

THE DIFFICULTIES AND CHALLENGES THAT TEACHERS FACE IN REMOTE CLASSES

AS DIFICULDADES E OS DESAFIOS QUE OS PROFESSORES ENFRENTAM NAS AULAS REMOTAS

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RESUMO: O objetivo central desse estudo era identificar as dificuldades e os desafios que os professores tiveram nas aulas remotas, também saber o motivo pelo qual os alunos estão se evadindo dessas aulas. O percurso percorrido nasce em uma abordagem quantitativa de caráter bibliográfico, como também uma descritiva. Ao final dessa análise percebe-se que os professores precisam ser capacitados adequadamente com as ferramentas digitais e os alunos incentivados pelos atores que regem a educação.

Palavra-chave: Educação. Professores. Tecnologia.

ABSTRACT: The main objective of this study was to identify the difficulties and challenges that teachers had in remote classes, as well as to know why students are dropping out of these classes. The route taken was born from a quantitative approach of bibliographic character, as well as a descriptive one. At the end of this analysis, it is clear that teachers need to be properly trained with digital tools and students encouraged by the actors who govern education.

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Keyword: Education. Teachers. Technology.

1 INTRODUCTION

The topic that was addressed in this article is related to "the difficulties and challenges that teachers face in remote classes" is an extensive topic that everyone who works with education is involved in and that is also being constantly complained about by teachers on training days. With the justification of showing the difficulties and challenges that we teachers and students face in remote classes during the pandemic, this article was prepared, knowing

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that education is a right acquired by society and new technologies unite the new world that is full of facts, events and advanced ideas in the digital world, which is always evolving for the benefit of society, also knowing that this is a new look, a new way of doing education makes it important that students have the right to acquire digital tools.

It is understood that education is a social, political and economic activity that can be manifested in various ways to interact, work and communicate using social networks. Regarding the use of these tools in remote classes, it becomes a little difficult because the school community has not been properly trained to use a computer system. Also the social and economic factor that leaves the student unable to attend online classes because he is unable to have a device that interconnects social networks. Information and communication technologies can contribute to the advancement of Brazilian education in communities where they cannot have access to quality education. According to Thiago Cássio D'Ávila Araújo, Federal Prosecutor of the Attorney General's Office (PGF/AGU)

The use of educational technologies is essentially linked to the issue of the quality of teaching and learning, also because new technologies allow innovative pedagogical applicability that can contribute to positively differentiated results.

Certainly, the use of technologies in remote classes allows the construction and innovation of pedagogical work that could reduce the impacts of educational inequalities in Brazilian society.

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Thiago Cássio D'Ávila Araújo says:

It is not a question of thinking that there are magic tools. The quality of teaching does not depend only on the use of new technologies. However, if these are present and are properly inserted in pedagogical practices, the improvement of teaching can emerge as consequences, making the human right to quality education effective.

It is known that these are not magic tools, but rather a support that can lead to the improvement of teaching for the population and that it is possible to have a pedagogical practice that solves the problem that education faces in remote classes with school dropout and learning deficit. When we talk about educational impacts, we have to be aware that these impacts do not only occur in one state, but in all the states that make up Brazil. The country is made up of five regions that have regional, social and educational differences, the difficulties they face have become even greater in the face of the pandemic scenario, especially in education. When the use of remote teaching was imposed, it was thought that everything would be solved, it would be enough for students to have a computer or a cell phone that the problem would be solved, but when they were really faced with the social and economic problem, they understood that things do not work as they thought, thus increasing the

difficulties to bring knowledge to the student.

An impasse that also exists is society's non-acceptance of remote classes, it is not known why this non-acceptance, with this refusal the learning deficit and school dropout in the pandemic scenario is one of the biggest educational impacts of the decade, also the government is inefficient in employing this modality of education to the population. It is understood that the population is not prepared for the use of advanced technologies and the economic situation of the communities do not contribute to these classes, otherwise the actors who govern education are not trained to use these tools.

At the beginning of the pandemic, the Brazilian educational system did not know how to work against the impacts that education has suffered and will still suffer for many decades, the most interested in these problems are students who will have a learning delay in their academic training, this issue only concerns students who have at least one cell phone or a computer at home, If we focus our gaze on those who do not have any of these devices, they will be without the right to learn. This gap brings a scar that has never been seen before in Brazilian education, all because the educational system has not developed a basic structure that solves the problems that the pandemic has brought to education. Lack of equipment that connects students to online classes, the denial of digital training with teachers by educational institutions, learning deficit and school dropout means that Brazilian education has stopped evolving in this decade.

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After justifying the study of this article, a problem was elaborated. Why do teachers face problems in remote classes? This question was asked by teachers in various online training courses at the school where I work. The difficulties are faced daily in a remote classroom. To better understand these difficulties and challenges that we face every day when teaching on WhatsApp, I sought answers from writers who understand the subject better.

In order to understand some questions that teachers asked in the training of the school that I work on remote classes, I prepared this article trying to bring an understanding that ICT or ICT is important in classrooms, whether face-to-face or remote. The specific objectives would be: To identify the difficulties and challenges of education in the pandemic scenario; understand school dropout in remote classes; understand the difficulties of teachers with ICTs.

