

Articles

Survey of productions about PNAIC in the Arinos Valley microregion

Levantamento de produções sobre o PNAIC na microrregião do Vale do Arinos

Elenize Vieira Falcão¹ , Ângela Rita Christofolo de Mello^{1*}

¹Universidade do Estado de Mato Grosso (UNEMAT), Faculdade de Educação e Ciências Sociais Aplicadas (FAECs), Campus Universitário de Juara, Juara, MT, Brasil

HOW TO CITE: FALCÃO, E. V.; MELLO, Â. R. C. Survey of productions about PNAIC in the Arinos Valley microregion. Translated by Rafaella Paternostro. Revista Ibero-Americana de Estudos em Educação, Araraquara, v. 19, spe. 3, e19406, 2024. e-ISSN: 1982-5587. DOI: <https://doi.org/10.21723/riaee.v19i00.1940602>

Abstract

This article is integrated into a Master's thesis¹, developed in the Programa de Pós-graduação em Educação (Education Postgraduate Program) (PPGEdu), in the line of research Teacher Education, Policies and Pedagogical Practices, offered by the Universidade do Estado de Mato Grosso (State University of Mato Grosso) (UNEMAT), Grupo de Estudo e Pesquisa de Formação Docente, Políticas e Práticas Educacionais (Study and Research Group on Teacher Training, Educational Policies and Practices) (GEFOPE), with the aim of carrying out a survey of productions on the Pacto Nacional pela Alfabetização na Idade Certa (National Pact for Literacy at the Right Age) in the period from 2015 to 2021, with a view to analyze the outcomes of this policy for literacy and the continuing education of literacy teachers. A qualitative investigation was developed, with content analyses of the emerging categories. For the surveying of the PNAIC at the micro-regional level, we sought the repository of the Secretaria de Apoio Acadêmico (Academic Support Department) of the Pedagogy course offered at UNEMAT, Juara University Campus. 18 Trabalhos de Conclusão de Cursos (Undergraduate Theses) (TCCs) were found. The survey showed, among other aspects, that the PNAIC was a continuing education policy well-accepted among literacy teachers and that its didactic-pedagogical guidelines were incorporated into their teaching practices.

Keywords: PNAIC; UNEMAT; Juara pedagogy; TCCs; literacy.

Resumo

O artigo integra-se a uma dissertação de mestrado, desenvolvida no Programa de Pós-graduação em Educação (PPGEdu), linha de pesquisa Formação de Professores, Políticas e Práticas Pedagógicas, ofertado pela Universidade do Estado de Mato Grosso (UNEMAT), Grupo de Estudo e Pesquisa de Formação Docente, Políticas e Práticas Educacionais (GEFOPE), com o objetivo de realizar o levantamento das produções sobre o Pacto Nacional pela Alfabetização na Idade Certa no período de 2015 a 2021, com vistas a analisar os desdobramentos desta política para a alfabetização e a formação continuada de professores alfabetizadores. Desenvolveu-se uma investigação de abordagem qualitativa, com análises dos conteúdos das categorias emergidas. Para o levantamento sobre o PNAIC a nível microrregional, buscou-se no repositório da Secretaria de Apoio Acadêmico do curso de Pedagogia, ofertado na UNEMAT, Câmpus Universitário de Juara. Foram encontrados 18 Trabalhos de Conclusão de Cursos (TCCs). O levantamento apontou, dentre outros aspectos, que o PNAIC foi uma política de formação continuada bem aceita entre os alfabetizadores e que suas orientações didático-pedagógicas foram incorporadas às suas práticas docentes.

Palavras-chave: PNAIC; UNEMAT; pedagogia Juara; TCCs; alfabetização.

***Corresponding author:**
angela.mello@unemat.br

Submitted: June 23, 2024.

Reviewed: August 9, 2024.

Approved: September 4, 2024

Financial support: nothing to declare.

Conflicts of interest: There are no conflicts of interest.

Trabalho realizado na Universidade do Estado de Mato Grosso (UNEMAT), Campus Universitário de Cáceres, Cáceres - MT, Brasil



This is an Open Access article distributed under the terms of the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

¹ Available on: http://portal.unemat.br/media/files/PPGEdu/Dissertao_-_Elenize_com_ficha_catalogrfica.pdf. Accessed on: May 23rd, 2024.

INTRODUCTION

In this article, we present the results of the analysis of a survey carried out with the aim of surveying the micro-regional productions related to the PNAIC in the Trabalhos de Conclusão de Curso (Undergraduate Theses) (TCCs) from the Pedagogy Course offered at the Universidade do Estado de Mato Grosso (State University of Mato Grosso (UNEMAT), Juara University Campus, found in the Repository of UNEMAT's Secretaria de Apoio Acadêmico (Academic Support Department) (SAA), Juara University Campus, considering the period from 2015 to 2021.

PNAIC was a public literacy policy with actions implemented in the interval comprised by 2013-2018 nationally, which mobilized governments and secretaries of education of states and districts all over Brazil, hence the delimitation of the carried out survey period (2015-2021), for we understand that the productions on a policy need some time to be published. Similarly, the investigative processes do not end with the termination of the policy (Mello, 2019).

It should be highlighted that the reading of the work Literacy and Assessments in Mato Grosso: learning rights and proficiency levels in conflict (Alfabetização e Avaliações em Mato Grosso: direitos de aprendizagem e níveis de proficiência em conflitos, in Portuguese), by Mello (2018) was crucial for carrying out the aforementioned survey, for it brought important contents on the issues which surround the theme of Literacy. Through this reading, we began our reflections on the context of PNAIC in Mato Grosso.

For the survey of the productions about PNAIC, at a micro-regional level, we questioned: Which contributions stood out amongst the productions surveyed on this public policy of education, at a micro-regional level, for the literacy and continuing education of literacy teachers in the interval between 2015 and 2021?

METHODOLOGY

As we have stated, we concatenated in this article abstracts from 18 theses produced within the environment of the Pedagogy Course offered at UNEMAT, University Campus Juara, found in the repository of the course's Academic Support Department

The production survey, according to Romanowski and Ens (2006, p. 43), consists in "[...] a review of the content produced about the theme [...] an indispensable step to unleash a process of qualitative analysis of the studies produced in the different areas of knowledge. This type of study is characterized for being descriptive and analytical."² Similarly, Romanowski and Ens (2006, p. 41) justify the state-of-the-arts studies, for they enable "[...] a general view of what has been produced in the field and an ordering which allows those who are interested in noticing the evolution of the researches on the field, as well as their characteristics and focuses, besides identifying the still existing gaps."³

To this end, we have selected the Undergraduate Theses (TCCs) defended on the period from 2015 to 2021 and, later, we carried out the reading of the titles with and the selection of the TCCs with similarities in relation to the PNAIC or which contained the word PNAIC in its titles. Afterwards, with the use of the Acrobat™ PDF tools, mainly the finder, we digitized the words PNAIC and PACTO selected fifteen TCCs, laid out in [Chart 1](#).

[Chart 1](#) brings information referring to the TCCs surveyed at the Academic Support Department Repository of UNEMAT's Pedagogy Course, Juara Campus. The surveyed works were subdivided in two categories: one which presents a discussion on PNAIC and the other which, despite containing conceptual categories originated from PNAIC, only mentions aspects of this policy throughout the text. In this sense, we have listed five TCCs about PNAIC, for they make a broader discussion in relation to the conceptual categories and the Programme, and thirteen TCCs in which were highlighted conceptual categories of the PNAIC, such as: Sistema de Escrita Alfabética (Alphabetic Writing System) (SEA), Alfabetização e Letramento (Alphabetization and Literacy), Alfabetização Matemática (Mathematical Literacy), Jogos e Brincadeiras na Alfabetização (Games and Play in Literacy), and Leitura/Literatura Infantil na alfabetização (Reading/Children's Literature in Literacy).

