

Playful cultures and literacy: Considerations on teaching and learning in the context of the COVID-19 pandemic



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ABSTRACT

The general objective of this work was to understand how the work with playful cultures occurred in the context of literacy (1st year of elementary school) through remote teaching. As specific objectives, this study intended: a) To

discuss the concept of playful cultures relating them to the processes of literacy and literacy; b) Understand the literacy process of the child in the 1st year of elementary school; c) Demonstrate the vision of teachers on the possibility of working with the playful in the context of literacy and their strategies through remote teaching. This research is characterized as qualitative, bibliographical, documentary and exploratory. Several techniques were used for data collection, such as research in publications of the Capes database, virtual libraries and websites of scientific journals between the years 2010 and 2021 on the subject; documentary analysis of the process of legalization and standardization of remote learning during the pandemic; the application of a questionnaire to generate data on teachers' views on playfulness and literacy during the Covid-19 pandemic. We conclude that the playful cultures were witnessed in this context through virtual games adapted from face-to-face to remote teaching. Despite the obstacles, we realized that the valorization or not of the playful cultures does not depend only on the teachers, but on other factors besides the planning, such as the lack of access that, in addition to compromising the interaction of the students, also affected the process of literacy and literacy.

Keywords: Education, Literacy, Playful culture, Remote learning, Pandemic.

1 INTRODUCTION

The playful is part of the individual's life since childhood and contributes in various ways to the process of development. However, when the subject is Education, it is perceived that depending on the historical context, the playful came to be prohibited in educational environments (ARIÈS, 1981).

For Silva (2014), although play is often mentioned in curricular proposals for the education of children in Brazil and Latin America, the term needs a pedagogical understanding. The teacher should propose moments of play observing the action of the student in relation to the play, the symbolic game,



the concepts and the values. "Thus, the school environment becomes an environment conducive to the analysis of child behavior and to the dissemination of playful culture" (SILVA, 2014, p. 44).

Thus, this work adopted some concepts of the term "play" used by classical authors who study the theme, more specifically from the point of view of the theoretical framework of the Sociology of Childhood through the studies of Sarmento (2004) and Corsaro (2011).

Regarding the term "literacy", it is a technology of language representation, that is, alphabetic-orthographic writing. When this technology is mastered, the individual begins to involve knowledge and procedures related both to the functioning of this system and to the motor and cognitive abilities to manipulate the instruments and writing equipment (SOARES; BATISTA, 2005).

For Coelho (2011), the child needs interaction when developing the writing process and it is through contact with the literate world that the student acquires the interest in reading and writing, that is, the child learns through the symbolic system, cultural influences and internalization. However, although this interaction is fundamental, during the year 2020, an unexpected pandemic occurred for our generation, caused by the Sars-Cov-2 virus, which became popularly known as COVID-19.

The transmission of the virus "spreads through droplets, respiratory secretions and direct contact with the infected individual" (BRITO et al, 2020, p. 3). Therefore, although with some resistance from the federal government at the time at the beginning of this event here in Brazil, there were several prevention measures by the authorities, one of them being social isolation. "As a consequence of this isolation, there was the closure of shops, schools, universities, restaurants and several other places that generate crowding of people" (BEZERRA et al., 2020, p.2).

According to Behar (2020), learning through digital platforms was one of the strategies adopted by education departments in the context of the pandemic. For the researcher, this new format, seen as an Emergency Remote Teaching (ERE) won this title because teachers and students were prevented by decree from attending the institutions in person, in order to prevent the spread of the virus. It was at first seen as an emergency, because there was no preparation in advance for such a methodology, which ended up shelving all the face-to-face pedagogical planning of teachers that year and part of the year 2021.

Thus, through everything that has been addressed so far, this study aims to understand how the work with playful cultures occurred in the context of literacy (more specifically in the 1st year of elementary school) through remote teaching. As specific objectives, this study intended: a) To discuss the concept of playful cultures relating them to the processes of literacy and literacy; b) Understand the literacy process of the child in the 1st year of elementary school; c) Demonstrate the vision of teachers on the possibility of working with the playful in the context of literacy and their strategies through remote teaching.



This research used a qualitative, bibliographic and exploratory approach. Qualitative research, according to Gil (2002), depends on many factors, such as the nature of the data that will be collected, the research instruments, the extent of the sample and the theoretical assumptions that the research proposes.

Regarding the bibliographic research, Prodanov and Freitas (2013) mention that it starts from material already published in books, articles, dissertations, theses, newspapers, magazines, periodicals or other material already written on the theme addressed by the study. In the case of this study, we approached from classic authors with books published to deal with the concepts of "playful culture", "literacy" and "literacy", to recent research published in the Bank of dissertations and theses of Capes and repositories of public libraries of Universities, published between the years 2010 and 2021 that addressed the theme.

Exploratory research, on the other hand, aims to provide more information on a given theme and usually involves practical techniques of approaches to people "who have had practical experiences with the problem researched" (PRODANOV; FREITAS, 2013, p. 52). In the case of this study, the research aimed to generate knowledge in a practical way, linked to the solution of specific problems. For this, a research was conducted with 8 teachers¹, who worked in the 1st year of Elementary School of 4 schools (3 public and 1 private schools) of a small city in the interior of the State of São Paulo. Data collection occurred remotely, through the application of a *Google Forms questionnaire*.

It is important to mention that the teachers of the schools were *invited* to participate in the research, being clarified through contact with the researchers and by the "Term of Free and Informed Consent" – ICF, that they *were not obliged to participate*, that they could give up participation at any time, what were the risks (even if minimal, such as anxiety, for example), the benefits, among other relevant information.

2 THE ARRIVAL OF COVID-19 IN BRAZIL AND ITS IMPACT ON EDUCATIONAL CONTEXTS

COVID-19 is a disease that causes severe respiratory infections and according to the Ministry of Health in Brazil, in December 2019 the first cases of pneumonia caused by an unknown virus occurred in Wuhan, China. The World Health Organization (WHO) was notified and in January 2020 an international public health emergency was declared. The first case of COVID-19 in Latin America was recorded in São Paulo on February 26, 2020 (BRAZIL, 2020a).