2, LITERATURE REVIEW

THE DIFFICULTIES AND CHALLENGES THAT TEACHERS FACE IN REMOTE CLASSES

With the closure of public and private schools, teachers and students had to adapt to the modality of online classes, the remote calls. This new form of education made changes in the routine of both teachers and students, also the family routine was affected, thus causing a certain rejection in this teaching modality, many educators did not feel safe when teaching online because they did not have enough qualification to work with the new technology, the challenges and difficulties they face daily are many, especially when transmitting the content and the evasion of students in these classes. This new tool in public education for those who are not qualified to handle it makes access difficult, educational institutions do not support teachers and students are bewildered to learn that they will not have quality access to classes, which is a right conquered and acquired by society.

The contents are not transmitted efficiently to the students, so it is difficult for learning to be assimilated and the quality and efficiency of teaching is exhausted as time goes by. According to Freire (1996, p.14) "Teaching is not exhausted in the treatment of the object or content, superficially done, but the production of conditions in which critical learning is possible is achieved". In a learning process in remote classes, it is no use watching for the sake of watching, reading for the sake of reading, answering the activities automatically, it is necessary for the student to have sufficient and efficient materials and knowledge at hand so that the content is assimilated in a critical and reflective way.

The difficulties of the actors who govern education in dealing with the new reality makes them rethink the training of teachers who are not used to working with the new tools, an important factor that comes to the understanding of a good observer is that more than half of the population does not understand and do not know how to define what the remote teaching modality is and what this type of teaching is for, They believe that they just turn on a computer or a cell phone and they are already attending class, but the problem is more complex than they could imagine.

Education is a phenomenon acquired by the individual, it is through it that man can interact, work, become a critical and reflective being, no matter what modality led him to teaching, learning, the most important thing, which became a social being capable of using his knowledge in favor of the population.

The transmission of knowledge is based on the assumption that someone from the outside can exert an action on someone that consists of modeling their intelligence or knowledge. NOT (1993).

It is necessary that someone on the other side of the computer is adequately trained to transmit knowledge, the citizen does not become critical if he is not modeled, just like a diamond that needs to be cut to be delivered to society, like the student who needs someone to do this polishing, and this is the teacher who is the mediator and who leads them to learning, to knowledge and critical knowledge. FREIRE (1996, p.13): "The more critically the ability to learn is exercised, the more epistemological curiosity is built and developed".

How can the student be modeled if he does not have the economic or social conditions to have a digital tool, questions like these are asked daily by teachers, the government has the responsibility to provide technological and quality support to society in critical moments such as in a pandemic so that the student has an effective and quality education throughout his training is remote, hybrid or face-to-face as long as the knowledge reaches the student with all the rights that govern the Federal Constitution of the Republic. The use of new tools in online classes brings significant progress in the teacher's pedagogical work, as the holder of the knowledge that transmits to the student he will be able to innovate, advance and modify his work technique, these new technologies used correctly is a look to the future in student learning. In order to have a significant progression in favor of students, the teacher must be trained and properly familiar with these tools.

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It is believed that most public school teachers are not prepared to deal with the technologies that education employs today in remote classes, also in face-to-face they had difficulties in working with technological advances and society increasingly demanding with this form of work. The problem is not only in the form of the teacher's work, but also in the economic factor in which the schools are situated, in the economic conditions of the student, according to the law of guidelines and bases of education in title three, article four.

Assistance to students, in public elementary education, through supplementary programs of school teaching material, transportation, food, and health care.

It is understandable that the government has an obligation to support students with teaching materials, but in the government's opinion, teaching material that is cited in the law, guidelines and bases of national education, is summarized only in books, notebooks, pens and pencils, does not extend to a computer, tablets and notebooks that students should have in hand to access remote classes, These instruments were also to be used in face-to-face classes so that students could have greater support during activities, with these support the classes

would become more interesting and productive. Another position that the institutions do not want to take is the internet packages that students also do not have the financial conditions to pay for.

Thiago Cássio D'Ávila Araújo says again:

In fact, the use of computers, notebooks, tablets and cell phones in the classroom or outside it can become excellent instruments for accessing content and experiences, allowing new forms of learning to develop.

In fact, with these instruments, learning develops in a positive and effective way, bringing to the student new forms of knowledge that will give quality to teaching and learning. Without them, something would be missing to complete the growth of the students, causing them to lose interest in advancing further in their knowledge. It is not known what degree of responsibility the actors who govern education have with the teaching and learning of individuals in training. The family, the government and the school need to become more committed to the educational process of the student, who is not stimulated to advance productively, so he does not acquire learning

correct. Let's say that each component has a little responsibility in this problem, the government is committed to providing financial support to students not only with textbooks, but with tools that can lead students and educators to quality training. The government is responsible for developing strategies and projects that can end the learning deficit and school dropout in remote classes.

The use of these technologies reflects a new way of learning through multimedia interaction and communication between people. Specifically, with this second one, from the advent of the internet, the educational process expands beyond the walls of schools and universities with the distance learning modality. Technologies can also be used as a space for struggle. (AQUINO, 2009, p.4).