Thus, we carried out the survey of the TCCs and the reading of the abstracts, selected parts of texts on the PNAIC, and highlighted from the titles the words which composed the units of registry, presented in the word cloud expressed in [Figure 1](#).

² "[...] uma revisão do conhecimento produzido sobre o tema [...] um passo indispensável para desencadear um processo de análise qualitativa dos estudos produzidos nas diferentes áreas do conhecimento. Este tipo de estudo caracteriza-se por ser descritivo e analítico."

³ "[...] uma visão geral do que vem sendo produzido na área e uma ordenação que permite aos interessados perceberem a evolução das pesquisas na área, bem como suas características e foco, além de identificar as lacunas ainda existentes."

Chart 1. Quantitative of TCCs of UNEMAT's Pedagogy Course, Juara Campus.

TCCs	2015	2016	2017	2018	2019	2020	2021	Total Sum
About PNAIC	1	1	2	1	0	0	0	5
Mentioning PNAIC	3	2	1	3	3	0	1	13
Total	4	3	3	4	3	0	1	18

Source: Secretaria de Apoio Acadêmico (Academic Support Department) of the Pedagogy Course offered at the Juara University Campus. – Elaborated by the authors.



Figure 1. Word Cloud based on the titles of the TCCs about PNAIC⁴. **Source:** Elaborated by the authors with the use of the *Word Cloud Generator*TM app.

The surveyed information were descriptively systematized and analyzed interpretatively, categorized by means of Content Analysis (Bardin, 1995). On this occasion, the contents selected through the reading of the abstracts of the articles, dissertations and texts on PNAIC, comprised the analysis *corpus*.

As stated by Bardin (1995, p. 42), Content Analysis consists of a “[...] set of analysis techniques of the communications aiming to obtain, through systematic and objective procedures of description of the content of the messages, indicators (quantitative or otherwise) which allow for the inference of knowledge related to the conditions of production/reception (inferred variables) of these messages.”¹⁵

According to Bardin (1995, p. 44), Content Analysis has as an objective the work with “[...] the word and the significations which differentiate content analysis from linguistics, although the fundamental distinction lies in another side. [...] Content analysis seeks to know that which is behind the words which it examines”⁶. To this end, it lists the analysis procedures around three chronological points: pre-analysis; exploration of the material and the treatment of the results, inferences and interpretation (Bardin, 1995, p. 95).

The first point, pre-analysis, corresponds to the choice of the documents to be analyzed, the formulation of hypotheses and objectives and the elaboration of indicators which support the final interpretation. "It is the organization phase *per se*. It corresponds to a period of intuitions, but it aims to make operational and systematize the initial ideas, so as to conduct a precise scheme." (Bardin, 1995, p. 95).

⁴ Translation note: the Word Cloud has not been translated into English, due to the fact that many words in it would have the same translation, and others would have two or more translations, depending on the context. Therefore, a translation would not accurately reflect the actual words used in the theses. The predominant words in this Word Cloud would be, in order: literacy, teaching, research, learning, work, school, reading, students, games, processes, cycle, and classroom, in addition to prepositions such as 'on' and 'for', pronouns such as 'which', years and names of places and institutions.

5 “[...] conjunto de técnicas de análise das comunicações visando obter, por procedimentos, sistemáticos e objetivos de descrição do conteúdo das mensagens, indicadores (quantitativos ou não) que permitam a inferência de conhecimentos relativos às condições de produção/recepção (variáveis inferidas) destas mensagens.”

⁶ “[...] a palavra e as significações que diferencia a análise de conteúdo da linguística, embora a distinção fundamental reside noutro lado. [...] A análise de conteúdo procura conhecer aquilo que está por trás das palavras sobre as quais se debruça.”

⁷ “É a fase de organização propriamente dita. Corresponde a um período de intuições, mas, tem por objetivo tornar operacionais e sistematizar as ideias iniciais, de maneira a conduzir a um esquema preciso.”

The second step is the exploration of the material and consists of the “[...] codification, discount or numbering operations, in accordance with previously formulated rules.”⁸(Bardin, 1995, p. 101). Therefore, in this step, codifying is treating the material and corresponds to transforming the raw data of the text, according to precise rules, “[...] through sampling, aggregation and enumeration, it allows for the achievement of a representation of the content, or its expression, susceptible of clarifying the analyst concerning the characteristics of the text, which may serve as indexes [...]”⁹. (Bardin, 1995, p. 103). According to Bardin (1995), organizing the decodification presupposes three steps or choices: sampling, which is the choice of the units of registry; enumeration, the choice of the counting rules, and lastly, classification and aggregation, the choice of the categories. Thus:

Categorization is an operation for classifying constitutive elements of a set, through differentiation, and subsequently, through re-grouping according to the genre (analogy), with the previously defined criteria. The categories are rubrics or classes, which reunite a group of elements (units of registry, in the case of the content analysis) under a generic title, such a grouping is made on the grounds of the common characters of these elements.¹⁰ (Bardin, 1995, p. 117).

Therefore, the analyst may follow semantic, syntactic, lexical and expressive criteria, however always listed according to a previously thought composition. As prescribed by the methodology of Content Analysis, it is necessary to gather the documentary *corpus*, which in this case were the abstracts of the TCCs about PNAIC written in the last seven years and which were available on UNEMAT's Academic Support Department Repository, Juara Campus. Thus, we carried out the readings; the selection of the units of registry and later creation of the categories, with views to the elaboration of the syntheses of the productions (Bardin, 1995).

The third and final step of Content Analysis pointed out by Bardin (1995, p. 101) is the treatment of the results, inferences and interpretation, in this case “[...] the raw results are treated in such a way to be significant”¹¹, may employ the statistical treatment for the quantitative analysis or for the qualitative analysis, which according to Bardin (1995, p. 115) concerns a “[...] more intuitive procedure, but also more malleable and more adaptable to unforeseen indexes, or the evolution of the hypotheses. [...] It may work on reduced *corpus* and establish more descriptive categories”¹². In addition, it may raise “[...] problems at the level of pertinence of the retained indexes, given that one selects these indexes without exhaustively treating the whole set.”¹³ To propose the inferences, the indication is that the analyst has their “[...] disposition of significant and faithful results”¹⁴, being able to, therefore, “[...] anticipate interpretations apropos of the foreseen aims, or which concern other unexpected discoveries”¹⁵ (Bardin, 1995, p. 101).

After the composition of the units of registers, we proceeded to the junction of these in the composition of the categories of analysis, in this case, we highlight two categories presented as following: A) Developments, advancements, and (dis)continuities of PNAIC on the Arinos Valley micro-region, with 5 TCCs; B) Conceptions, Knowledge and Practices within the Context and Through Actions of the PNAIC on the Arinos Valley micro-region, with 13 TCCs, subdivided in: Children's Literature and Storytelling in the Literacy Cycle; Literacy, Literateness, Mathematical Literacy, and Games and Play within the context of PNAIC in the Arinos Valley micro-region.