In the wake of the new development, countries around the world have adopted some measures to prevent the virus, including so-called "social isolation," which generally directed people to stay

¹ Approved by the Ethics and Research Committee according to opinion number 4.708.936 and CAAE: 46263021.4.0000.5515.



home. Here, after many political, economic, public health controversies, among others, this isolation was regulated through an ordinance, with the justification of an urgency to combat the virus (BRASIL, 2020a).

In the State of São Paulo, according to Decree No. 64,881, of March 22, 2020 (SÃO PAULO, 2020a), quarantine, social isolation and the use of masks as a protective measure were established throughout the state of São Paulo. Subsequently, there was a succession of other decrees, such as No. 64,920, of April 6, 2020 (SÃO PAULO, 2020b) that extended the quarantine until April 22, 2020 and No. 64,994, of May 28, 2020 (SÃO PAULO, 2020c) that extended the protective measures until June 15, 2020.

From that moment on, the São Paulo Plan was instituted, which aimed to contribute to an effective action of the State with the Municipalities of São Paulo and civil society, aiming to implement and evaluate actions and strategic measures to confront the pandemic.

Throughout Brazil, public and private schools showed concern and commitment to the necessary measures to continue guaranteeing the right to education, so that it did not stop at this time (BRASIL, 2020b). Thus, the MEC tried to find ways to continue with the educational process in times of pandemic (PORTAL DO MEC, 2020).

According to Soares and Colares (2020) with the stoppage of school activities by educational institutions due to social isolation, remote teaching began to be used to mitigate the delay in the teaching and learning process of children. Despite the efforts made to ensure that education continues to be effective, society still has many challenges with the pandemic².

In 2020, even though the country faced a state of calamity, politics took on great space in the media due to the controversies of the president of Brazil at that time, Mr. Jair Messias Bolsonaro. Some statements and actions leveraged consequences such as investigations and dissatisfaction of a large part of the Brazilian population with the measures that should be taken during the pandemic (SOARES; OLIVEIRA, 2019). This fact, even though it is no longer governing the country, still generates great controversies and debates³.

² Available at: <https://g1.globo.com/sp/sao-paulo/noticia/2021/05/26/cidade-de-sp-ultrapassa-30-mil-deaths-by-covid-secretary-municipal-of-health-ve-third-wave-and-want-extend-restrictive-measures.ghtml>. Accessed: 18 Jun. 2021.

³ According to the G1 news site, in a news article published on October 20, 2021, the Parliamentary Commission of Inquiry (CPI) chaired by Senators Omar Aziz and Renan Calheiros, popularly known as "Covid CPI" called for the indictment in the Public Prosecutor's Office of 65 people, among them the President of the Republic and three of his children, for crimes such as: deliberate delay in the purchase of vaccines, investment of public money for the purchase and distribution of medicines without the scientific efficacy for the treatment of Covid, homicide, quackery, incitement to crime, falsification of documents, active corruption, among other charges. Available in: <https://g1.globo.com/jornal-nacional/noticia/2021/10/20/relatorio-final-da-cpi-da-covid-pede-indiciamento-de-bolsonaro-por-nove-crimes.ghtml>. Access in: 01. Jul. 2023. Already at the beginning of the year 2023, senators members of the said CPI gathered more documents so that the complaints made continue to advance in court. Available at: <https://www12.senado.leg.br/noticias/materias/2023/01/05/senadores-da-cpi-da-pandemia-reunem-documentos-para-denuncia-avancar-na-justica>. Access in: 01. Jul. 2023.



Despite the political controversies and the consequences of the pandemic, it is possible to perceive the new possibilities and innovations in the way of teaching, that is, even with so many difficulties, teachers sought knowledge about the act of teaching using different technologies, especially the "Information and Communication Technologies" (ICT), which contributed a lot in education within this context, Since in many places the face-to-face return was slow, allowing simultaneous classes to take place remotely for a long time⁴.

According to Lévy (1999), when we think about teaching and technologies it is necessary to consider that there are several students inserted in different contexts, many of them marked by inequality, be it economic, social and cultural. In this sense, it is possible to affirm that cyberculture is not part of the full reality of many of these students and families.

According to Santos (2005), cyberculture is the name attributed to the system of interrelations of social and technical aspects that command information technology practices in convergence with telecommunication synchronously and asynchronously, in addition to contact with various media and languages that allow socialization through these resources, thus contributing to the educational process.

Faced with this scenario, a discussion about the use and access to technologies as learning instruments has grown among students and teachers. However, to enter into this discussion, it was necessary to deepen the concepts of what technology is, added to the information society and languages (or new languages), enabling the debate on new plans in the educational field (SILVA; GODOY, 2020).

With the advancement of technology, the internet has become an effective space in the educational environment, providing new models of the classroom. With the current demands of society, technologies are increasingly present in the interaction with the other, regardless of where these people are. However, it is worth noting that although technology has occupied a significant space in the school environment, many teachers, especially in this pandemic context, had great difficulty in dealing with this form of teaching, since they were not trained to do so (SOARES; NECKLACES, 2020).

Soares and Oliveira (2019) also highlight that although ICT exert great importance in educational practices, the lack of teacher training in this area has always hindered this process of familiarization and has caused several conflicts in the use of these digital resources.