A committed family will always be present in the development of their children, especially with their education, knowing that they are human beings in formation, helping to overcome the challenges that are imposed by academic life. The school, as a space for training, has the duty to seek new strategies and methodologies that advance learning and awaken in the student the interest in knowledge and that their critical and reflective sense are activated and ready for the society of the future. The problems that students go through in remote classes are consequences of factors that needy communities face, an isolated individual cannot be blamed, but a group that governs education.

As long as they do not solve this impasse, there will always be a deficit and evasion will occur more strongly. The lack of interest in this teaching modality is notorious not only by

students but also with society, few know how to handle a digital tool, no matter how simple it may be, and are not interested in learning, with students these classes become tedious because teachers are unable to develop methodologies that arouse the student's interest, making these classes tiring. The economic factor contributes a lot to this dropout, in poor communities this rejection is very high because they are not able to attend online classes. Teachers are not satisfied with this situation because they know that institutions offer little or nothing

to help communities access digital tools. According to *Diário do Nordeste*, one out of every three students did not have access to remote classes in July, says an IBGE survey, recalling that some municipalities not only in Pernambuco but also in other states restarted classes in September, students lost part of the 2020 school year because of institutions that did not know how to get around the problem that dominated the country.

The students in these communities who have access to the internet are by cell phones and the cost is expensive for their standard of living. The interesting fact is that even if students get a cell phone or a computer, the homes do not have the structure for these classes, since each family has three or more children studying at the same time on the same device and at the same time of different grades. The map made by the IBGE survey that shows the use of cell phones in the last quarters of 2019 at the beginning of the pandemic shows the reason why students do not use the internet. The data point out that there are several factors for people and students not to use the digital tool and are diverse, 18.3% of students do not know how to use the internet, how could they know if institutions do not make programs, courses and projects to train the student, the most interesting is the lack of interest of the population in accessing the internet. Of the students who are unable to have a quality digital package, 19.3% allege the lack of conditions to have electronic equipment.

If in 2019, which was not yet at the top of the pandemic, the student did not have the availability of these digital tools, it became even more complicated, since the families of these students, large parts of them were unemployed. How could remote classes take place smoothly if there is all this denialist burden, if at the end of 2019 there were all these problems with education, at the beginning of 2020 it got even worse.



Source: IBGE, Directorate of Surveys, Coordination of Labor and Income, Continuous National Household Sample Survey 2019.

Online surveys were carried out with public school teachers from different institutions to find out how satisfied they are when teaching remote classes, whether they receive funds from any institution, whether all students in the class they teach attend classes, and what type of device they use to teach these classes. The difference between the answers was small, as they all indicate dissatisfaction with these classes for different reasons. It is possible to observe that the sentiment against digital tools is denialist, since that the teacher is not qualified to use them, but if he invested in his training he would be able to bring new methodologies to the classroom, he would not have a learning deficit or school dropout. Investing in new knowledge is investing in the future.

FINAL CONSIDERATIONS

This work allowed me to review my position on digital tools, I didn't like to use them, only blackboard, chalk, textbook and photocopy were enough to teach the classes. Today it is possible to introduce the digital mechanism in my methodology, it took something tragic to have a constructive thought in relation to ICTs. Digital tools are currently introduced in methodologies and work strategies in society, literacy is not just knowing how to read and write, it is reading, writing, interpreting both in writing and in the digital environment. When classes return it will not be the same, both teachers and students will have a new chance to start over, they will know that digital tools can be part of their daily lives.

To carry out a job like this, it takes a lot of observation and astuteness, because of the complaints and dissatisfaction of the faculty and students in relation to remote classes, they must understand why they are right in what they say about the lack of training they should have before working or studying in the distance learning modality. If there were social policies that solved the problems of education in poor communities, things would be easier, adequate computer training for teachers and students would solve part of the problems in remote classes.

The graph that was introduced in the article was taken from surveys carried out by the IBGE in the last quarters of 2019 at the beginning of the pandemic, it was to show that at the beginning of this tragic disease, education faced problems both in the distance learning and face-to-face modalities. The surveys carried out with questions to the teachers were online, a questionnaire was sent for them to answer containing four questions, it was not easy to do this survey, since many teachers were not available to answer the questionnaire, perhaps because there are only complaints for their rights, however there is no fighting spirit to claim for quality education.

Another thing that made it clear in this survey was the position of public institutions in not taking seriously the problem of education in the face of the pandemic, which is increasingly strong in this scenario. It is a text that brings a reflection on learning, the lack of resources for teachers and students in the digital environment. For many these pandemic moments it is a unique experience to review their points of view on education, for others it is a terrifying moment to see the tragedy of a society being deteriorated both in education and health. New technologies are the innovation of the present and the future in public school classrooms, however it will depend on the actors who govern education to review their position on the applicability of programs and projects that bring progress to the classrooms by making

teachers make the connection between blackboard and digital technology. Teachers also need to keep in mind that today's technology brings benefits to society and is a new learning experience for the student, it is up to the teacher to invest in training so that he can realize himself as a person and as an education professional.

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