DEVELOPMENTS, ADVANCEMENTS AND (DIS)CONTINUITIES OF PNAIC ON THE ATRINOS VALLEY MICRO-REGION

In this item we present some contributions of PNAIC on the education of teachers and the pedagogical practices developed in the Arinos Valley micro-region in the works which studied intervention practices with the research-action and of researches which demonstrated the need for specific education alongside literacy teachers for the work with the appropriation of the Sistema de Escrita Alfabética (Alphabetic Writing System) (SEA).

⁸ “[...] operações de codificação, desconto ou enumeração, em função de regras previamente formuladas.”

⁹ “[...] por recorte, agregação e enumeração, permite atingir uma representação do conteúdo, ou da sua expressão, suscetível de esclarecer o analista acerca das características do texto, que podem servir de índices [...]”

¹⁰ A categorização é uma operação de classificação de elementos constitutivos de um conjunto, por diferenciação e, seguidamente, por reagrupamento segundo o gênero (analogia), com os critérios previamente definidos. As categorias, são rubricas ou classes, as quais reúnem um grupo de elementos (unidades de registro, no caso das análises de conteúdo) sob um título genérico, agrupamento este efetuado em razão dos caracteres comuns destes elementos.

¹¹ “[...] os resultados brutos são tratados de maneira a serem significativos”

¹² “[...] procedimento mais intuitivo, mas também mais maleável e mais adaptável, a índices não previstos, ou a evolução das hipóteses. [...] Pode funcionar sobre *corpus* reduzidos e estabelecer categorias mais descritivas”

¹³ “[...] problemas ao nível da pertinência dos índices retidos, visto que seleciona estes índices sem tratar exaustivamente todo o conteúdo.”

¹⁴ “[...] disposição resultados significativos e fiéis”

¹⁵ “[...] adiantar interpretações a propósito dos objetivos previstos, ou que digam respeito a outras descobertas inesperadas”

The Undergraduate Thesis *PNAIC - Pacto Nacional pela Alfabetização na Idade Certa na construção do conhecimento do educando na alfabetização* (PNAIC- National Pact for Literacy at the Right Age in the establishment of the knowledge of the learner in literacy), authored by Andressa Aparecida Silva, defended on the year of 2017, had as an objective "Analyzing how the PNAIC was working and about the view of the teacher and coordinator, which are its benefits for the students"¹⁶ (Silva, 2017, p. 8). With the qualitative approach, the author carried out a research in a Juara-MT State School, by means of the application of questionnaires to teachers and the pedagogical coordinator of the aforementioned school. As results, she highlighted that the formation offered by PNAIC facilitated instruments which helped to improve the work carried out by the literacy teachers in the literacy process, amongst these, the inclusion of resources and recreational activities which helped the children to "[...] learn to read and write in parallel with literacy."¹⁷ (Silva, 2017, p. 8).

The Undergraduate Thesis *Produção de textos escritos no 2º ano do ciclo de alfabetização* (Production of texts written in the second year of the literacy cycle), authored by Edieli Cleici dos Santos, defended on 2018, aimed to "Analyze possibilities of working the axis of the production of texts written in second year of the literacy cycle, as well as the provocations and probabilities of this work by means of developing a Sequência Didática (Didactic Sequence) (SD)"¹⁸ (Dos Santos, 2018, p. 5).

The data were generated by means of an intervention work based on the assumptions of the research-action and on the references of Ferreiro and Teberoski (1989). In this sense, the author highlighted that the "[...] research action/intervention made it possible to work all axes of the literacy process, without neglecting the production of written texts, highlighting the text production module"¹⁹, through the poem textual genre. As a conclusion, she emphasized the importance of the SD for the work with the "[...] written production, reading, interpretation, orality and linguistic structuring, with the adoption of textual genres which allow for, besides working the characteristics of the genre, other concepts and contents related to them"²⁰ (Dos Santos, 2018, p. 5).

The Undergraduate Thesis by Claudia Regina de Queiroz, titled *Apropriação do sistema de escrita alfabético: os desafios da alfabetização* (Appropriation of the alphabetic writing systems: the challenges of literacy), had as an objective "Analyzing the pedagogical interventions, strategies and didactic resources employed by professionals who work in the first cycle of the initial years of Elementary School, with views to help children with difficulties in alphabetic language appropriation to overcome them."²¹ To understand the proposed aims, the author carried out a qualitative research "[...] which made use of *in loco* observation and questionnaires answered by an educator and a coordinator of the investigated school"²² (Queiroz, 2015, p. 8).

As a result, she pointed out:

[...] that many times this difficulty may be linked, when there are no pathologies, to external factors as the lack of family support, and to internal factors, as the example of the lack of specialized support of the pedagogical team and traditional planning from the teacher. These are some of the factors provoking the difficulties of learning which jeopardize the Appropriation of the Alphabetic Writing System (SEA) by the learner²³. (Queiroz, 2015, p. 8).

The Undergraduate Thesis titled *Apropriação do Sistema de Escrita Alfabética (SEA) e as situações de escrita no processo de alfabetização* (Appropriation of the Sistema de Escrita Alfabética (Alphabetic Writing System) (SEA) and the writing situations in the literacy process), authored by Fernanda Mariano Lopes, defended in 2019, had as an objective "Analyzing the possibilities of working with literacy interventions which contributed to the consolidation of the Appropriation of the Alphabetic Writing System (SEA) in the literacy cycle"²⁴ (Lopes, 2019, p. 8).

¹⁶ "Analisar como o PNAIC estava funcionando e sobre a visão do professor e coordenador, quais são os benefícios deste para os alunos"

¹⁷ "[...] aprender a ler e escrever em paralelo com o letramento."

¹⁸ "Analisar possibilidades de se trabalhar com o eixo produção de textos escritos no segundo ano do ciclo da alfabetização, bem como as provocações e as probabilidades desse trabalho por meio do desenvolvimento de uma Sequência Didática (SD)"

¹⁹ "[...] pesquisa ação/intervenção permitiu trabalhar todos os eixos do processo de alfabetização, sem descuidar da produção de textos escritos, destacando o módulo de produção textual"

²⁰ "[...] produção escrita, a leitura, a interpretação, a oralidade e a estruturação linguística, com a adoção de gêneros textuais que possibilitam além de se trabalhar as características do gênero, outros conceitos e conteúdos a eles relacionados"

²¹ "Analisar as intervenções pedagógicas, estratégias e recursos didáticos utilizados por profissionais que atuam no 1º ciclo dos anos iniciais do Ensino Fundamental, com vistas a ajudar as crianças com dificuldades de apropriação da escrita alfabética a superá-las."

²² "[...] que se valeu de observação *in loco* e de questionários respondidos por uma educadora e uma coordenadora da escola investigada

²³ "[...] que muitas vezes a dificuldade pode estar atrelada, quando não existe uma patologia, a fatores externos como a falta de acompanhamento da família, e a fatores internos, a exemplo da falta de apoio especializado da equipe pedagógica e ao planejamento tradicional da professora. Estes são alguns dos fatores provocadores das dificuldades de aprendizagem que prejudicam a Apropriação do Sistema de Escrita (SEA) pelo educando.