But, it was ICT that allowed us to continue with the goals of education during the pandemic (SOARES; NECKLACES, 2020). Among all the many technological resources, *Google Classroom*

⁴According to the G1 news site, in the region of Presidente Prudente, a municipality in the State of São Paulo (region where this study was conducted), classes in the state school system returned to 100% face-to-face classrooms as of October 18, 2021. However, with regard to the municipal network, there were many uncertainties regarding the face-to-face return. Available in: <https://g1.globo.com/sp/presidente-prudente-regiao/noticia/2021/10/18/escolas-da-rede-estadual-retomam-aulas-presenciais-obrigatorias-em-presidente-prudente.ghtml>. Access in: 01. Jul. 2023.



was used, whose main function is to allow the availability of materials, activities and also brings with it the possibility of communication between student and teacher, allowing better feedback for students.

The application "*Zoom Cloud Meetings*" was also widely used and is available on mobile platforms, both Android and IOS and its functionality enabled live classes, video conferences, meetings, allowing teachers to put all the content and take questions from students (BENÍCIO; VAZ; PELICIONI, 2021).

For Vasques and Lima (2016), globalization has been favoring, over many years, the use of mechanisms that enable a new way of teaching. This perspective allows us an innovative look at ICT that sharpens the curiosity of educators, challenges them, and can result in an aggregating aspect in the teaching process.

However, according to Silva and Godoy (2020), even with so many positive discussions, it is noticeable the existence of a contradictory information society, noticeable by the disturbances to the inaccess of students to digital platforms, to quality internet networks, to the lack of computers and with teachers without success in taking the doubts of their students for lack of resources. We cannot adopt the idea of a remote education by ICT in an improvised way, aiming at solving problems of physical structure.

It is still necessary to consider that many students do not have mobile devices that operate efficiently, in which many of their browsers, applications and platforms used for remote teaching, can not keep up with teaching. Families also encountered difficulties because they did not have enough devices for a good connection. There is still a significant part of the users in which access to the internet occurs through sharing with neighboring households. Situation that determines a fragility in the condition of digital inclusion, stuck to the constant imminence of being excluded (SILVA; GODOY, 2020).

3 THE REALITY OF REMOTE LEARNING DURING THE PANDEMIC AND BRAZILIAN EARLY CHILDHOOD EDUCATION

Given all that has been said so far about the context of the pandemic, we think it is pertinent to highlight how it has affected the different contexts. Thus, through the studies of the theoretical framework studied, it was observed different contexts such as those investigated by Santos and Saraiva (2020) that sought to inquire how young children went through this period of social isolation without schools and how they played and developed childhood in this period.

The authors highlight that the pandemic has intensified problems already existing in society, mainly related to inequalities in Brazil. Other than that, social organization and politics also contribute to this moment becoming even more relentless.



The pandemic has been cruel to those who already suffered the barbarities of the annihilating and dehumanizing process operated by neoliberalism, the marginalized groups, who are now also more exposed to the threat of a virus that prevents them from "earning" their living on the streets and in informality, from doing everything a little so as not to die of hunger. And in this context are inserted thousands of *brasileirinhos* and *brasileirinhas* (SANTOS; SARAIVA, 2020).

Franco and Soares (2020), on the other hand, found in their study conducted in the municipality of Salvador (located in the State of Bahia), how was the daily life of black children of a Municipal Center for Early Childhood Education. The authors highlighted racism and inequalities as a consequence of social structuralism, in addition to highlighting the way black children and mothers (re)invented themselves during the pandemic through individual and collective strategies.

In March 2020, children attending the Municipal Center for Early Childhood Education in Salvador had the interaction process interrupted by physical isolation. However, over time, the institution sought new ways to restore existing ties with families and children. In this way, the Municipal Center for Early Childhood Education began to collaborate with instruction and assistance to families, with the objective of mitigating the impacts of the pandemic for these children and providing a virtual contact (FRANCO; SOARES, 2020).

Gobbi and Pito (2020), also contributed to the theme through an article that deals with the eviction, authorized by the government of the state of Minas Gerais, of families who lived in the Quilombo Campo Grande camp of the Landless Movement-MST, a fact that occurred during the pandemic. In the photos presented by the study it is possible to perceive children and women fighting for their space, trying in some way to change the social context in which they live, through eviction and the loss of their source of income and sustenance.

Given the above, at a time when access to education was so difficult due to the pandemic, it is difficult to imagine that the Eduardo Galeano School, "was destroyed with a backhoe during the action of the Military Police in the Quilombo Campo Grande camp" (GOBBI; PITO, 2020). In addition, in one of the testimonials collected in the survey, a woman regrets not having a home anymore, despite everyone saying that we should stay home in the pandemic.

Ramos, Leite and Rezende (2020), also did a survey on MST children and coping with the pandemic. The authors sought to understand the place of the child in this political and economic space, as well as the role of the social movement.

A study referring to quilombola children and the necropolitics⁵ of childhood in Brazil was brought by Souza (2020) and that also brings pertinent questions to this context. Due to the Covid-19 pandemic, the health, political and economic crisis in the country has been accentuated and

⁵ According to Mbembe (2016) the term "necropolitics" can be understood as a technology of production and management of death in the present day. It is based on a rereading of biopower, biopolitics and state racism and can be constituted as an indicator to analyze the processes of violence that aim at the massive destruction of people through processes and practices of dehumanization.



consequently the invisibility of quilombola childhood. Also according to the author, "quilombola children, in different territories, are active subjects and social protagonists" (SOUZA, 2020, p. 1282). However, racism and neglect of the State are challenges that plague the quilombola peoples.

In addition, Noal and Silva (2020) brought an investigation into Terena indigenous children in the context of the pandemic. Four villages in Miranda, a municipality in the state of Mato Grosso do Sul, were analyzed with the objective of observing childhood through the narration of young children. The collection took place through methodologies appropriate to the context of social isolation and it was noticeable that in the face of this situation, the indigenous communities suffered from the changes caused by the pandemic and the lack of attention from the government.

Regarding the children of the Amazon and the context of social distancing, Ratusniak and Mafra (2020) stressed the importance of assistance and care for children (indigenous, caboclas, black, migrants, among others), since the pandemic was another factor that put the lives of these children of the Amazon at risk. In this sense, "among these childhoods, the virus is not the cause of inequalities, as everyone knows, but has found in inequalities the conditions conducive to its spread" (RATUSNIAK; MAFRA, 2020).

