field Research/2021

7 What is your biggest difficulty in the teaching process with remote classes?

1 Present online classes
2 use teaching resources that motivate students to follow classes daily

SOURCE: Field Research/2021

The responses show that despite the difficulties, everyone made an effort to carry out the activities. It is possible to see that this does not always seem to be linked to learning. The responses show that implicitly there is a certain obstacle, a difficulty with using the resource and the symbolic meaning, we can say in the context of the pandemic.

According to Cruz (2002), as a facilitator of the teaching-learning process, the teacher is the one capable of intentionally filtering and selecting stimuli, acting on the global development of the potential of their students in order to make the act of understanding, constructing and reconstructing the knowledge.

Lopes (2020), highlights that, if the study period does not coincide with your work, observe your children's learning process, ask questions, but give them the freedom to do the activities alone;

As we have already seen about the responses from those responsible, most of them were interested in their children continuing their activities, but what they really wanted was their children in the physical, participatory and learning environment of the school.

8 How do you evaluate parents' performance regarding teaching during the pandemic period?

1 I rate it as regular, as parents do not participate regularly
2 Overall, they were good, but I noticed several difficulties such as using the internet or even having patience to teach your children.

SOURCE: Field Research/21

According to Lopes (2020), some practical tips to help set up a study routine with children at home are:

Set the times–This way, children will know that that period is intended for studying and not for playing and they will also learn to become responsible for their studies;

Set aside a suitable space – If possible, choose a quiet place, away from television, cell phones and other devices.

any other distraction;

Be following–If the study period does not coincide with your work, observe your children's learning process, ask questions, but give them the freedom to do the activities alone;

Insert games and games during the process–Some tools can make study time more fun. Some computer games can make teaching mathematics, geography or history more interesting. Games can also help stimulate the intellect while exercising the body, be creative. Lopes (2020)

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According to Oliveira (2020), communication should serve to guide, deliver suggestions and explain the importance of learning objectives defined for the child's age. It's saying that play makes cognitive sense and not just social pleasure," she says. To cope with this task, he recommends, the idea that less is more is also valid. It means sending videos and not PowerPoint or PDF presentations with many pages or even using WhatsApp to get faster feedback from families.

As much as the moment generates anxiety for early childhood education teachers, the idea in these exchanges with families about the activities carried out by children should avoid the atmosphere of demands. "At this age, the most important thing is not the amount of work, but keeping alive the curiosity and passion that the child has for the world. Children are researchers by nature because they ask questions all the time. She always wants to know how things are and how they work. (OLIVEIRA,2020)

9. What is your assessment of the school manager regarding the actions he was responsible for during the pandemic period?

1 Had a good performance, where he tried to support teachers
2 I believe he tried to do his best, but he also saw it as a challenge, no one had experiences to share on this subject with him

SOURCE: Field Research/21

10 What do you think the manager could improve in the process of managing the pandemic at school?

1 Seek more support so that teachers can develop their online activities more effectively
2 of training on the use of technological resources

SOURCE: Field Research/21

As we can see in questions number 9 and 10, which deals with management, the answers firm that the pandemic took everyone by surprise. And if there were gains, there were also losses. The challenges were the ingredient for daily overcoming. Be it the student, the guardian, the teacher and also the manager.

Second, Wandscheer (2020), all these transformations could not let the field of education go unnoticed. As we are subjects of our history and it is closely related to our experiences and knowledge, education ends up being achieved almost inevitably.

Remote education is something totally innovative and challenging. We could never imagine that one day we would move away in such a way that our means of interaction would be the much feared technology. Even with so many obstacles and disbelief, we found strategies and subsidies to appropriate and understand this new educational scenario. (WANDSCHEER, 2020)

CONCLUSION

According to the proposal established as the theme of this research, the pandemic period undoubtedly brought countless discoveries, they were involved in fear and, why not say, profound uncertainties.

Private schools brought an additional challenge, how to maintain classes without losing students, which means losing income, since once they leave school, they would stop paying. Thus, the concern was to create ways of teaching that guaranteed the student's presence, even if distant or remote. The importance of parental participation was paramount, but it could not be thought of replacing the role of the teacher. Many schools closed or had to lay off teachers and employees due to the cancellation of enrollments.

Finally, our research question referred to the challenges of remote teaching in early childhood education. This challenge was gradually discovered, but also rediscovered. In other words, we learned and put it into practice, creating another way of teaching, of passing on the content, so each day was a new experience. About how fathers and mothers could teach school content to their children. We can conclude that according to the answers presented, there is a concern about maintaining teaching and learning and also monitoring children at school. It is important to highlight that the practice of monitoring children in early childhood education by their parents is very common, and this has remained the case in the case of remote education. The question about difficulties in using technology and accessing the internet was not reported. AND

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It is important to highlight that the most used resource was WatsApp, where teachers recorded classes in short videos and shared them with school groups by class.

When it comes to teachers and managers, how they could adapt teaching practices in remote classes in early childhood education, we realized that teachers were learning daily, creating pedagogical resources and following classes.

School was one of the first activities to be cut and, in many countries, the last to restart. It does not appear among the priority and essential activities of current capitalism. In addition to seeing this as a strategy that took a large part of the population out of circulation, it must be seen as the result of a discourse that, in recent years, has committed itself to talking about the school crisis, which does not improve either with international exams or with educational reforms, and teachers are often blamed, who appear as expendable personnel given the promise of technology. (HONORATO; NERY, 2020)

The question to think about now is very serious. In some Brazilian cities, face-to-face classes are back, which is a great relief for those who will be able to hand over their children's literacy skills to those who really understand the subject. However, while face-to-face classes are essential for children in training, the fear of exposure to the Coronavirus is real.

The vaccine has arrived for some, but not for children, preventing them from taking off their mask, for example, will be a major challenge to face. The certainty that from a young age, education is fundamental in anyone's life will be the key to achieving safety for everyone to return to school as quickly as possible, as for when this will actually be one hundred percent guaranteed, only time will to say.

Far from being a completed research, this article reports an embryonic discussion, as the pandemic arrived, without knowing where it came from, we don't know where it is going.

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