²⁴ "Analisar possibilidades de se trabalhar intervenções alfabetizadoras que contribuíssem com a consolidação

The research, of qualitative approach, followed the principles of the research-action by means of planning and developing of a "Didactic Sequence (SD) which employed several situations of writings and also reading worked by means of individual and collective activities in the class in the 3rd year of the literacy cycle, in a school from a municipal public education network in Novo Horizonte do Norte/MT"²⁵. The activities were planned alongside the classroom teacher and "[...] had as a main genre: the publicity campaign, and as a theme: the mosquito *Aedes Aegypti*"²⁶ (Lopes, 2019, p. 8). Through the development of the activities and the analysis and description of the data generated in the research, the author considered that "[...] the carried out readings and the writing situations worked during the SD favor the process of appropriation of the SEA, for the literacy learners developed themselves through each proposed activity."²⁷ She also highlighted that the registers of the observations carried out throughout the pedagogical intervention "[...] allowed for the understanding of several of the challenges of the teacher in the classroom, such as developing a didactic which may cover methodologies so that the children appropriate reading and writing, not in the capacity of codes, but as interpretative knowledge"²⁸ (Lopes, 2019, p. 8).

The Undergraduate Thesis authored by Sandra Aparecida da Silva *A Leitura no Ciclo da Alfabetização: uma proposta de intervenção voltada aos direitos de aprendizagem dos estudantes* (Reading in the Literacy Cycle: an intervention proposal aimed at the learning rights of students), defended in 2019, aimed to "Analyze possibilities of working reading in the literacy cycle, with a pedagogical intervention proposal aimed at the learning rights of students"²⁹ (Silva, 2019, p. 8).

Of a qualitative approach, guided by the principles of research-action, the data were generated through a proposal of "Sequence of Activities which was worked in a classroom in the third year of the literacy cycle, in a school from a municipal public education network"³⁰. The intervention aimed to "[...] awaken the students' taste for reading, as well as developing writing, text productions, understanding and interpretation skills, by means of reading strategies which promoted the active participation of the students"³¹ (Silva, 2019, p. 8).

As notes, the author considered that the developed activities favored "[...] the literacy process of the students, for the diversity of the themes approached by means of children's literature facilitated the exploration of knowledge inherent to the literacy cycle [...]"³², in addition, "[...] current themes which involve culture, politics, economics, with an emphasis in important contexts which need to be debated in schooling"³³ were discussed. She concludes that when the use of "[...] adequate reading strategies"³⁴ are employed, "students participate actively, and with it, the learning rights of the literacy process axes are worked interactively"³⁵ (Silva, 2019, p. 8). In this sense, in the surveyed and analyzed TCCs, numerous activities recommended by the PNAIC were observed. These activities are grounded in theoretical conception which guide pedagogical practices with views to ensuring the learning rights of the children in the literacy cycle.

As we have underscored, some surveyed works did not refer directly to the research about the PNAIC, but due to the period in which they took place, the content of the analyzed material, the terminologies, concepts and conceptions cited on the TCCs and practical aspects, there were no doubts that these were directly influenced by the formations offered by PNAIC.

CONCEPTIONS, KNOWLEDGE AND PRACTICES THROUGH ACTIONS OF THE PNAIC IN THE ARINOS VALLEY MICRO-REGION

In this category, we highlight 13 TCCs, subdivided in: Children's Literature and Storytelling in the Literacy Cycle; Literacy, Alphabetization, Mathematical Literacy, Games and Play and Literacy

da apropriação do Sistema de Escrita Alfabética (SEA) no ciclo da alfabetização"

²⁵ "Sequência Didática (SD) que utilizou diversas situações de escritas e também leituras trabalhadas por meio de atividades individuais e coletivas na turma do 3º ano, do ciclo da alfabetização, de uma escola da rede pública de ensino em Novo Horizonte do Norte/MT"

²⁶ "[...] teve como gênero principal: campanha publicitária, e como temática: o mosquito *Aedes Aegypti*"

²⁷ "[...] as leituras realizadas e as situações de escritas trabalhadas no decorrer da SD favoreceram o processo de apropriação do SEA, pois os alfabetizandos se desenvolveram a partir de cada atividade proposta."

²⁸ "[...] permitiram entender diversos desafios do/a docente em sala de aula, como desenvolver uma didática que possa abranger metodologias para que as crianças se apropriem da leitura e escrita, não enquanto código, mas como conhecimento interpretativo"

²⁹ "Analisar possibilidades de se trabalhar a leitura no ciclo da alfabetização, com uma proposta de intervenção pedagógica voltada aos direitos de aprendizagens dos estudantes"

³⁰ "Sequência de Atividades que foi trabalhada em uma turma do 3º ano do ciclo da alfabetização, de uma escola da rede pública municipal de educação"

³¹ "[...] despertar o gosto dos estudantes pela leitura, bem como desenvolver habilidades de escrita, produções de texto, compreensão e interpretação, por meio de estratégias de leitura que promovessem a participação ativa dos estudantes"

³² "[...] o processo de alfabetização dos estudantes, pois a diversidade de temas abordados por meio da literatura infantil propiciou a exploração de conhecimentos inerentes ao ciclo da alfabetização [...]"

³³ "[...] temas atuais que envolvem cultura, política, economia, com destaque a contextos importantes que precisam ser debatidos na escolarização."

³⁴ "[...] estratégias de leitura adequadas"

³⁵ "os estudantes participam ativamente e, com isso, os direitos de aprendizagens dos eixos do processo de alfabetização são trabalhados de forma interativa"

and Inclusion. In the subcategories of analysis we present the discussions of the abstracts of each of the TCCs, with an emphasis on the objectives, methodology and the results pointed out by the authors, as well as the excerpts about the PNAIC selected from those authors which only mention the PACT for Literacy at the Right Age.

CHILDREN'S LITERATURE AND STORYTELLING IN THE LITERACY CYCLE

The Undergraduate Thesis titled *Literatura Infantil: instrumento de ensino nas práticas de alfabetização* (Children's Literature: a teaching instrument in the literacy practices), authored by Rosicléia Regina de Cássia Cunha, defended in the year of 2016, has as an objective "Analyzing how the reading practice is worked, and if the literary books are employed as teaching instruments in literacy."³⁶ To achieve these objectives, a qualitative approach research was carried out, with the application of a questionnaire to literacy teachers. "The results revealed that the researched subjects worked using literature in the classroom"³⁷ and that Children's Literature may "[...] establish recreational relations in the child's mind in the process of learning, where the integrated elements are configured in the biopsychosocial development, thereby learning takes place progressively"³⁸ (Cunha, 2016, p. 8).

The Undergraduate Thesis *Literatura Infantil: a contação de histórias como estratégias pedagógicas no desenvolvimento de alunos nos anos iniciais* (Children's Literature: storytelling as pedagogical strategies in the development of students in the early years), authored by Zélia Gomes Pereira, defended in 2019, had as an objective "Investigating how, in the educational practices and continuing education, the articulation of storytelling in the initial years is being approached."³⁹ and the application of a "semi-structured questionnaire" to "teachers of a municipal school, all graduates of Pedagogy"⁴⁰ (Pereira, 2019, p. 8).

Based on the collected data, the author pointed out evidences that the school employs storytelling, also that the researched teachers employ, for storytelling in literacy, several resources, such as: [...] storytelling boxes, rugs and aprons, [...]"⁴¹, as well as "[...] intonations in their voices, giving life to the reading, facilitating the understanding and attracting the interest of the students"⁴² (Pereira, 2019, p. 8).