Santos (2020), in turn, observed the portrait of the pandemic in a neighborhood of the periphery, located in the municipality of Maceió, capital of the state of Alagoas. Through the observations and images collected in the study, the author concluded that the pandemic aggravated the state of vulnerability of families and due to the absence of the functioning of schools and the lack of remote access, children began to use the idle time on the streets.

In this way, it is possible to point out that inequalities are even more evident in the pandemic period, a fact that puts at risk the conquest for protagonism and emancipatory education of children in a state of vulnerability (MACEDO, 2020). Although the virus is the same for everyone, the impacts of the pandemic varied according to the economic conditions of each social group, making basic rights such as sanitation, housing, work, health and education privileges, that is, the arrival of the pandemic further intensified the already existing inequalities.

4 LITERACY IN BRAZIL: PROCESSES AND CONCEPTS

We will now address a little of the historical context of literacy in Brazil, highlighting some important facts for the understanding of this process and later of the literacy process. In this way, we will start from the hypothesis that "the process of literacy should be mediated in a way committed to the development of critical human beings, emancipated and formed in their entirety" (GOBBI; BROOK; BECALLI, 2018).

According to Amorim (2019), the first events that result in Brazilian education are related to the period of colonization of the Portuguese and the arrival of the Jesuits, in the early sixteenth century,



to Brazil. However, it is important to note that at that time education was quite restricted, since few had access to it. Mortatti (2006) points out that at this time teaching needed organization, especially regarding the structuring of schools that were still scarce.

We must also not forget to explain about some public policies that have permeated education. Nunes (2000), based on Anísio Teixeira, deals with the discussion that education should be a right for all and not a privilege and that we should fight for this right of a public, free and quality school for all in Brazil (TEIXEIRA, 1995 apud NUNES, 2000).

In this sense, the Federal Constitution of Brazil of 1988 was essential to register this "right of education for all as a duty of the State and the family" (BRASIL, 1988), in addition to substantiating the other educational laws and mentioning the quality of public education.

And it is not possible to think of quality education without taking into account the process of literacy and literacy. It is through communication and interpretation of the world that the individual learns to read the word, makes new conclusions, performs interpretations and modifies the environment in which he is inserted. This perception must be critical and reflective and it is through oral and written language that the human being becomes part of the social context as a citizen of rights, autonomously, critically and transformatively (FREIRE, 2002).

When conceptualizing "Literacy" and "Literacy" it is necessary, in addition to highlighting the main differences between the two concepts, to understand that although each process has its specificities it is interesting that they are worked in an articulated way by the teacher. "It is necessary, at this point, to make it clear that defending the specificity of the literacy process does not mean dissociating it from the literacy process" (SOARES, 2004, p. 11).

About the process of literacy, Val (2006) points out that it is a specific and primordial process for the appropriation of the writing system, that is, it is the understanding and control over the written code. It is through this alphabetic and orthographic domain that the student develops reading and writing autonomously.

In this sense, Kener (2015) points out that the way literacy is presented to the child may not arouse in him the interest and pleasure for reading. This may be one of the reasons why we find adults who are afraid to read in public and who have no interest in reading, for example, a fact that results in the difficulty of interpretation and production of texts. In this way, literacy is crucial for the construction of a literate society.

Thus, according to Sozim et al (2008, p.2), literacy can be defined as the study of the letters of the alphabet and the understanding of reading and writing. Literacy is related to the very act of reading and writing, using it in social life more broadly. In this perspective, only the process of literacy is also not enough for the comprehension and acquisition of reading and writing skills to be effective, because it is necessary that literacy occurs in a conception of literacy.



For this, the school needs to promote an environment conducive to student learning and instead of offering mechanical activities and aimed at repetition, it is necessary to propose activities that prioritize interaction with different types of texts and genres (KLEIMAN, 2005).

Literacy is fundamental when articulated with the literacy process. According to Camargo (2010, p. 7), the process of literacy along with literacy enables the citizen and critical formation of the individual in contemporary society. In the same direction, for Kleiman (2005) the separation of literacy and literacy cannot occur, since literacy alone is not enough to understand the social function of reading in everyday life.

Both literacy and literacy have their specificities. Literacy enables the assimilation of letter sounds and the grapheme-phoneme relationship. Literacy, on the other hand, allows the subject to use what was learned in social life and interpret the written code (SOARES, 2010). Therefore, it is necessary to consider its specificities.

However, when the conception of literacy emerged, there was what Soares (2004) calls the "disinvention" of the literacy process, understood as the separation of the process of literacy and literacy, in which some defended literacy and others literacy separately. This fact occurred due to the constructivist theory that was misinterpreted, considering that the child would learn to read and write naturally through contact with the literate world.

After understanding the relationship between the process of literacy and literacy, Carvalho (2009) adds that literacy from a literacy perspective needs to be intentional. The teacher should propose specific activities to understand the meaning of the action of writing. The author also points out that the child of literacy age is full of curiosity. This willingness to learn along with the material and methodology appropriate to the context, allows the student to explore and discover the pleasure in reading and writing.

Camargo (2010, p. 18) also points out that "the family has an essential role in the insertion of the child in the literate environment". The child, when assisted in the process of literacy, can perceive the relevance of literacy and think about the written language. However, we know that nowadays not every child has the support of their parents when it comes to studying, some due to lack of time, others due to lack of schooling. In this way, the first contact of the child with literacy and literacy ends up being in school.

Given this, Kleiman (2005) evidences two different realities in the context of children. On the one hand we have children with experiences from a very young age with reading materials that tend to present more significant habits of literacy, on the other we have children who come from more vulnerable families, where the routine of reading and writing is little stimulated and disseminated.