Pleasurable reading was emphasized in the offered educational programs in all editions of the PNAIC, in the capacity of strategy to arouse in the literacy students the taste for reading, and consequently, the reading habit. To subsidize it, the schools received little reading boxes with several children's literature books. In this sense, the Undergraduate Thesis by Eduardo da Silva, titled *Práticas de leitura no contexto da alfabetização: contribuição do cantinho da leitura para a formação de leitores* (Reading Practices in the literacy context: contributions of the reading corner for the formation of readers), defended in 2018, by Eduardo da Silva, had as an objective "Investigating the reading strategies, consolidated in the reading corners"⁴³ and intended to develop a reflection on "[...] which methodology is employed in the classroom, and which is the role of the school and the family in relation to the teaching of reading."⁴⁴ To respond to the problematization, the author carried out a qualitative research, with interviews with the literacy teacher of a Public Novo Horizonte do Norte school and observation in the classroom. The author stressed the "[...] importance of the reading corner, for the formation of readers"⁴⁵ and "[...] the need for a significant teaching of reading which contributes to the formation of a reader who may truly understand that which is read"⁴⁶ (Silva, 2018, p. 8).

LITERACY, ALPHABETIZATION, MATHEMATICAL LITERACY, AND GAMES AND PLAY WITHIN THE CONTEXT OF PNAIC IN THE ARINOS VALLEY MICRO-REGION

The Undergraduate Thesis *Alfabetização e Letramento: A Influência das Metodologias e Estratégias de Ensino* (Alphabetization and Literacy: The Influence of the Teaching Methodologies and Strategies), authored by Priscyla Martins Hornich, had as an objective "Researching and analyzing how the

³⁶ "Analisar como se trabalha a prática de leitura, e se os livros literários são utilizados enquanto instrumentos de ensino na alfabetização."

³⁷ "Os resultados revelaram que os sujeitos pesquisados trabalham utilizando a literatura em sala de aula"

³⁸ "[...] estabelecer relações lúdicas na mente da criança, no processo de aprendizagem, onde os integrados configuram-se no desenvolvimento biopsicossocial, assim a aprendizagem acontece de forma progressiva"

³⁹ "Investigar como estão sendo abordadas nas práticas educativas e formação continuada, a articulação da contação de histórias nos anos iniciais." Realizou-se uma pesquisa de abordagem qualitativa, com a "observação em lócus"

⁴⁰ "professores de uma escola municipal, todos formados em Pedagogia"

⁴¹ "[...] caixas, tapetes e avental de contação de histórias, [...]"

⁴² "[...] entonações em sua voz, dando vida à leitura facilitando a compreensão e despertando o interesse dos alunos"

⁴³ "Investigar as estratégias de leituras, consolidadas no cantinho da leitura"

⁴⁴ "[...] qual metodologia utilizada em sala de aula, e qual é o papel da escola e da família em relação ao ensino da leitura."

⁴⁵ "[...] a importância do cantinho da leitura, para a formação de leitores"

⁴⁶ "[...] a necessidade de um ensino de leitura significativa que contribua para a formação de um leitor que possa compreender realmente aquilo que lê"

process of alphabetization, literacy and its methodologies has been taking place in the classrooms of a regular public Elementary School in the District of Juara-MT.⁴⁷ To achieve this objective, this author carried out a research of qualitative approach with the use of “[...] a questionnaire involving teachers and the coordinator of the municipal education network school”⁴⁸ (Hornich, 2017, p. 9). The author stated that literacy is “[...] one of the most important stages of a student’s life, who bases their future educational processes based on this structure”⁴⁹. However, she highlighted that the indexes of the internal evaluations still cause concerns, so much so that public policies were created by the National Government, such as the example of “PNAIC [...]”, as a strategy for intervention and improvements in the teaching methodologies with the objective of consolidating alphabetization coupled with literacy at the right age⁵⁰ (Hornich, 2017, p. 9). She concludes that many teachers remain with conceptions rooted in Traditional Education, and that this posture “[...] has jeopardized the acception and innovation in teaching methodologies, a case which merits attention and care, given that we are dealing with the beginning of the schooling process”⁵¹ (Hornich, 2017, p. 9).

The Undergraduate Thesis authored by Juliana Ferreira Verge, *Alfabetização e Letramento: a influência das metodologias e estratégias de ensino* (Alphabetization and Literacy: the influence of the teaching methodologies and strategies), defended in 2021, stems from aspects disseminated through the PNAIC. The research was carried out with the objective of “Deepening knowledge concerning the theme in question, as well as observing and analyzing the work carried out by a teacher who operates in the literacy cycle, in relation to storytelling”⁵² (Verge, 2021, p. 12).

However, with the pandemic caused by Covid/19, the author had to adapt her research for a deepening of knowledge on the work directed towards “[...] literary storytelling as a pedagogical resource in the alphabetization and literacy process through the pedagogic orientation of storytelling of children’s literature genres, as a possibility of the formation of the reading habit in the students”⁵³. To contemplate the objective, an empirical research, of qualitative, bibliographic and telematic approach, with a questionnaire sent via e-mail, was carried out “[...] for four teachers who worked in the municipal and private schools in the Juara-MT district who made themselves available to answer eight questions related to the work they carried out with ‘storytelling’”⁵⁴. As a result, she highlighted that “[...] the teachers brought contributions when describing their experiences in the classroom, reporting the most read genres and the resources and strategies which they employed in the school space”⁵⁵ (Verge, 2021, p. 7). The Undergraduate Thesis *Práticas de leitura e os desafios da compreensão leitora no primeiro ciclo do Ensino Fundamental* (Reading practices and the challenges of reading comprehension in the first cycle of Elementary School), authored by Luciângela Batista Carneiro, defended in 2018, had as an objective “Analyzing pedagogical mediations actions and strategies undertaken in the literacy cycle geared towards the overcoming of learning challenges presented by the students in a public school in Juara”⁵⁶ (Carneiro, 2018, p. 8).

The results noted that “The methodological strategies undertaken in the observed literacy classrooms turn towards alphabetization under the perspective of literacy. There is, in the part of the managing team and the teachers, the commitment with the students’s learning objectives.”⁵⁷ However, she concludes that “[...] we also observed situations of students who presented challenges in the reading understanding, for they cannot manage reading fluently, interpreting what is read and relating reading to the context in which they live”⁵⁸ (Carneiro, 2018, p. 8).

⁴⁷ “Pesquisar e analisar como tem ocorrido o processo de alfabetização, letramento e suas metodologias nas salas de aula de uma escola pública de Ensino Fundamental regular do Município de Juara-MT.”

⁴⁸ “[...] questionário envolvendo professores e coordenador da escola da rede municipal de ensino”

⁴⁹ “[...] uma das etapas importantes da vida de um estudante, que baseia seus futuros processos educacionais a partir desta estrutura.”

⁵⁰ “PNAIC [...], como estratégia de intervenção e melhorias nas metodologias de ensino com objetivo de consolidar a alfabetização aliada ao letramento na idade certa”

⁵¹ “[...] tem prejudicado a aceitação e a inovação nas metodologias de ensino, caso que merece atenção e cuidado uma vez que estamos tratando do início do processo de escolarização”

⁵² “Aprofundar conhecimentos acerca do tema em questão, como também, de observar e analisar o trabalho realizado por uma professora que atua no ciclo da alfabetização, em relação à contação de histórias”

⁵³ “[...] contação de histórias literárias como recurso pedagógico no processo de alfabetização e letramento a partir da orientação pedagógica da contação de histórias de gêneros da literatura infantil, como possibilidade de construção do hábito de ler dos estudantes”

⁵⁴ “[...] para quatro professores que atuavam nas escolas municipais e particular do município de Juara-MT que se disponibilizaram a responder oito questões relacionadas ao trabalho que realizavam com a ‘contação de histórias’”

⁵⁵ “[...] os professores trouxeram contribuições ao descreverem suas experiências em sala de aula, relatarem os gêneros mais lidos e os recursos e as estratégias que utilizavam no espaço escolar”

⁵⁶ “Analisar ações e estratégias de mediações pedagógicas assumidas no ciclo de alfabetização voltadas para a superação dos desafios de aprendizagem apresentadas pelos alunos em uma escola pública de Juara”

⁵⁷ “As estratégias metodológicas assumidas nas salas de alfabetização observadas se voltam para a alfabetização na perspectiva do letramento. Existe por parte da equipe gestora e dos professores o compromisso com os objetivos de aprendizagem dos alunos.”

⁵⁸ “[...] ainda observamos situações de alunos que apresentam desafios na compreensão leitora, pois não dão conta de ler fluentemente, interpretar o que lê e relacionar a leitura com o contexto em que vive”

The Undergraduate Thesis authored by Lenice Silvestre Lopes, *Metodologias de uma educadora diante dos diferentes níveis de desenvolvimento dos alunos do terceiro ano do Ensino Fundamental* (An educator's methodologies before the different levels of development of students in the third year of Elementary School), defended in 2015, has as an objective "analyzing which teaching methods and strategies are employed by the educator to meet the different levels of development of the students in reading"⁵⁹ (Lopes, 2015, p. 7).

The author carried out a qualitative approach research, with the use of observation and questionnaire techniques for the data collection. The observation was carried out in the classroom of a teacher from "[...] a public school in Novo Horizonte do Norte-MT, in a four-month period"⁶⁰. The same teacher answered a questionnaire. "With the employed techniques, it was possible to make a comparison between the answers of teacher with the observations carried out in the classroom"⁶¹ (Lopes, 2015, p. 7).

As a result, the author identified positive aspects, such as the adoption of different activities by the teacher with views to meet the children at different learning levels. She concludes, stressing "[...] the importance of the teacher, from the beginning of schooling, working with contextualized reading, that is, integrated with significant situations close to the learner"⁶² (Lopes, 2015, p. 7).

The Undergraduate Thesis authored by Lucinéia Rodrigues, *Alfabetizar Letrando: a importância dos letramentos nos anos iniciais como facilitador no contexto social em que a criança está inserida* (Alphabetization through Literacies: the importance of literacy in the initial years as a facilitator in the social context in which the child is inserted), defended in 2016 intended to "[...] understand the reasons behind so many difficulties in writing, interpreting, comprehending, analyzing, and ultimately having good oral skills and abilities to develop tasks."⁶³ The qualitative approach research had as an objective "Analyzing if the work developed by the literacy professional takes place under the literacy perspective"⁶⁴, for this, the author carried out the data collection by means of a questionnaire. She concludes that "[...] for literacies, with all their specificities, to take place concurrently to alphabetization, the school and the teachers need to understand the importance of literacies and their potentials as instruments of alphabetization"⁶⁵ (Rodrigues, 2016, p. 8). In this sense, PNAIC was cited as an important program which encouraged alphabetization and literacy.

The Undergraduate Thesis *Contribuições dos jogos no ensino/aprendizagem da Matemática* (Contribution of games in the teaching/learning of Mathematics), authored by Vanessa da Silva Cupaioli, defended in 2018, had as an objective "Understanding how games in Mathematics classes are being developed in a municipal school in Novo Horizonte do Norte/MT"⁶⁶ (Cupaioli, 2018, p. 8). The author developed a qualitative research, which employed the "[...] participant observation and interview directed to the teacher of the 5th year of Elementary School, [...]"⁶⁷. Cupaioli (2018, p. 8). She highlighted that in the school where the research was carried out "[...] there are several games which were made available by PNAIC and support materials for the teacher, so much so that it is the teacher of the researched classroom who makes use of this material for the elaboration of their project with the students"⁶⁸. On this occasion, it was reiterated that "[...] the educational policies influence the strengthening of the learning and teaching actions, including games as an indispensable mechanism for learning"⁶⁹ (Cupaioli, 2018, p. 36). She concluded that "[...] the games favor the physical, cognitive, affective, social and moral development, in this way, we hope that more teachers begin to make use of games in their classrooms, for the use of this resource is relevant to the students' development."⁷⁰

The Undergraduate Thesis *Os jogos e brincadeiras como potencialidades pedagógicas de aprendizagem no 1º ciclo* (Games and play as pedagogical potentialities of learning in the 1st cycle), authored by

⁵⁹ "analisar quais os métodos e estratégias de ensino são utilizados pela educadora para atender os diferentes níveis de desenvolvimento dos alunos na leitura"

⁶⁰ "[...] uma escola pública de Novo Horizonte do Norte-MT, em um período de quatro meses"

⁶¹ "Com as técnicas utilizadas foi possível fazer uma comparação entre as respostas da professora com as observações realizadas em sala"

⁶² "[...] a importância de o professor, desde o início da escolarização, trabalhar a leitura contextualizada, ou seja, integrada com situações significativas próximas ao educando"

⁶³ "[...] compreender o porquê de tantas dificuldades em escrever, interpretar, compreender, analisar e enfim ter uma boa oralidade e habilidades para desenvolver os trabalhos."

⁶⁴ "Analisar se o trabalho desenvolvido pelos profissionais que alfabetizam ocorre na perspectiva dos letramentos"

⁶⁵ "[...] para que os letramentos com todas suas especificidades aconteçam de forma concomitante à alfabetização a escola e os docentes necessitam compreender a importância dos letramentos e suas potencialidades enquanto instrumentos na alfabetização"

⁶⁶ "Compreender como têm se desenvolvido os jogos nas aulas de Matemática no Ensino Fundamental em uma escola municipal de Novo Horizonte do Norte/MT"

⁶⁷ "[...] observação participante e entrevista direcionada ao professor do 5º ano do Ensino Fundamental, [...]"

⁶⁸ "[...] há vários jogos que foram disponibilizados pelo PNAIC e materiais de suporte para o professor, tanto é que o professor da sala pesquisada fez uso desse material para a elaboração de seu projeto com os alunos"

⁶⁹ "[...] políticas educacionais influenciam o fortalecimento das ações de aprender e ensinar, incluindo os jogos como mecanismo indispensável para a aprendizagem"

⁷⁰ "[...] os jogos favorecem o desenvolvimento físico, cognitivo, afetivo, social e moral, desta forma, esperamos que mais professores passem a fazer uso de jogos em suas aulas, pois a utilização desses recursos é relevante no desenvolvimento dos alunos."

Dileusa Magalhães, defended in 2016, had as an objective “Analyzing if and how games and play are being employed in the classroom”⁷¹. The qualitative research employed “[...] a questionnaire containing eight open-ended questions, answered by three teachers, and observation.”⁷² She noted that the researched teachers “[...] work and recognize that the use of games and play is of fundamental importance, for children demonstrate a greater interest for the contents and there is more interaction amongst the classmates”⁷³ (Magalhães, 2016, p. 8).

Magalhães (2016, p. 23) pointed out that the continuous education offered by PNAIC for the literacy teachers and their study advisees made didactic material, literary works, works for pedagogic support, games and educational technologies available, and that these resources potentiated learning in the literacy cycle.

The Undergraduate Thesis authored by Marcilene Santos, *Jogos e brincadeira como metodologia de ensino: uma pesquisa sobre os desafios e possibilidades de aprendizagem no 1º ano da alfabetização* (Games and play as a teaching methodology: a research on the challenges and possibilities in the first year of literacy), defended in 2018, had as an objective “Analyzing in the teaching practice of literacy teachers if they employed games and play as a methodological field and if its influence is noticed in the learning space”⁷⁴ (Santos, 2018, p. 8).