In this sense, Paulo Freire (1989) highlights the importance of the teacher considering the sociocultural background of the student and his experiences with literacy, in order to promote



exchanges and constructions of knowledge independent of social classes and/or economic possibilities, in order to create a more significant teaching and learning environment for children.

Thus, for the construction of meaningful learning environments to occur, teachers have the responsibility to define important subjects considering the experiences of students, assisting them in the choices of textual genres and offering varied reading options, in order to promote pleasure, quality and meaning in the moments of readings.

Given this, daily practices need to be worked together, so that learning is meaningful for these students. Thus, an alternative to work the process of literacy and literacy in an interactive and pleasurable way is through the playful, as we will discuss below.

5 THE IMPORTANCE OF PLAYFUL CULTURE FOR THE PROCESS OF LITERACY AND LITERACY IN THE CONTEXT OF THE COVID-19 PANDEMIC

The playful culture provides the development of psychic, physical, social and cognitive functions necessary for the process of literacy of the child. However, for some time now, there has been a discussion about the recognition of these playful cultures that occurred in school contexts as potential pedagogical resources for children's learning.

We see in some studies, such as those conducted by Azevedo (2016; 2022) and Moreira (2014; 2019), for example, that this relationship between children's playful cultures and school is not always easy. What has been happening, in many school contexts, is the opposite: a denial of children's cultures, especially playful ones, in an institution (the school) that should prioritize the main activities of the child's nature, such as play and play.

According to Corsaro (2011), recently we have a significant increase in research with children from the theoretical perspective of the Sociology of Childhood. However, this was not always the case and children were already neglected and marginalized, that is, they were not seen as beings with needs, desires and the ability to give their opinions. In this way, children were often "pushed to the margins of the social structure of adults" (CORSARO, 2011, p.18).

In addition, Corsaro (2011) also highlights that through the interpretative and constructivist perspective the child came to be understood as a participant in the social construction and that shares and produces culture. Given the above, the author adds that the child actively participates in two cultures: the first is the culture of children and the second the culture of adults, both of which are directly connected.

In this sense, it is important that the teacher realizes that the student needs to use the body, that is, to move through playful activities, games and games, aiming at their integral development. However, for this to occur the school needs to provide spaces and times for these activities to be



developed, that is, to propose moments for the production process of children's playful cultures to occur (BROUGÈRE, 2003).

Also according to Brougère (2003), the teacher or adult needs to perform the game with the child, since in this way he delights and the adult can analyze the playfulness in another perspective. Thus it can be perceived that the game and the game can not be considered as "pastime" but an affective, pedagogical and intellectual act.

It is through the diverse interactions that children relate to each other and form their own culture and according to Sarmiento (2002), this is how children establish a way of being and acting on the world, that is, by playing. A fact that characterizes children's cultures and that constitutes a central factor intrinsic to the very idea of childhood.

Therefore, to deal with the theme, we will start with the authors of the Historical-Cultural Theory, who basically mention that play is historical, social and above all, learned in the context in which the child is inserted. Vygotsky (1991) mentions that although the terms "game" and "play" have a synonymous connotation, both have specificities.

Play can be understood as the playful action that has a lower degree of complexity in relation to the rules (although this does not mean the absence of them, since in this action there are manifested social rules, that is, there are implicit rules), is characterized by the presence of the imagination and usually occurs in young children, aged between 3 and 7 years (VYGOTSKY, 1991).

The game, on the other hand, is characterized by the rules (which need to be respected), demands a result, has a greater complexity compared to the game with regard to the rules that, in turn, are explicit. The game begins to manifest itself as social action in children from the age of 7. (VYGOTSKY, 1991).

Still on play, Vigotskii (1988) emphasizes that it is not instinctive, but an essentially human, objective activity and that the basis of the child's perception of this action comes from the environment in which it is inserted. So it is the social context that determines the content of the games played by children.

In the same direction, Leontiev (1988) mentions that, although in the game there are implicit rules demonstrated by the imagination, in the game the rules are explicit and become the main plot. So, the game and the game are related to each other, since for the game to appear it is necessary the occurrence of an earlier stage: the game.

We noticed that many authors propose to study childhood from the point of view: the sociological one. Brougère (2003) is one of those who agree with the view of Vygotsky (1991) already mentioned here, especially when we think of the concept of play and play. For Brougère (2003) the game and play are social activities and this means understanding that play is not a natural action of



man and that we are not born knowing how to play. This only occurs if we have the opportunity to experience this action.

For Brougère (2003) the child is inserted in a social context that influences his behavior from birth. Thus, play and play are individual results, endowed with culture and impossible to be attributed to innate qualities.

From the point of view of the Sociology of Childhood, play is one of the most important conditions for the emergence of children's cultures. Sarmiento (2004, p. 16) mentions that play "is the condition of learning and, from the outset, of learning sociability". Play is, for this author, one of the first elements that propitiate this process of child development through children's cultures.

Thus, one cannot deny the relevance of playful culture for literacy, relating the concepts. In this way, the segment of the subjects will be conducted in a descriptive way, pointing out in a theoretical way the importance of the playful culture in literacy and analyzing the influence of the pandemic in the teaching process.

Within this perspective, Kener (2015, p. 45) points out that although traditional literacy methods have had positive and satisfactory results in many historical contexts, methods that use the playful are more significant for students, thus resulting in more effective learning.

In the same direction, Camargo (2010) also highlights that children have a predisposition to be interested in activities involving the playful, since the games and the games are part of the daily life in which they are inserted. Thus, one can see in this disposition the opportunity to work on literacy with students, providing a propitious place for learning the literacy process, since through play it is also possible to learn.

In this sense, when the child plays, he interacts with the cultural elements that he creates and modifies, giving them a meaning (BROUGÈRE, 2003). In addition, the playful provides a process of literacy and literacy more captivating for the child, since the games attract the attention of students to the practices of reading and writing, promoting interest (BELFORT, 2007).

However, although the playful allows the child to express himself in the world, it is possible to realize that due to the dynamics of today, children are playing less and less, even at school the moments of play are restricted. This happens because the playful does not receive the necessary importance. The games should be used as a pedagogical resource, aiming to achieve not only the educational objectives, but also to contribute to the integral development of the child (FRIEDMANN, 2001).

Thus, the games are fundamental for the child to interact with others and learn. When the playful is worked since early childhood education, this contributes to the construction of emotional development, that is, the child begins to learn to deal with emotions, have a good relationship with other children and get to know themselves better, realizing their potentialities (FRIEDMANN, 2001).



However, as we have already pointed out in the course of this research, the Pandemic has changed the way we teach through remote learning. In this way, we will present from the next topic the data collected in the questionnaire conducted by *Google Forms* already mentioned at the beginning of this study, aiming to understand how teachers worked the playful in the literacy process, through the new context of pandemic.

6 LITERACY, LITERACY AND PLAY IN THE COVID-19 PANDEMIC: THE VISION OF TEACHERS

Based on all the above, we will present from now on the results of the data collected, referring to the questionnaire applied with the teachers. The first step was to carry out the invitation in the schools, according to the hierarchy established between the institutions: to ask for authorization to carry out the research in the Department of Education, then to the Directors of the schools and finally, to consult the Teachers about the possibility of participation in the research. That contact happened remotely, following COVID-19 virus prevention protocols at the time.

Two private schools and three municipal schools were invited. In this first contact, one of the private schools did not accept to participate in the research. After the acceptance of the principals of the other schools, we sent via *WhatsApp* the Term of Free and Informed Consent (TCLE) and the questionnaire using the *Google Forms* platform to 8 teachers, 1 from private school and 7 from public school.

Of the eight teachers invited to participate, six accepted and answered the questionnaire sent via *WhatsApp*, and one of the teachers who did not accept to participate in the research belongs to the private school, which we will call "Summer Dream".⁶ This school has embraced technology-mediated teaching during the pandemic and students have continued to take *online* classes synchronously.

Another school that we collected the data will be called "Educare" school, operates in municipal public education and encompasses Early Childhood Education and early years of Elementary School. It is located in a city in the interior of the State of São Paulo in which the economic base is concentrated in local commerce and industry. The neighborhood where the school is located serves several villages, and most of the families served have low purchasing power. Of the two guest teachers at this school, only one agreed to participate.

The next school we collect the data from will be called the "Educa Mais" school and offers teaching in Early Childhood Education and early years of Elementary School. The School unit is located in a neighborhood in full development, conquering over the years paved streets, expansion of its territory, adequate structure and sanitation, in addition to serving families from the neighborhoods

⁶ So that there would be no compromise of the secrecy of the places studied, the schools are presented with fictitious names.



and nearby regions, mostly from the middle to lower class. The three teachers of the 1st year of this school agreed to participate in the research.

Finally, we now speak of the school that will be called the "Backyard of Knowledge". This also offered in 2021 the teaching in Early Childhood Education and Elementary School. It is located in a central area of the city and serves people from the center, the outlying neighborhoods and all students from the rural area. Most of the children come from families that work in mills, farms and farms. The two teachers invited to this school agreed to participate in the research.

Regarding the conceptions of "Literacy" and "Literacy", the questionnaire presented essay and objective questions related to the literacy process in the 1st year of elementary school. In this sense, the first question asked the teachers about the conceptual understanding regarding the processes of literacy and literacy, as shown in the chart.

Table 1: Literacy and Literacy

For you, what is "literacy" and "literacy".
Teacher 1: Literacy is a universe of discovery, where the student develops the process of reading and writing. Literacy, on the other hand, is concerned with the social function of this reading and writing.
Teacher 2: Literacy goes further, because the individual in addition to recognizing the writing system, he interprets, understands and organizes discourses and reflections.
Teacher 3: Literacy is the development, learning, skills that the student develops to read and write. Literacy I say is interpretation, children understand the function of reading and writing in social practice, in life, mastery of the ability to decode and identify words, to the ability to understand reading and write production.
Teacher 4: Literacy and Literacy goes beyond knowing how to read and write, in a decoded way or just reading school texts, the literate child assumes the role of citizen exploring new reading skills, associated, contextualized and experienced in social practices. It is a means of communication.
Teacher 5: Literacy is a process where one learns the ability to read and write. Literacy is applying the ability to read and write in social practices to solve everyday problems.
Teacher 6: Literacy is the learning process in which students learn to read and write. Literacy is the social function of this reading and writing.

Source: Conducted by the authors, based on the answers to the questionnaire via *Google Forms*.

Based on the answers of the teachers it is possible to perceive that most can differentiate the process of Literacy from the process of Literacy, the first being the acquisition of reading and writing and the second the use of reading and writing in everyday actions. One of the teachers also added that the literacy process involves the interpretation, understanding and organization of discourses and reflections.



According to Soares (2006) the process of "literacy" involves the decoding of the sounds of letters and words in a relationship between grapheme and phoneme, resulting in the process of reading and writing. "Literacy", according to the author, is directly related to the social function of reading and writing, so the child can perceive the use of literacy in everyday life.

The second question of the section is objective and asked about what were the literacy methods that the teacher used to alphabetize his students. The result showed that 83.3% "use various methods to literate", while 16.7% mentioned preferring to alphabetize "from the perspective of Literacy". In this sense, Soares (2004) through his studies reached the conclusion that the use of several methods would be ideal, since each child has a reality and the teacher can adapt the methods according to the context of the class.

Regarding the 16.7% who prefer literacy from the perspective of literacy, it is necessary to mention that on this, Soares (2017) states that the literacy process should not occur dissociated from the literacy process, because one complements the other. It is also worth mentioning that the fact of literacy in a literacy perspective does not prevent other methods from being used.

Later, the teachers commented on how they mediated the actions in remote teaching, whose response is shown by Chart 2.

Table 2: Literacy strategies in remote learning.