The qualitative research used, as instruments for data collection, an open questionnaire for parents and teachers and also observation in a class of the first year of the first literacy cycle. The research was carried out in a State School of the District of Juara – MT. She concluded that the teachers employed games and play in their teaching practices indicated by the PNAIC, and that recreational activities brought more meanings for the children by allowing the child to “[...] move around, play, make believe, [...]”⁷⁵ (Santos, 2018, p. 8).

The Undergraduate Thesis *PNAIC: concepção do professor sobre o programa Pacto Nacional pela Alfabetização na Idade Certa* (PNAIC: conception of the teacher on the National Pact for Literacy at the Right Age program), authored by Sunara Gomes Oliveira, defended in 2015, had as an objective analyzing the conception of the literacy teachers on PNAIC, as well as whether they employed the methodological resources presented by PNAIC in their plannings. The qualitative research was carried out in a school in Novo Horizonte do Norte – MT, with literacy teachers who participated in the PNAIC trainings, and a PNAIC academic advisor. The *in loco* observation was in a class of the second phase of the first cycle. The author highlighted that “[...] the PACT understands that alphabetization must take place under the perspective of literacy, and to assure the right for significant learning of the students, the teacher must include new didactic strategies in their plannings”⁷⁶ (Oliveira, 2015, p. 8).

Under this perspective, the results revealed that some teachers used the PNAIC teaching strategies, however, some still resisted and maintained a more conservative practice.

Delva Aparecida Marchiori defended, in 2015, the Undergraduate Thesis titled *As faces da inclusão no contexto educacional de uma escola pública* (The faces of inclusion in the educational environment of a public school) and had as an objective “Analyzing how a school was organized to include disabled students in the initial years of Elementary School and how it organizes this work”⁷⁷. To achieve these objects, she conducted a qualitative research which employed “[...] *in loco* observations and interview, which followed a semi-structured script to interview the regular classroom teacher, the teachers of the multifunctional resource room, the coordination, principal and parents of disabled students”⁷⁸ (Marchiori, 2015, p. 8).

Among the many aspects which were highlighted, it was verified that, unfortunately, the expectations of the family in relation to the development and school learning of the included students still have not been reached. Nonetheless, the author highlighted that, amongst the didactic resources used to work with the disabled students, are “[...] the pedagogical games and concrete materials made available by the school and the materials made by the teachers in the training offered by PNAIC [...]”⁷⁹ (Marchiori, 2015, p. 41).

⁷¹ “Analisar se, e como estão sendo trabalhados os jogos e brincadeiras em sala de aula.”

⁷² “[...] um questionário contendo oito questões abertas, respondido por três professoras e a observação.”

⁷³ “[...] trabalham e reconhecem que a utilização dos jogos e brincadeiras é de fundamental importância, pois as crianças demonstram maior interesse pelos conteúdos e há mais interação entre os colegas”

⁷⁴ “Analisar na prática docente de professores alfabetizadores se estes fazem uso de jogos e brincadeiras enquanto campo metodológico e se sua influência é percebida no espaço de aprendizado”

⁷⁵ “[...] movimentar-se, brincar, inventar, [...]”

⁷⁶ “[...] o PACTO entende que a alfabetização deve ocorrer na perspectiva do letramento, e para garantir o direito de aprendizagem significativa aos estudantes, o professor deve incluir novas estratégias didáticas em seus planejamentos”

⁷⁷ “Analisar como uma escola se organizou para incluir estudantes com deficiências nos anos iniciais do Ensino Fundamental e como ela realiza este trabalho.”

⁷⁸ “[...] a observação *in loco* e a entrevista, que seguiu um roteiro semiestruturado para entrevistar o professor da sala de aula regular, os professores da sala de recurso multifuncional, a coordenação, direção e pais de alunos com deficiências”

⁷⁹ “[...] os jogos pedagógicos e materiais concretos disponibilizados pela escola e os materiais confeccionados pelos professores na formação ofertada pelo PNAIC [...]”

The survey we carried out demonstrated that, directly or indirectly, the theoretical, conceptual, methodological and practical fundamentals of the PNAIC were present in the TCCs developed in the pedagogy courses offered at UNEMAT, Juara Campus, which hosts students from other regions, the majority of them being from the Arinos Valley micro-region in the interval between 2015 and 2021. In this sense, we raise once again the contributions of this continuing education policy, offered to the literacy teachers, which exceedingly favored the literacy process of many children enrolled in the public schools of this micro-region (Cardoso, Rodrigues, Cardoso, 2018).

FINAL THOUGHTS

In this article, we present the analysis of the contents surveyed on the state of the academic productions about PNAIC in a micro-regional (Vale do Arinos/Juara) level. The readings of the surveyed productions about this policy were guided to point out the contributions which stood out in these works, in a micro-regional level, for literacy and continuing education of literacy teachers. The carried out survey pointed out important contributions of the PNAIC at a micro-regional level for the literacy process, as well as marking criticisms of the Program, as possibilities of bettering, as well as pointing out fragilities.

In the contributions of PNAIC at a micro-regional level for the training of the literacy teacher and for the literacy process, the continuing education of the literacy teachers stood out, who, by promoting the development of literacy didactic propositions, encouraged pleasurable reading, the use of the didactic materials and reading boxes and the organization of the pedagogical work by means of the Didactic Sequence.

The aforementioned works elucidated important questions to the field of education in what concerns literacy, training of literacy teachers and public education policies, which reiterated the need for the promotion and provision of good literacy work.

The Program highlighted the work with textual genres from children's literature added to the planning of literacy and alphabetization practices as necessary to favor the appropriation of the SEA. The matter of playfulness stood out in the Undergraduate Theses, games and play were objects of research as important resources to understand the universe of the children and enable learning, the researchers referenced the way in which they thought and how they develop knowledge and appropriation of the Sistema de Escrita Alfabética (Alphabetic Writing System) (SEA), through the use of educational games.

Another important point which shows up in the surveyed productions was its organizational structure, which tightened the tie between university and Basic Education, a condition which greatly favored the continuing education of teachers who had the opportunity of tying the theoretical concepts to the practical ones, and with it, basing their teaching practice.

In general terms, the surveyed and analyzed productions also indicated that for a good literacy practice, it is indispensable that the public education policies prioritize, concurrently to the offer of continuing education in the field, the needs and the work conditions of the teachers, with availability of resources sufficient to all children, adequate spaces, conditions of the teachers to attend the continuous education programs, salary appreciation, which allows the literacy teacher to dedicate themselves to the continuing education and qualification studies, planning and teaching, with the necessary tranquility, for the good development of all activities related to the literacy process (Mello, 2018).

Amongst the criticisms are the pertinent notes which included the defense of the continuity of public policies so that they may perfect their actions and, in the case of the analyzed policy, offer training to the literacy teachers which unfold into actions which consolidate the right of all children to be alphabetized in the literacy cycle. Despite the limits of these policies, which may be aligned with neoliberal interests, most of the surveyed and analyzed TCCs recognize that the PNAIC was a continuing education policy approved by most of the profiles involved in its implementation.

For this reason, we defend the need for permanent public policies which ensure the continuity of educational programs, independent of ideological conceptions of a given government. Therefore, we must highlight and appreciate the state policies which may develop permanent actions, which are not only policies with the intent of bringing immediate results. The need for the continuity of the PNAIC was evident in the analyzed productions, as well as highlighted the understanding of not expecting immediate promising results, after all, changes in the educational context demand time and persistence.