Thinking about the strategy most used by you, aiming to make literacy more attractive to your students, comment on how you mediated this action in remote learning (If you feel embarrassed to answer this question, mention "I prefer not to answer this question")
Teacher 1: I am working with videos of all the contents of the handout and textbooks. Where I record explaining these activities every day. I also put photos of notebook activities, such as header and daily routine. I don't have much feedback, I can say none, nor is my Good afternoon answered in the group of parents and students. But I do this routine on a daily basis.
Teacher 2: In remote teaching in addition to telling the story, I dramatize, I use YouTube videos, I try to involve the child and the family by asking them to record videos telling me the part they liked the most, changing the ending, I develop didactic sequences with the story with various reading, writing and speaking activities, etc ...
Teacher 3: I always start with storytelling, to arouse curiosity and a taste for books. Children should have manual contact with books from babies to my thinking. Second step collective writing of stories, third step shared reading, fourth step rewriting, finally individual reading, everything is done in the construction of the student's development, the teacher identifies the difficulties of the student and thus can think of the necessary instructions and interventions according to the student's need. In remote teaching I do video call student by student, and individual work.
Teacher 4: Teaching has always been challenging, during the day-to-day, in face-to-face classes we are faced with several situations, because the classes are heterogeneous, different levels of learning, social, cultural, behavioral issues, inclusion, among many others, and we try to meet there at that moment this range of situations, because in fact each child is a world, a world to be explored and taught, I want to say that if with Face-to-Face Teaching, we Educators, have already experienced numerous situations, imagine during Remote Teaching? Yes, we use technology, classes with diversified resources, Internet, and preparation of printed handouts and textbooks, all this and more, we did not stop for a moment, we had to use several resources and strategies to bring teaching to our students, however, not everyone has Internet accessibility, not



<p>Thinking about the strategy most used by you, aiming to make literacy more attractive to your students, comment on how you mediated this action in remote learning (If you feel embarrassed to answer this question, mention "I prefer not to answer this question")</p>
<p>everyone participates (various people reasons), we recorded the classes, punctual and necessary interventions, and sent only by WhatsApp, no Google meet, so the role of the teacher becomes incomplete and frustrating, in fact we do not know if we are reaching the proposed goal, we do not have a return of the family of the learner, few interact with this reality, but we continue to seek to bring knowledge, to our little ones, we are sowing the seed and of course, We are rooting for them to bear fruit.</p>
<p>Teacher 5: I sent small texts through the Whatsapp group and asked them to record a video reading it.</p>
<p>Teacher 6: We started from texts that the students knew from memory, so they became participatory agents of this process.</p>

Source: Conducted by the authors, based on the answers to the questionnaire via *Google Forms*.

As it was possible to analyze in the board, the teachers used videos, the *WhatsApp* application and handouts to be able to improve reading, writing and storytelling practices in the classes. However, the speech of two teachers drew attention due to the non-participation of students in this new context, since even the messages sent on WhatsApp were not answered.

Teacher 4 pointed out that during face-to-face teaching teachers were already experiencing several difficulties and in the pandemic there was an aggravation of this reality, since teachers would not be able to give the same assistance that occurred in person. In addition, other factors influence this new context, such as the lack of access to the internet and technological resources.

In the table below, teachers highlighted the use of games to teach literacy in the context of remote learning.

Table 3: Games and games for literacy.

<p>Have you ever used any kind of game or prank virtually to teach your students literacy? What? (If you feel embarrassed to answer this question, mention "I'd rather not answer this question.")</p>
<p>Teacher 1: Yes. I used games on the wordwall.</p>
<p>Teacher 2: I always use games, games like bingo, rhyme game, riddles, etc. with my 1 year class, some are in the textbooks, some I learned especially for remote teaching in videos, books and courses.</p>
<p>Teacher 3: Yes, the games that the Municipal network was oriented to use in the Hybrid Education training: LIVE WORKS HEETS, NICK JUNIOR, READING SPACE AND ETC.</p>
<p>Teacher 4: Several, sent the links, in the WhatsApp group.</p>
<p>Teacher 5: Yes. Mathematical games; Guessing games, gallows, burst saying.</p>
<p>Teacher 6: Yes, roulette game, in which it offered the amount and letters necessary for students to form words, among others.</p>

Source: Conducted by the authors, based on the answers to the questionnaire via *Google Forms*.



In the last question of the section on literacy in the 1st year, the teachers answered about the use of virtual games and games to literate. As we see in the chart, all the teachers pointed out that they used games through different websites. Some games are novelty and selected to work especially in the period of remote teaching, others are more common games that have been adapted to the new moment.

In the section in which the conceptions about "Ludic Culture" were addressed, it was sought to observe how teachers understand the formation of children's cultures and how teachers work the playful culture in education. The results are shown in the table below.

Table 4: What is playful culture?

What do you mean by "playful culture"?
Teacher 1: Set of rules and meanings of the game
Teacher 2: The playful culture within literacy only adds because play develops the physical, cognitive, affective and social part of the child through playful activities the child develops new concepts.
Teacher 3: I understand that it is the games that have no limits and rules, games that challenge creativity and learning development.
Teacher 4: Playful teaching contributes to the child's learning. using attractive resources, providing a rewarding environment, stimulating the integral development of the child with the content to be learned in an engaging and meaningful way, so toy libraries, educational games, pedagogical toys and other materials were created.
Teacher 5: It is the process of socialization of the child through fun and play.
Teacher 6: Play is very important, because while playing, the child also learns, expands acquires and new concepts, relates ideas, increases the cycle of social relations.

Source: Conducted by the authors, based on the answers to the questionnaire via *Google Forms*.

Through the analysis of the answers it was possible to evidence that each teacher understands the term "playful culture" in a different way. Teacher 1 related the playful culture to the set of rules and meanings that the game provides; On the other hand, teacher 3 stressed that the playful culture is the games that do not have limits and rules, thus challenging the creativity of the child.