Nonetheless, the survey is open to numerous possibilities for researches, with investigations concerning the practices of the literacy teachers in the school environment on reading, written production, orality, appropriation of the SEA; numbers and operations, problem-solving situations, space and shape, information processing, magnitudes and measurements; to the interdisciplinary plannings, discursive alphabetization under the perspective of literacy or literacies, of the many aspects observed in the notebooks made available by the program; to the forces of international organs in the public policies implemented in Brazilian education, among many other possibilities. Ultimately, the questions raised on the survey we carried out which deserve delimitations with deeper investigations are many.

REFERENCES

- BARDIN, L. **Análise de Conteúdo**. São Paulo: Edições 70, 1995.
- CARDOSO, C. J.; RODRIGUES, S. F. P.; CARDOSO, A. L. J. Alfabetização e formação de professores: potencialidades e limites segundo coordenadores locais do PNAIC-Mato Grosso. **Laplage Em Revista**, Dourados, v. 4, n. 2, p. 82-100, 2018. DOI: <http://doi.org/10.24115/S2446-6220201842475p.82-100>
- CARNEIRO, L. B. **Práticas de leitura e os desafios da compreensão leitora no primeiro ciclo do ensino fundamental**. 2018. Trabalho de Conclusão de Curso (Graduação) – Faculdade de Educação e Ciências Sociais Aplicadas, Universidade do Estado de Mato Grosso, Juara, 2018.
- CUNHA, R. R. C. **Literatura Infantil**: instrumento de ensino nas práticas de alfabetização. 2016. Trabalho de Conclusão de Curso (Graduação) – Universidade do Estado de Mato Grosso, Juara, 2016.
- CUPAIOLI, V. S. **Contribuições dos Jogos no Ensino/aprendizagem da Matemática**. 2018. Trabalho de Conclusão de Curso (Graduação) – Faculdade de Educação e Ciências Sociais Aplicadas, Câmpus de Juara, Universidade do Estado de Mato Grosso, Juara, 2018.
- DOS SANTOS, M. **Jogos e brincadeira como metodologia de ensino**: uma pesquisa sobre os desafios e possibilidades de aprendizagem no 1º ano da alfabetização. 2018. Trabalho de Conclusão de Curso (Graduação) – Faculdade de Educação e Ciências Sociais Aplicadas, Universidade do Estado de Mato Grosso, Juara, 2018.
- FERREIRO, E.; TEBEROSKI, A. **Psicogênese da língua escrita**. Porto Alegre: Artes Médicas, 1989.
- HORNICH, P. M. **Alfabetização e letramento**: a influência das metodologias e estratégias de ensino. 2017. Trabalho de Conclusão de Curso (Graduação) – UNEMAT, Juara, 2017.
- LOPES, F. M. **Apropriação do Sistema de Escrita Alfabética (SEA) e as situações de escrita no processo de alfabetização**. 2019. Trabalho de Conclusão de Curso (Graduação) – Faculdade de Educação e Ciências Sociais Aplicadas, Câmpus de Juara, Universidade do Estado de Mato Grosso, Juara, 2019.
- LOPES, L. S. **Metodologias de uma educadora diante dos diferentes níveis de desenvolvimento dos alunos do terceiro ano do Ensino Fundamental**. 2015. Trabalho de Conclusão de Curso (Graduação) – Faculdade de Educação da Universidade, Estado de Mato Grosso, Juara, 2015.
- MAGALHÃES, D. **Os jogos e brincadeiras como potencialidades pedagógicas de aprendizagem no I Ciclo**. 2016. Trabalho de Conclusão de Curso (Graduação) – Faculdade de Educação e Ciências Sociais Aplicadas, Universidade do Estado do Mato Grosso, Juara, 2016.
- MARCHIORI, D. A. **As faces da inclusão no contexto educacional de uma escola pública**. 2015. Trabalho de Conclusão de Curso (Graduação) – Faculdade de Educação, Universidade do Estado de Mato Grosso, Juara, 2015.
- MELLO, Â. R. C. **Alfabetização e avaliações em Mato Grosso**: direitos de aprendizagem e níveis de proficiência em conflitos. Cuiabá: EdUFMT, 2018.
- MELLO, Â. R. C. Reflexões de uma experiência enquanto formadora regional no contexto do Pnaic em Mato Grosso. **RIAAE - Revista Ibero-Americana de Estudos em Educação**, Araraquara, v. 14, n. 3, p. 1229-1244, 2019.
- OLIVEIRA, S. G. **PNAIC**: concepção do professor sobre o programa pacto nacional pela alfabetização na idade certa. 2015. Trabalho de Conclusão de Curso (Graduação) – UNEMAT, Juara, 2015.
- PEREIRA, Z. G. **Literatura Infantil**: a contação de histórias como estratégias pedagógicas no desenvolvimento de alunos nos anos iniciais. 2019. Trabalho de Conclusão de Curso (Graduação) – UNEMAT, Juara, 2019.
- QUEIROZ, C. R. **Apropriação do sistema de escrita alfabético**: os desafios da alfabetização. 2015. Trabalho de Conclusão de Curso (Graduação) – UNEMAT, Juara, 2015.
- RODRIGUES, L. **Alfabetizar Letrando**: a importância dos letramentos nos anos iniciais como facilitador no contexto social em que a criança está inserida. 2016. Trabalho de Conclusão de Curso (Graduação) – Faculdade de Educação, Universidade do Estado de Mato Grosso, Juara, 2016.
- ROMANOWSKI, R.; ENS, T. As pesquisas denominadas do tipo estado da arte em educação. **Revista Diálogo Educacional**, Curitiba, v. 6, n. 19, p. 37-50, 2006.
- SANTOS, E. C. **Produção de textos escritos no 2º ano do ciclo de alfabetização**. 2018. Trabalho de Conclusão de Curso (Graduação) – Faculdade de Educação e Ciências Sociais Aplicadas, Câmpus de Juara, Universidade do Estado de Mato Grosso, Juara, 2018.
- SILVA, A. A. **PNAIC: Pacto Nacional pela Alfabetização Na Idade Certa na construção do conhecimento do educando na alfabetização**. 2017. Trabalho de Conclusão de Curso (Graduação) – UNEMAT, Juara, 2017.
- SILVA, E. **Práticas de leitura no contexto da alfabetização**: contribuição do cantinho da leitura para a formação de leitores. 2018. Trabalho de Conclusão de Curso (Graduação) – UNEMAT, Juara, 2018.
- SILVA, S. A. **A leitura no ciclo da alfabetização**: uma proposta de intervenção voltada aos direitos de aprendizagem dos estudantes. 2019. Trabalho de Conclusão de Curso (Graduação) – UNEMAT, Juara, 2019.
- VERGE, J. F. **A contação de histórias literárias como estratégia metodológica no processo de alfabetização e letramento nos anos iniciais do Ensino Fundamental**. 2021. Trabalho de Conclusão de Curso (Graduação) – UNEMAT, Juara, 2021.

Authors contribution

EVF: Researcher of the production survey conducted about the PNAIC in the microregion of Vale do Arinos, advised by Professor Dr. (Ângela Rita Christofolo de Mello); ARCM: Professor Dr. Advisor of the Academic Masters Research of (Elenize Vieira Falcão).

Editor: Prof. Dr. José Luís Bizelli

Deputy Executive Editor: Prof. Dr. Vilmar Alves Pereira