Teachers 2, 4, 5 and 6 related the term "playful culture" with the social relations established and the socialization of the child, a fact that influences the integral development of the student, as pointed out by teachers 2 and 4. In this sense, it is understood that most of the teachers interviewed relate the term "playful culture" with the process of interaction experienced by children.

In the second question of the section, the concept of "playing" and "playing" was questioned. It was possible to perceive according to the answers that 50% of the teachers believe that playing has rules, while playing has no rules (at least in a rigid way) and 50% of the teachers stressed that both



playing and playing are activities that have rules, what changes is the degree of difficulties in these activities.

From what has been exposed, we know that the way of proposing recreational activities has changed with the arrival of the pandemic. In this sense, the question related to "Mediation of playful practices before the Pandemic" shows how teachers mediated these practices before the pandemic arrived.

The answers showed that 66.7% of the teachers interviewed think that the alternative that best explains the mediation of playful practices before the pandemic is the fact that 1st grade children play at specific times while they are at school: at recess, in Physical Education classes and other times delegated for this according to the routine. The other 33.3% of teachers think that the pressure to teach literacy often causes us to sacrifice children's playful moments in schools.

According to Rosa (2008), among the changes in the action of playing can be highlighted the reduction of physical space, a consequence of the increase in cities and the insecurity in letting children play in the streets. In addition, the author emphasizes the reduction of the temporal space, in which within the schools the games were replaced by other activities considered a priority.

Asked about the work with the playful in the pandemic in the last question of the section "Ludic Culture", it was possible to analyze that 83.3% of the teachers interviewed evidenced that the pandemic made it very difficult to work with children. Already 16.7% highlighted that the pandemic made it difficult at first, but then it was possible to make adaptations so that the games and the games took place.

To conclude, the last section dealt with issues related to the pandemic, containing three final questions for the research. In this sense, we can analyze the first question in the following table.

Table 5: Greater difficulties in working on learning during the pandemic.

What is the biggest difficulty you have encountered in learning 1st grade children during the pandemic? (If you feel embarrassed to answer this question, mention "I'd rather not answer this question.")
Teacher 1: The participation of parents and children.
Teacher 2: To make the family, at this time more than ever, my main partner, committed to the activities and routine of studies at home.
Teacher 3: My biggest difficulty is to reach the children, due to the financial structure of the families, lack of internet and device to access the classes.
Teacher 4: To know if in fact they are the ones who carry out the activities. If in fact they watch the video lessons and if the learning itself is really happening.
Teacher 5: Absence of face-to-face contact between teacher and student and the lack of interaction of students in the Whatsapp group, not everyone participates by making the returns of the activities sent.



What is the biggest difficulty you have encountered in learning 1st grade children during the pandemic? (If you feel embarrassed to answer this question, mention "I'd rather not answer this question.")

Teacher 6: I believe that of many teachers, the biggest difficulty with this atypical moment that we are living, is not to be together with the students and to be able to heal the difficulties that they have.

Source: Conducted by the authors, based on the answers to the questionnaire via *Google Forms*.

As the chart shows, the teachers pointed out difficulties in the participation of students and families in the teaching and learning process. Professor 3 pointed out that this lack of participation was related to access, a consequence of the lack of devices and internet. In addition, when participation occurs only in the group, it is difficult to know if it is the child who is really there interacting and performing the activities, since it is not possible to see them, as the teacher points out 4.

Cunha, Silva and Silva (2020) highlight that remote teaching has limitations related to teacher didactics, given that this new methodology was imposed by the pandemic context. The authors also point out that although some institutions, mostly private, have held synchronous classes, most students obtained access only through recorded classes and without interaction.

Finally, we have the last question that sought to know what teachers thought of this moment of change and the use of technologies to educate in the pandemic. About 83.3% of teachers said they had learned many things from remote learning and that they intended to adopt some strategies learned at this time in face-to-face classes, when everything was normalized. The other 16.7% of teachers pointed out that educating virtually was an alternative to not stopping their studies and that they prefer to teach in person.

7 FINAL CONSIDERATIONS

This research sought to understand how the playful was worked in literacy in the context of the pandemic, either through Information and Communication Technologies (ICT) aiming at the methodologies and technologies used to teach in the context of the Covid-19 Pandemic, highlighting the reality of students and the inequalities existing in the educational system.

In this sense, the study highlighted the relevance of didactic games as a tool for learning and development of students in the initial grades in times of pandemic, evidencing that the playful was an excellent didactic strategy, becoming a great ally of the educator, in which it was necessary to fully consider its educational value in which the child learns by playing.

We also noticed that most of the teachers interviewed understand the difference between the process of literacy and literacy, as well as work with various methods for literacy. The resources used by the teachers ranged from storytelling, rewriting stories, collective writing and individual reading.



Due to the pandemic, these resources have been adapted for remote learning. However, numerous difficulties were encountered regarding access to education, demonstrated through the answers of the teachers and it was notorious that not all students participated in the educational process in this period.

The use of the playful in literacy during this pandemic period occurred through virtual games sent to students. In addition, some recreational activities have been adapted from face-to-face to remote teaching. However, despite the obstacles we can see that the use or not of the playful does not depend only on the teachers, but on many other factors besides planning. In this case, the lack of access in addition to harming the interaction of students, a fundamental factor according to teachers for the development of playful cultures, also directly influenced the student's learning and his process of literacy and literacy.

It is concluded that the pandemic has further aggravated the issues related to playful cultures in the literacy process. There are numerous issues that need to be reviewed in the post-pandemic period, as many students have not been guaranteed access in this period, which can result in an educational deficit that needs to be rethought and restructured, otherwise the inequalities that exist will become increasingly evident and we will hardly be able to overcome them.

But these are questions for other future research and we hope that they will find more accessible environments and discuss them as means of transformation for the educational reality, considering technologies, Literacy, Literacy and children's playful cultures.



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